

HISTORY/SOCIAL SCIENCE

Curriculum Standard One: The students will analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by growth of corruption and slavery, lack of education, and distribution of news).</p> <p>2. The students will discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p>	<p>A. Can the students list, describe, and compare to the contemporary world the last contributions of Rome?</p> <p>A. Can the students identify the geographical borders of Rome at the height of its Empire?</p> <p>B. Can the students determine the factors that led to the fall of Rome?</p>	<ul style="list-style-type: none"> • The students will create a matrix to list, compare, and describe the contributions of Rome. • The students will summarize the contributions of Rome which greatly affect the world today. • The students will draw and label a map of the Roman Empire. • The students will take part in a simulation of the Barbarian invasions of Rome. • The students will categorize the 10 main theories of the fall of Rome into political, economic, and social categories.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The students will describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>	<p>A. Can the students describe the split of the Roman Empire into the Byzantine and Western Roman Empire?</p> <p>B. Can the students explain the consequences of the split of the Roman Empire and the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic churches?</p>	<ul style="list-style-type: none"> • The students will compare and contrast the Eastern and Western Empires using a Venn diagram. • The students will create a news conference reporting the split of the Roman Empire into two distinct European civilizations (Eastern Orthodox and Roman Catholic churches).

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Curriculum Standard Two: The students will analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will demonstrate an understanding of the physical features and climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and the relationship between nomadic and sedentary ways of life.</p>	<p>A. Can the students demonstrate the relationship between the physical features and climate of the Arabian Peninsula and the nomadic and sedentary ways of life?</p>	<ul style="list-style-type: none"> • The students will create a map of the Arabian Peninsula showing physical features, climatic variations, bodies of water, and the routes taken by nomadic tribes and the location of prominent settlements. A key will give a one sentence explanation for the justification of each trade route and settlement. • The students will draw two “talking heads,” one sedentary and one nomadic. Inside each head, the students will describe the lifestyle and purpose of a nomadic and sedentary way of life.
<p>*2. The students will trace the origins of Islam and the life and teachings of Mohammed, including Islamic teachings on the connection with Judaism and Christianity.</p>	<p>A. Can the students describe the chronology of Mohammed’s ascension to prophethood?</p> <p>B. Can the students summarize the five pillars of Islam as a way of life?</p> <p>C. Can the students explain the ethical standards of Islam?</p>	<ul style="list-style-type: none"> • The students will draw and illustrate a timeline depicting Mohammed’s ascension into prophethood. • The students will construct a mini-book outlining the five pillars of Islam and Islam as a way of life. • The students will create a situational dialogue based on quotes from the Qur’an and Sunnah.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in the Muslim’s daily life.</p>	<p>A. Can the students describe the significance of the Qur’an and Sunnah and Islam as a way of life?</p>	<ul style="list-style-type: none"> • The students will produce a mini-book explaining the significance of the Qur’an and Sunnah, and Islam as a way of life.
<p>4. The students will discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.</p>	<p>A. Can the students discuss the expansion of Muslim Rule?</p>	<ul style="list-style-type: none"> • The students will create a map outlining the expansion of Muslim Rule. A key will illustrate the spread of the Arabic language and the acceptance of Islam.
<p>5. The students will describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.</p>	<p>A. Can the students describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe?</p>	<ul style="list-style-type: none"> • The students will create an advertisement that promotes the products and inventions that traveled along the caravan routes of Asia, Africa, and Europe.
<p>*6. The students will analyze some of the contributions of Islamic world culture in the areas of trade, science, mathematics, medicine, art, and literature.</p>	<p>A. Can the students analyze the contributions of Islamic culture in the areas of trade, science, math, art, medicine, and literature?</p>	<ul style="list-style-type: none"> • Through the use of a student constructed matrix, the students will analyze Islamic contributions as seen in present day society.

