

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: European Middle Ages 500-1200 Quarter: 3 Length (Days): 14</p>	<p>1.What factors led to the fall of Rome? 2.What factors led to the start of the Middle Ages? 3.What aspects of Roman Civilization are destroyed by invading Germanic Tribes? 4. What Germanic Tribes rise out of the former Roman Empire? 5. How does Charlemagne try to brighten the Dark Ages? 6. How does feudalism make life more secure during the Middle Ages? 7. How did Vikings, Magyars, and Muslims make life more insecure? 8. How did on become a knight? 9.Compare and Contrast peasant women and noble women’s lives. 10. How did the Catholic Church unify most individuals in Europe throughout the time period?</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.5.9-12 SS.G.8.9-12 SS.G.9.9-12 SS.H.1.9-12 SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.H.1.9-12 SS.H.8.9-12 SS.H.12.9-12 National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.7 RH.9-10.9 RH.9-10.10</p>	<p>Formative: 1.Ch 13.1, 13.2, 13.3, 13.4 workbook pages 2. Ch1.2 Vocab Quiz 3.Creation of Coat of Arms 4.Outline of Ch 13.4 5. Knight vs Samuri Comparison 6. Medieval vs Contemporary Women Chart Feudalism Chart Manorialism Chart Summative: Non-Traditional Assessment Fief Project Ch 13Test Short answer Multiple Choice True/False Matching Chart Analysis</p>	<p>1.Class Discussions 2.Lectures/Notes 3.Video 4.Group Activities 5.Collaborative Learning Stations 6.Individual Guided Study 7.Chart Analysis 8.Jig-sawing 9. Compare and Contrast 10. Persuasive writing 11. Connecting to topics to present day 12. Cause and effect relationships 13. Webquest over Feudalism</p>	<p>1.Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Charlemagne Reading, Dark Ages DVD, Poster boards, 3. White board 4. Overhead projector 5. Computer projector 6. Computers from library 7. DVD Player</p>	<p>Updated IL. Learning Standards</p>
<p>Name: Formation of Western Europe 800-1500 Quarter: 3</p>	<p>1.What were the abuses the Catholic church committed during the Middle</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12</p>	<p>Formative: 1.Ch 14.1, 14.2, 14.3, 14.4 workbook pages 2. Crusader Flow</p>	<p>1.Class Discussions 2.Lectures/Notes 3.Video 4.Group Activities</p>	<p>1.Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell</p>	<p>Updated IL. Learning Standards</p>

<p>Length (Days):12</p>	<p>Ages? 2.What factors led to Christians calling for the Crusades? 3. How did the Crusades affect Europe? 4.How did hostilities between Christians and Muslims increase as an effect of the Crusades? 5. How did life for average people change throughout the Middle Ages? 6. How did England and France start to form? 7. How were the governments of England and France different from other countries of the time? 8. How does England’s Constitutional Monarchy compare to the US Republic? 9.How does the development of the plague and the Hundred Years’ War led to the end of the Middle Ages?</p>	<p>SS.G.4.9-12 SS.G.5.9-12 SS.G.6.9-12 SS.G.8.9-12 SS.G.10.9-12 SS.IS.4.9-12 SS.IS.5.9-12 SS.H.8.9-12 SS.H.10.9-12 SS.H.11.9-12 National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.7 RH.9-10.9 RH.9-10.10</p>	<p>Chart 3 Reconquista Map 4.Bill of Rights vs Magna Carta Venn Diagram 5.Plague Bio-Poem & Alternative Assignment instead of the Bio-Poem 6. Hundred Years’ War Timeline Summative: Ch 14 Test Short answer Multiple Choice True/False Matching Chart Analysis</p>	<p>5.Collaborative Learning Stations 6.Individual Guided Study 7.Chart Analysis 8.Jig-sawing 9. Compare and Contrast 10. Persuasive writing 11. Connecting to topics to present day 12. Cause and effect relationships</p>	<p>2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Internet Plague Parody, William the Conqueror Parody, Dark Ages DVD Joan of Arc reading Primary Sources: the Magna Carta and the Bill of Rights 3. White board 4. Overhead projector 5. Computer projector 6. Computers from library 7. DVD Player</p>	
<p>Name: European Renaissance and Reformation 1300-1600 Quarter: 3 Length (Days): 16</p>	<p>1.What conditions allowed Italy to be the birthplace of the Renaissance? 2. How did the Medici contribute to the start of the Renaissance? 3. How were the roles of Renaissance women different and similar to Medieval</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.5.9-12 SS.G.8.9-12 SS.G.9.9-12 SS.G.10.9-12 SS.G.11.9-12 SS.G.12.9-12 SS.IS.6.9-12</p>	<p>Formative: 1.Ch 17.1, 17.2, 17.3, 17.4 workbook pages 2.Medieval Art vs Ren. Art Venn Diagram 3.Machievelli Quotes Activity 4.Ren. Trade Map 5. Cause/Effect of Reformation Ws</p>	<p>1.Class Discussions 2.Lectures/Notes 3.Video 4.Group Activities 5.Collaborative Learning Stations 6.Individual Guided Study 7.Chart Analysis 8.Jig-sawing 9. Compare and</p>	<p>1.Textbook, <i>World History: Patterns of Interaction</i> Published by mcdougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Engineering An</p>	<p>Updated IL. Learning Standards.</p>

