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| **Week** | **Unit** | **Standards** | **Assessments** |
| 1 | Review of the Middle School History | H2.[9-12].19 Explain how Greek and Roman **civilizations** influenced the development of democratic and republican governments in modern societies. | - Class Rules PPT + Quiz- Completion of questions regarding the reading “The Greek City-States”- Students will complete an “Anticipation Guide” in which they mark whether they agree or disagree with a statement involving the way the Roman Empire ruled in the first century and explain their reasoning.- Students will complete the project “Putting a Positive Spin on the Emperors” in which each group is responsible for creating a poster for one of the emperors of Rome, as if this emperor were in a political campaign.  |
| 2 | Review of the Middle School History | H2.[9-12].19 Explain how Greek and Roman **civilizations** influenced the development of democratic and republican governments in modern societies. | - Students will continue working on the project “Putting a Positive Spin on the Emperors”- Each group will present their poster to the class while their peers take notes using a note guide- Completion of note guide that accompanies the reading of “Decline and Fall” about the decline of the Roman Empire |
| 3 | Review of the Middle School History | H1.[9-12].11 Analyze how and why the five major religions gained new adherents in various parts of the world | - Completion of note guide that accompanies a PowerPoint on the major religions of the world- Students will work in groups to research some of the major religions of the world. Each group is responsible for creating a poster describing their assigned religion.- Groups will present their posters to the class while their peers use a note guide to gather important information |
| 4 | Review of the Middle School History | H1.[9-12].9 Explain how trade causes **cultural diffusion** | - Completion of short video review of The Middle Ages and definitions of key vocab- Students will complete “Medieval Society: A Webquest” to review society during the Middle Ages- Completion of Daily Herald project, in which students design a kingdom newspaper in which they write two articles and include two drawings featuring news for the Middle Ages |
| 5 | The Renaissance & Reformation | H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world. | - Italian Renaissance PPT + completion of note guide- Written analysis of a Renaissance painting depicting a marriage celebration- Completion of questions regarding the reading of “The Intellectual and Artistic Renaissance”- Written analysis of the importance of virtue in a humanist education in the Renaissance vs. today |
| 6 | The Renaissance & Reformation | H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world. | - Written analysis of how technology, science, culture, art, and math from the Renaissance affects students today- DBQ: “How did the Renaissance change man’s view of man?” |
| 7 | The Renaissance & Reformation | H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world.H1.[9-12].13 Explain the causes of the **Reformation** and its effects in Europe and the Americas | - Written compare/contrast on the humanist education of the Renaissance and current high school education- Continue and complete Renaissance Interview Project- Written description of how Renaissance inventions are still useful around the world- Completion of note guide defining key terms useful to the study of the Reformation, and brainstorm of causes of the Reformation based on these terms- Written analysis comparing the causes of the Reformation with modern examples |
| 8 | The Renaissance & Reformation | H1.[9-12].13 Explain the causes of the **Reformation** and its effects in Europe and the Americas | - Written explanation of how Desiderius Erasmus helped pave the way for the Reformation- Completion of notes on The Protestant Reformation- Watch short video on Calvinism and completion of questions about it- Completion of questions regarding “The Spread of Protestantism” reading |
| 9 | The Renaissance & Reformation | H1.[9-12].13 Explain the causes of the **Reformation** and its effects in Europe and the Americas | - Watch clips from the movie *Elizabeth* and answer questions to aid in explaining how tense the situation between Catholics and Protestants was- Completion of a comic book, written and drawn by students, that details the story of the Reformation-Written analysis of what England was like during the Reformation and how Protestants and Catholics viewed each other- Written analysis of Martin Luther quote that describes his view on the role of women, and comparison to the role of women today in the U.S. and around the world |
| 10 | Absolutism & The Enlightenment | H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world.H1.[9-12].13 Explain the causes of the **Reformation** and its effects in Europe and the AmericasH2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion.  | - Written analysis of how religious fighting during the Reformation contributed to problems arising in Europe in the 16th century- Completion of questions in regards to reading, “Europe in Crisis”- RAFT in the form of a speech by Phillip II explaining to his subjects why he would send a fleet of ships to England, knowing they were outnumbered- Crash Course video on the Spanish Empire- Completion of questions regarding the Spanish Empire and absolutism |