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Curriculum Standard Three: The students will analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will describe the reunification of China under the T'ang Dynasty and the reasons for the spread of Buddhism in T'ang China, Korea, and Japan.</p>	<p>A. Can the students describe the reunification of China under the T'ang Dynasty and explain the spread of Buddhism?</p>	<ul style="list-style-type: none"> • The students will create a map of Asia showing the reunification of China under the T'ang Dynasty and the spread of Buddhism.
<p>2. The students will describe the agricultural, technological, and commercial developments during the T'ang and Song periods.</p>	<p>A. Can the students describe the economic, agricultural, social, and cultural developments of China during this era?</p>	<ul style="list-style-type: none"> • The students will construct a travel brochure using the cultural developments of China to entice visitors.
<p>3. The students will be able to analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol Dynasties.</p>	<p>A. Can the students explain how Confucian thought influenced architecture, government, bureaucracy, and society?</p>	<ul style="list-style-type: none"> • The students will write a set of rules, principles, or standards for agriculture, government, bureaucracy, and society that reflect Confucian thought. • The students will create a graphic organizer comparing Confucianism and Buddhism influences on government, bureaucracy and society.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</p>	<p>A. Can the students describe trade and maritime expeditions during the Mongol Ascendancy and the Ming Dynasty and how these impacted their society?</p>	<ul style="list-style-type: none"> • In an essay, the students will describe trade and maritime expeditions during the Mongol Ascendancy and Ming Dynasty and explain the impact of the expeditions. • The students will create an oppositional poster demonstrating the impact of economic changes upon society as a result of Mongol invasion and subsequent rule.
<p>*5. The students will trace the historic influence of such discoveries as, tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.</p>	<p>A. Can the students analyze and describe how Chinese inventions affected China and the West?</p>	<ul style="list-style-type: none"> • The students will create an advertisement selling Chinese inventions to Europeans.
<p>*6. The students will describe the development of the imperial state and the scholar-official class.</p>	<p>A. Can the students describe the development of the imperial state and the scholar-official class of China in the Middle Ages?</p>	<ul style="list-style-type: none"> • The students will create a flow chart showing the development of the imperial state and the scholar-official class of China in the Middle Ages.

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Curriculum Standard Four: The students will analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves, and the growth of the Ghana and Mali Empires.</p>	<p>A. Can the students identify the locations of landforms and resources on a map?</p> <p>B. Can the students analyze the relationship of vegetation zones to trade routes and growth of empires?</p>	<ul style="list-style-type: none"> • Using a blank map of Africa, the students will identify vegetation zones, trade routes, and the kingdoms of Ghana and Mali using symbols, labels, and keys. • The students will reenact the trading of gold and salt and hypothesize why powerful trading empires emerged in Africa.
<p>2. The students will analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p>	<p>A. Can the students analyze family, labor, and regional commerce in West Africa?</p>	<ul style="list-style-type: none"> • In an essay form, the students will show how age-set and gender roles effected commerce in West Africa.
<p>*3. The students will be able to describe the role of the Trans-Saharan caravan trade in changing religious and cultural characteristics of West Africa.</p>	<p>A. Can the students describe the role of the Trans-Saharan caravan trade and how this impacted the changing characteristics of West Africa?</p>	<ul style="list-style-type: none"> • The students will design, write, and illustrate a travel guide for crossing the Sahara Desert.
<p>4. The students will be able to trace the growth of the Arabic language in government, trade, and Islamic scholarship.</p>	<p>A. Can the students trace the growth of the Arabic language in economics and government?</p>	<ul style="list-style-type: none"> • Through a graphic organizer, the students will identify how Africans benefit with contact with Arab traders.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will be able to describe the importance of written and oral traditions in the transmission of African history and culture.</p>	<p>A. Can the students describe written and oral traditions in African history and culture?</p>	<ul style="list-style-type: none">• The students will create original work using various mediums and present it to the class.• The students will apply the teachings of Shona proverbs to resolve dilemmas in hypothetical situations.• The students will read the cow-tail switch fable and create a found poem.