	<p>women?</p> <p>4. How does changes made in art represent the changing from Medieval times to the Renaissance?</p> <p>5. Who contributed to the culture of the Renaissance? What did these individuals contribute?</p> <p>6. How does the development of the Printing Press aid the spread of ideas during the Ren. and Reformation?</p> <p>7. What factors led to the development of the Reformation?</p> <p>8. What role did individuals like Martin Luther and John Calvin play in the development of the Reformation?</p> <p>9. How does England become Protestant?</p> <p>10. How do Lutheranism and Calvinism differ? How are they similar?</p> <p>11. How does the Catholic Church respond to the Reformation?</p>	<p>SS.IS.7.9-12</p> <p>National Standards:</p> <p>CRS:</p> <p>WorkKeys Skills:</p> <p>CCSS:</p> <p>RH.9-10.1</p> <p>RH.9-10.2</p> <p>RH.9-10.4</p> <p>RH.9-10.5</p> <p>RH.9-10.7</p> <p>RH.9-10.10</p>	<p>6. Luther vs Pope Debate</p> <p>7. Video regarding Martin Luther's life and works</p> <p>Summative:</p> <p>Ch 17 Test</p> <p>Short answer</p> <p>Multiple Choice</p> <p>True/False</p> <p>Matching</p> <p>Map Analysis</p>	<p>Contrast</p> <p>10. Persuasive writing</p> <p>11. Connecting to topics to present day</p> <p>12. Cause and effect relationships</p>	<p>Empire History Channel Series,</p> <p>Primary Source <i>The Prince</i>, by Niccolo Machiavelli,</p> <p>Images of Mona Lisa and Frederick I,</p> <p>Images from Jan Van Eyck, Albrecht Durer, Peter Bruegal,</p> <p>Video - Luther</p> <p>3. White board</p> <p>4. Overhead projector</p> <p>5. Computer projector</p> <p>6. Computers from library</p> <p>7. DVD Player</p>	
<p>Name: World Revolutions and Napoleonic Wars 1789-1815</p> <p>Quarter: 4</p> <p>Length (Days): 13</p>	<p>1. Age of Exploration and the rise of the Atlantic Slave Trade</p> <p>2. What factors led to the American Revolution?</p> <p>2. What factors led to the French Revolution?</p> <p>3. How were these two</p>	<p>ILS:</p> <p>SS.G.1.9-12</p> <p>SS.G.2.9-12</p> <p>SS.G.3.9-12</p> <p>SS.G.5.9-12</p> <p>SS.G.8.9-12</p> <p>SS.G.9.9-12</p> <p>SS.G.11.9-12</p> <p>SS.G.12.9-12</p> <p>SS.IS.6.9-12</p>	<p>Formative:</p> <p>1. Ch 23.1, 23.2, 23.3, 23.4 workbook pages</p> <p>2. Vocabulary Quiz Ch 23.2</p> <p>3. Reign of Terror Flow Chart</p> <p>4. Reign of Terror Packet – analyzing primary sources</p>	<p>1. Class Discussions</p> <p>2. Lectures/Notes</p> <p>3. Video</p> <p>4. Group Activities</p> <p>5. Collaborative Learning Stations</p> <p>6. Individual Guided Study</p> <p>7. Chart Analysis</p> <p>8. Jig-sawing</p>	<p>1. Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell</p> <p>2. Supplemental Materials: Corresponding Workbook, Guided reading activities,</p>	<p>Updated IL. Learning Standards</p>