| 11 | Absolutism & The Enlightenment | H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world.H1.[9-12].13 Explain the causes of the **Reformation** and its effects in Europe and the AmericasH2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion. | - Completion of notes on the Witchcraft Trials and the Thirty Years War- Completion of worksheet that further describes the Thirty Years War- Written response to prompt asking what “absolute parents” would be like- Completion of questions on the English Civil War & Restoration |
| 12 | Absolutism & The Enlightenment | H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world.H1.[9-12].13 Explain the causes of the **Reformation** and its effects in Europe and the AmericasH2.[9-12].18 Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion. | - Written review of the English Civil War and its products- Completion of questions that accompany the reading “Response to Crisis: Absolutism”- Written analysis of Peter the Great’s policy of Westernization in Russia- Completion of Notes on Peter the Great and his policies in Russia (how they came to be, and what were their effects)- Completion of project in which students select an absolute monarch and create a Facebook page (on paper) for this person, incorporating personal information and events from their life |
| 13 | Absolutism & The Enlightenment | H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world.H1.[9-12].14 Identify the influence of the **Enlightenment** on the Western World, i.e., philosophy, science, **fine arts**, government, and literature. | - Completion of notes on famous thinkers from the Scientific Revolution and the Enlightenment. Students research these people online- Written review of Enlightenment and Scientific Revolution thinkers and scientists. Students pick which they think made the most valuable contributions to society and explain why- Completion of note guide that accompanies a PowerPoint on the Enlightenment- Written review of the core beliefs of philosophes. Students pick which belief they think is most important to our society and explain |
| 14 | Absolutism & The Enlightenment | H1.[9-12].14 Identify the influence of the **Enlightenment** on the Western World, i.e., philosophy, science, **fine arts**, government, and literature. | - Students consider the thinkers we have studied in class and pick a person from modern times that they think will be remembered for their advancements in science or philosophy and explain- Completion of notes on Thomas Hobbes and John Locke called “Two Views of Government”- Written contrast of Hobbes vs. Locke and explanation of which one each student identifies with more- Students will create baseball cards for nine Scientific Revolution or Enlightenment thinkers, listing their major beliefs, published works, and quotes |
| 15 | Absolutism & The Enlightenment | H1.[9-12].14 Identify the influence of the **Enlightenment** on the Western World, i.e., philosophy, science, **fine arts**, government, and literature. | - Students will create baseball cards for nine Scientific Revolution or Enlightenment thinkers, listing their major beliefs, published works, and quotes- Completion of notes on the “Impact of the Enlightenment” |
| 16 | Absolutism & The Enlightenment | H1.[9-12].14 Identify the influence of the **Enlightenment** on the Western World, i.e., philosophy, science, **fine arts**, government, and literature. | - Close read of *Two Treatsies of Government: Of Tyranny*- Students will learn to use the Jane Schaeffer writing method by taking notes and practicing with the entire class- Completion of a short essay that accompanies the close read, using the Jane Schaeffer method |
| 17 | Current Events | H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on TerrorH3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels | - Completion of three “News Article Analysis” worksheets in which students look up newspaper articles online for one of the following topics: Korean Conflict, Vietnam War, Persian Gulf War, Iraq, War on Terror- Students will create a PowerPoint to present to their class, using information from the news articles they read and other outside sources. PowerPoints should explain the following question: How did my chosen topic impact the United States (immediately and in the long term)? |
| 18 | Current EventsEnd of the Semester | H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels | - Students will research international newspaper articles and fill out a “Current Events Analysis” worksheet- Students must complete a reflection on this class for their Weebly portfolio as their final project. They should include assignments they are proud of, what they liked/didn’t like learning, what Social Studies skills they have improved/need to work on, accomplishments in the class, topics covered, etc. |

Bibliography

Spielvogel, Jackson J. *Glencoe World History*. New York, NY: Glencoe/McGraw-Hill, 2003. Print.