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Curriculum Standard Five: The students will analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.</p>	<p>A. Can the students describe the geographic features of Japan and explain how geography affected political, economy, and social life?</p> <p>B. Can the students identify ideas the early Japanese borrowed from Korea and China and explain how these ideas were adapted by the Japanese?</p>	<ul style="list-style-type: none"> • The students will complete a political and physical map of Japan and the surrounding countries. Follow-up questions will be completed to check for understanding of how geography affected various aspects of daily life. • In paragraph form, the students will compare and contrast the early Japanese to Korean and Chinese societies.
<p>2. The students will recognize the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life.</p>	<p>A. Can the students recognize the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life?</p>	<ul style="list-style-type: none"> • The students will distinguish Prince Shotoku’s reign in Japan through a biographical sketch.
<p>3. The students will describe the values, social customs, and traditions prescribed by the lord vassal system consisting of shogun, diamyo, and samurai, and the lasting influence of the warrior code in the twentieth century.</p>	<p>A. Can the students describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai?</p>	<ul style="list-style-type: none"> • The students will create a Japanese “feudal pyramid” depicting levels of Japanese feudal society and label the rights/responsibilities of each. • The students will draw a samurai and annotate the cultural aspects.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will trace the development of distinctive forms of Japanese Buddhism.</p> <p>5. The students will study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>The Tale of Genji</i>.</p> <p>*6. The students will analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.</p>	<p>B. Can the students describe the lasting influence of the Bushido warrior code into the twenty-first century?</p> <p>A. Can the students trace the development of distinctive forms of Japanese Buddhism?</p> <p>A. Can the students describe the golden age of literature, art, drama and its lasting effects on culture today?</p> <p>A. Can the students analyze the rise of military society and the role of the samurai in that society?</p>	<ul style="list-style-type: none"> • The students will analyze a resumè of a modern day Japanese business as a model to create a resumè of a samurai in the Middle Ages. • The students will create an illustrated timeline depicting the development of Japanese Buddhism. • The students will illustrate <i>The Tale of Genji</i> in the form of a story-board. • Using one of the objective standards, the students will create an original work and present it to their classmates. • The students will compose an essay analyzing the rise of military society and the role of samurai.

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Curriculum Standard Six: The students will analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will study the geography of Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.</p>	<p>A. Can the students demonstrate an understanding of the geography of Medieval Europe and the relationship to ways of life?</p>	<ul style="list-style-type: none"> • The students will label a map of Europe. The key will contain a legend including topography, waterways, vegetation, and climate. • The students will discuss, in a think-pair-share, the relationship between Europe’s geography and the medieval way of life.
<p>2. The students will describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.</p>	<p>A. Can the students describe the spread of Christianity to Northern Europe and the roles played by the early church and by monasteries after the Fall of the Roman Empire?</p>	<ul style="list-style-type: none"> • The students will create an overlay for their map of Medieval Europe labeling the spread of Christianity to Northern Europe after the Fall of Rome.
<p>*3. The students will understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p>	<p>A. Can the students describe how feudalism worked as a political, social, and economic system and its influence by geography in the role of manor and growth of towns?</p>	<ul style="list-style-type: none"> • The students will create a hierarchy chart. • The students will diagram and label a Medieval manor.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).</p>	<p>B. Can the students describe the economic system of manoralism and the daily life of those who lived on a manor?</p> <p>A. Can the students demonstrates an understanding of the conflict between the Papacy and European monarchs?</p>	<ul style="list-style-type: none"> • The students will write a letter from the point of view of one of various manor inhabitants (e.g., a serf, or a knight, or a lord, etc.) describing life on the manor. • The students will reconstruct the power struggle between Pope Gregory VIII and King Henry IV through a classroom debate.
<p>*5. The students will know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, and independent judiciary in England).</p>	<p>A. Can the students understand the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions?</p>	<ul style="list-style-type: none"> • The students will complete a graphic organizer outlining the Magna Carta.
<p>*6. The students will discuss the causes an course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.</p>	<p>A. Can the students discuss the causes and course of the religious Crusaders and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world?</p>	<ul style="list-style-type: none"> • The students will create “talking heads” of a Christian crusader, Muslim, and a Jewish person discussing their perspective of the religious crusades.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>7. The students will be able to map the spread of the Bubonic plague from Central Asia to China, the Middle East, and Europe and its impact on global population.</p>	<p>A. Can the students map the spread of the Bubonic plague from Central Asia to China, the Middle East, and Europe and its impact on global population?</p>	<ul style="list-style-type: none"> • The students will draw a map of the spread of the Bubonic plague demonstrating the geographic origin and spread of the plague.
<p>*8. The students will understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquina’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).</p>	<p>A. Can the students understand the importance of the Catholic church as a political, intellectual, and aesthetic institution?</p>	<ul style="list-style-type: none"> • The students will write an informative article on the importance of the Catholic church as a political, intellectual, and aesthetic institution.
<p>9. The students will know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.</p>	<p>A. Can the students demonstrate knowledge of the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms?</p>	<ul style="list-style-type: none"> • The students will create a storyboard illustrating the decline of Muslim rule in the Iberian Peninsula and the rise of Spanish and Portuguese kingdoms.