	<p>revolutions similar and different? 4.What inequalities developed in France amongst the three Estates? 5 How did the third Estate respond to these inequalities? 6. Why did the monarch not aid the problem? 7. How did France’s government change as revolution broke out? 8. Why did the revolution turn to terror? 9. How does Napoleon gain power after the revolution? 10.What does Napoleon do to help and hurt France? 11.What is the legacy of Napoleon? 12. After Napoleon is defeated, how does the Congress of Vienna change the future Europe?</p>	<p>SS.IS.7.9-12 SS.IS.8.9-12 SS.H.1.9-12 SS.H.2.9-12 SS.H.10.9-12 SS.H.11.9-12 National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.7 RH.9-10.10</p>	<p>5. Napoleon Mini-Poster 6. Ch23.5 WS congress of Vienna Summative: Ch 23 Test Short answer Multiple Choice True/False Matching Chart Analysis</p>	<p>9. Compare and Contrast 10. Persuasive writing 11. Connecting to topics to present day 12. Cause and effect relationships 13.Role Playing 14.Simulation 15. Analysis of Primary sources Declaration of Rights of Man and of the Citizen Reading</p>	<p>A & E Biography on Napoleon, Reign of Terror packet created with variety of sources, Images of guillotine 3. White board 4. Overhead projector 5. Computer projector 6. Computers from library 7. DVD Player</p>	
<p>Name: The Great War 1914-1919 Quarter: 4 Length (Days): 14</p>	<p>1.What were the long term causes of WWI? 2. What was the immediate cause of WWI? Imperialism and the effects in Africa 3.How are more and more nations dragged into war throughout Europe? 4.How does warfare change as time moves on? 5.How are the western</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.5.9-12 SS.G.8.9-12 SS.G.9.9-12 SS.G.11.9-12 SS.G.12.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.H.1.9-12 SS.H.2.9-12 SS.H.10.9-12</p>	<p>Formative: 1.Ch29.1, 29.2, 29.3, 29.4 workbook pages 2.Causes of WWI Learning Station questions 3. Immediate Cause worksheet 4.Alliances Map 5.Trench Warfare Letter 6. Ch 29.3 Worksheet 7.Propaganda Assignment 8.Treaty of Vers. Role</p>	<p>1.Class Discussions 2.Lectures/Notes 3.Video 4.Group Activities 5.Collaborative Learning Stations 6.Individual Guided Study 7.Chart Analysis 8.Jig-sawing 9. Compare and Contrast 10. Persuasive writing 11. Connecting to topics to present day</p>	<p>1.Textbook, <i>World History: Patterns of Interaction</i> Published by mcdougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, A & E’s Lost Battalion, Powerpoint on Trenchfoot, Weapons of WWI</p>	<p>Updated IL. Learning Standards</p>

	<p>and eastern front similar and different? 6. Why does Russia leave the war early? 7. What was the Gallipoli Campaign? 8. Why does the US join the war effort? 9. How does the Paris peace conference change the landscape of Europe and the world? 10. Who were the individuals involved in creating the peace as the war ends? 11. Why was Germany given the majority of the blame for starting the war? 12. How does the Treaty of Vers. lead to WWII?</p>	<p>SS.H.11.9-12 SS.H.12.9-12 National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.10</p>	<p>Play</p> <p>Summative: Ch 29 Test Short answer Multiple Choice True/False Matching Chart Analysis</p>	<p>12. Cause and effect relationships 13. Role Playing 14. Simulation 15. Primary source: WWI Letters</p>	<p>Packet, Overhead maps 3. White board 4. Overhead projector 5. Computer projector 6. Computers from library 7. DVD Player</p>	
<p>Name: Years of Conflict to the End of WWII Quarter: 4 Length (Days): 16</p>	<p>1. How are dictators like Hitler, Mussolini, and Stalin able to take power after WWI? 2. What are the economic and social conditions in various countries around the world after WWI? 3. What changes do the newly appointed leaders of Italy, USSR, and Germany make? 4. What is the non-aggression pact and why is it signed? 5. How was life for Jews who lived in Germany from</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.5.9-12 SS.G.8.9-12 SS.G.9.9-12 SS.H.1.9-12 SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.H.1.9-12 SS.H.8.9-12 SS.H.12.9-12 National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.2</p>	<p>Formative: 1. Ch 32.1, 32.2, 32.3, 32.4 workbook pages 2. Hitler's rise to power timeline 3. Stalin Pamphlet 4. Churchill and De Gaulle Venn Diagram Summative: Ch 30, 31, 32 Test Short answer Multiple Choice True/False Matching Map Analysis</p>	<p>1. Class Discussions 2. Lectures/Notes 3. Video 4. Group Activities 5. Collaborative Learning Stations 6. Individual Guided Study 7. Chart Analysis 8. Jig-sawing 9. Compare and Contrast 10. Persuasive writing 11. Connecting to topics to present day 12. Cause and effect relationships</p>	<p>1. Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Boy in the Stripped Pajamas, Manhattan Project PPT, A. Einstein Letter, WWII Helmet Mein Kampf and Night of Broken Glass Books World Wars History</p>	<p>I was able to find a new series that the students really liked regarding <i>The World Wars</i>, it showed Hitler, Mussolini, Stalin, Patton, Churchill, Tojo, MacArthur and their roles in both WWI and WWII.</p>

	<p>1936-1938?</p> <p>6. How was the German people “brainwashed” by Hitler?</p> <p>7. What events led the US into WWII?</p> <p>8. What were the major battles in Europe and the Pacific?</p> <p>9. What event led to the ending of the War in Europe and the Pacific?</p> <p>10. How does WWII after the modern world</p> <p>11. European nations and their roles in Africa</p>	<p>RH.9-10.3</p> <p>RH.9-10.4</p> <p>RH.9-10.5</p> <p>RH.9-10.6</p> <p>RH.9-10.7</p> <p>RH.9-10.8</p> <p>RH.9-10.10</p>			<p>Channel new series</p> <p>Overhead maps</p> <p>3. White board</p> <p>4. Overhead projector</p> <p>5. Computer projector</p> <p>6. Computers from library</p> <p>7. DVD Player</p>	
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