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Curriculum Standard Seven: The students will compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will study the locations, landforms, and climates of Mexico, Central America, and south America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>2. The students will study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p>	<p>A. Can the students identify the locations, land forms, and climates of Mexico, Central America, and South America?</p> <p>B. Can the students explain how physical features and climate affected the economies, trade, and development of urban societies in Mayan, Aztec, and Incan civilizations?</p> <p>A. Can the students identify the roles of people in each Meso-American and Andean societies, including class structures, family life, warfare, religious beliefs and practices, and slavery?</p>	<ul style="list-style-type: none"> • Given a blank map of Mexico, Central America, and South America, the students will map important locations, land forms, and climates using symbols, labels, and a key. • In a graphic organizer, the students will distinguish the effects of locations, land forms, and climates of the Mayan, Aztec, and Incan civilizations on their respective economies, trade, and development of urban societies. • The students will construct a matrix comparing the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p>	<p>A. Can the students explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish?</p>	<ul style="list-style-type: none"> • The students will analyze visual and written documents to create dramatizations of the Spanish conquest of Mexico from either the Aztec, Incan, or Spanish point of view. • The students will identify eight factors in the conquest of the Inca and Aztecs and determine their relative significance to the success of the Spanish.
<p>4. The students will describe the artistic and oral traditions and architecture in the three civilizations.</p>	<p>A. Can the students describe the artistic and oral traditions and architecture in the three civilizations?</p>	<ul style="list-style-type: none"> • The students will choral read historical oral traditions of the three civilizations. • The students will create a pamphlet showing the different architectural styles of the Aztec, Inca, and Maya civilizations.
<p>5. The students will describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agriculture systems.</p>	<p>A. Can the students describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agriculture systems?</p>	<ul style="list-style-type: none"> • The students will advertise the Meso-American achievements through the creation of a bulletin board. • The students will consult a Mayan calendar to figure out which days would be good or bad days to plant crops.

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Curriculum Standard Eight: The students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).</p>	<p>A. Can the students describe the way in which the revival of classical learning and the arts fostered a new interest in humanism?</p>	<ul style="list-style-type: none"> The students will discuss, in an essay, the revival of classical learning and how the arts fostered a new interest in humanism.
<p>*2. The students will explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with an emphasis on the cities' importance in the spread of Renaissance ideas.</p>	<p>A. Can the students explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities with an emphasis on the cities' importance in the spread of Renaissance ideas?</p>	<ul style="list-style-type: none"> The students will draw a map of Italy and label Florence and other important trading cities (i.e., Venice, Naples, Genoa, Milan) and key each to a statement as to its importance in the spread of Renaissance ideas.
<p>3. The students will understand the effects of reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.</p>	<p>A. Can the students explain the effects of the re-opening of the ancient "Silk Road" between Europe and China?</p> <p>B. Can the students identify the location of Marco Polo's routes and describe his travels?</p>	<ul style="list-style-type: none"> The students will construct a flow chart showing the chronology of the history and uses of the "Silk Road." The students will write a journal from the point of view of Marco Polo traveling along the "Silk Road."

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).</p>	<p>A. Can the students describe the growth and effects of new ways of disseminating information?</p>	<ul style="list-style-type: none"> • The students will create a time line describing the growth of disseminating technology from the printing press to the internet.
<p>*5. The students will detail advances made in literature, the arts, science, mathematics, cartography, engineering, the understanding of human anatomy, and astronomy (e.g., Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p>	<p>A. Can the students detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy?</p>	<ul style="list-style-type: none"> • The students will create a matrix categorizing artists, scientists, and inventors along with their most important advances.

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Curriculum Standard Nine: The students will analyze the historical developments of the Reformation.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will list the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).</p>	<p>A. Can the students list the causes for the internal turmoil in and weakening of the Catholic church?</p>	<ul style="list-style-type: none"> • The students will list the causes of the weakening of the Catholic church.
<p>*2. The students will describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).</p>	<p>A. Can the students describe the theological, political, and economic ideas of the major figures during the Reformation?</p>	<ul style="list-style-type: none"> • The students will create a matrix summarizing the theological, political, and economic ideas of the major figures during the Reformation.
<p>*3. The students will explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.</p>	<p>A. Can the students explain the Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism?</p>	<ul style="list-style-type: none"> • The students will chart the Protestants' practices from self-government to the development of democratic practices and ideas of federalism.
<p>4. The students will identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.</p>	<p>A. Can the students identify and locate European regions that were Catholic and Protestant and explain how this affected the distribution of religions in the New World?</p>	<ul style="list-style-type: none"> • The students will identify, on a map, areas that remained Catholic and those that became Protestant. • The students will correlate the religions that influenced areas in the New World with the European countries with which they had contact or from which people immigrated.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).</p>	<p>A. Can the students analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent)?</p>	<ul style="list-style-type: none"> • The students will write Cornell notes on the Catholic church’s response to the Reformation. • The students will write a letter from the Pope to the Protestants, listing the improvements the Catholic church has made to entice them to convert back to Catholicism.
<p>6. The students will understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.</p>	<p>A. Can the students understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map?</p>	<ul style="list-style-type: none"> • The students will label a map of the world and identify the missions, as well as creating a corresponding key. • The students will write a paragraph explaining the diffusion of Christianity from Europe to other parts of the world.
<p>7. The students will describe the Golden Age of Cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).</p>	<p>A. Can the students describe the Golden Age of Cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492)?</p>	<ul style="list-style-type: none"> • The students will research the cooperation between Jews and Muslims in Medieval Spain and the termination of their relationship because of the Spanish Inquisition. • The students will write a research paper describing the Golden Age of Cooperation, including the Spanish Inquisition.

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Curriculum Standard Ten: The students will analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).</p>	<p>A. Can the students discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration)?</p>	<ul style="list-style-type: none"> The students will complete flow charts that show the origins, development, and impact of five scientific breakthroughs of the Scientific Revolution.
<p>*2. The students will understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</p>	<p>A. Can the students understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer)?</p>	<ul style="list-style-type: none"> The students will create a matrix listing the telescope, microscope, thermometer and barometer. The students will then explain the significance of each and by whom and when the invention was invented.
<p>*3. The students will identify and explain the steps in the Scientific Method and describe how this method illustrates humanistic values.</p>	<p>A. Can the students identify and explain the Scientific Method and describe how this method illustrates humanistic values?</p>	<ul style="list-style-type: none"> The students will prepare a presentation showing the steps of the Scientific Revolution. The students will write a paragraph explaining how the Scientific Method illustrates humanistic values.

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Curriculum Standard Eleven: The students will analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European world view.</p>	<p>A. Can the students explain the influence of cartography in the development of a new European world view?</p> <p>B. Can the students identify the routes and map the empires established?</p> <p>C. Can the students make a connection between developments in cartography (map making) and additional exploration?</p>	<ul style="list-style-type: none"> • The students will write an essay explaining the influence of cartography in the development of a new European world view. • Given a blank map of the world, the students will trace routes and map empires. • The students will make a cause and effect chart showing development of cartography and exploration.
<p>*2. The students will discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</p>	<p>A. Can the students discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent?</p>	<ul style="list-style-type: none"> • The students will research the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas and construct a bulletin board demonstrating the results.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
3. The students will explain how the modern market economy began in seventeenth century Europe and explain some of its basic tenets.	A. Can the students explain what a market economy is and its basic tenets (ideas)?	<ul style="list-style-type: none"> • The students will list characteristics of a market economy and its ideas.
*4. The students will explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	<p>A. Can the students connect the ideas of the Enlightenment to previous philosophies?</p> <p>B. Can the students identify major figures in the Enlightenment?</p>	<ul style="list-style-type: none"> • In an essay, the students will make the connections between philosophies. • The students will match figures and their descriptions.
*5. The students will describe the impact of democratic ideas on a world ruled by hereditary kings, tyrants, and feudal lords.	A. Can the students give an example of democratic ideas on the political institutions?	<ul style="list-style-type: none"> • The students will create a comic strip displaying the example of the impact of democratic ideas.
*6. The students will describe how the basic principles of the Magna Carta were embodied in the English Bill of Rights, the American Declaration of Independence, and the French Declaration of the Rights of Man and Citizen.	A. Can the students describe how the basic principles of the Magna Carta were embodied in the English Bill of Rights?	<ul style="list-style-type: none"> • The students will create a matrix of principles of democracy and how each document contributed to them.

