

PLANNED COURSE
8th Grade Social Studies
Wilkes-Barre Area School District

Academic Standard(s) For World History		
Unit 1 Title: Middle Ages, Renaissance, Reformation, and Exploration		
Unit Length: 9 Weeks		
Conceptual Lens: Expansion, Innovation, and Exploration		
Content Standards	Area of Focus/ Essential Questions	Critical Content/ Key Skills / Assessments/Resources
Civics and Government 5.1 9B 5.1 9J 5.2 9A 5.2 9C Economics 6.1 9A 6.3 9B 6.3 9C Geography 7.2 9A 7.3 9B 7.4 9A History 8.1 9B 8.1 9C 8.4 9A 8.4 9B 8.4 9C 8.4 9C Art 9.2.8.A 9.2.8.B 9.2.8.C 9.2.8.D 9.2.8.E	CHAPTERS Chapter 14 Europe in the Middle Ages Chapter 15 Renaissance and Reformation Chapter 16 Exploration: Europe and Asia CULTURE/HISTORY * Villages and guilds * Feudalism (class structure) * Crusades * Renaissance * Reformation * Imperialism (eastern vs. western cultures) * Norman * Anglo-Saxons * Historical events * Religion * Arts and architecture 1. What social, economic, and political developments led to cultural change in the Middle Ages? 2. What is culture? 3. What were some of the obvious social structures during the Middle Age? Political structures? Economic structures? 4. How did the social structure create certain patterns of behavior in medieval society? 5. How do social, economic, and political structures define a society? 6. Why did people unite in the face of invasion during the Middle Ages? 7. What were the main reasons for invasion during	Students will know... 1. During the Middle Ages, people united for protection from invading forces. 2. As a result of advances in science, technology, and societal organization during the Middle Ages, specialized roles in society developed. 3. Cultural traditions were established and passed on through feudal systems of Europe and Asia. 4. The “top-down” organization of feudalistic societies of Europe and Asia provided mutual benefits for the different classes of people through pledges of loyalty in exchange for protection and alliances among rulers as a means of perpetuating sovereignties. 5. The Renaissance started in northern Italy. 6. There are major differences in the teaching of Roman Catholicism, Lutheranism, and Calvinism. 7. The Renaissance was a time of great achievements in literature, music, painting, sculpture and architecture. Key Skills 1. Read and translate information from maps, charts, graphs and other printed resources. CC.8.5.6-8.J.

<p>9.2.8.F 9.2.8.G 9.2.8.I 9.2.8.J 9.2.8.K 9.2.8.L</p> <p>Assessment Anchors/ Eligible Content</p> <p>R 8.A.2 A.2.1.1 A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1</p> <p>R 8.B.3 B.3.1.1 B.3.2.1 B.3.3.1 B.3.3.2 B.3.3.3 B.3.3.4</p> <p>M 8.E.1 E.1.1.1 E.1.1.2 E.1.1.3</p>	<p>the Middle Ages? 8. For what reasons do people unite today?</p> <p>GOVERNMENT</p> <ul style="list-style-type: none"> * Byzantine Empire * Feudalism * Church vs. state * Rules and laws (chivalry) * Monarchy * Imperialism <ol style="list-style-type: none"> 1. Why did cultural groups have differing degrees of power and influence during the Middle Ages? 2. Why do nations today have varying amounts of power and influence in the world? 3. What sociopolitical changes took place during the Middle Ages? 4. What was the purpose of alliances during the Middle Ages? 5. What are the purposes of political alliances today? 6. What sociopolitical changes took place during the Middle Ages? 7. In what ways do governments adapt to a changing society? 8. Must governments adapt to changes in society? Why or why not? 9. How did the Catholic Church try to control Martin Luther's influence in Germany? 10. How did the widespread use of the printing press help to spread information in Europe? 11. How did the introduction of the printing press revolutionize cultural worldviews? <p>ECONOMICS</p> <ul style="list-style-type: none"> * Feudalism * Exploration * Imperialism * Crusades * Trade (guilds) <ol style="list-style-type: none"> 1. What new roles emerged during the Middle Ages? 2. In what areas did people specialize during the 	<ol style="list-style-type: none"> 2. Differentiate between geographic, human and environmental characteristics of a region. 3. Organize information in a meaningful order. 4. Make inferences. 5. Organize time and resources. 6. Use geographic tools to gather and synthesize information. 7. Compare and contrast the geography of regions. 8. Analyze the relationship of cause and effect. 9. Create a map to show location, place, region, human environmental action, and movement. 10. Understand the effects of the transfer of ideas. 11. Explain the influence of perspective. 12. Analyze media sources for accuracy and bias. 13. Examine and draw conclusions from primary and/or secondary sources. CC.8.5.6-8.A., CC.8.5.6-8.I. 14. Compare information from several sources. 15. Write from a specific perspective. 16. Hypothesize about the influence of worldviews on perception. 17. Use decision-making skills to take positions on controversial issues based on critical analysis of the information or positions presented. <p>Assessments</p> <ul style="list-style-type: none"> *Teacher generated assignments *Map skills *Teacher and/or text generated quizzes and tests
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	<p>Middle Ages?</p> <ol style="list-style-type: none"> 3. Why did people begin to specialize? 4. How are new roles and responsibilities created within an organization? 5. What products were bought and sold during the Middle Ages? 6. What was the importance of the interaction between buyers and sellers during the Middle Ages? 7. Have the roles of buyers and sellers changed? If so, how? 8. What is a market? 9. What technologies contributed to the economy during the Middle Ages? 10. Did all members of society profit from technological advances? Explain. 11. How does technology increase a society's wealth? <p>GEOGRAPHY</p> <ul style="list-style-type: none"> * Space * Place * Location * Human-environmental interactions * Exploration <ol style="list-style-type: none"> 1. What caused people to migrate during the Middle Ages? 2. How do environmental and socioeconomic factors influence geographic movement? 3. What effect does socioeconomic status have on your life? <p>Art</p> <ul style="list-style-type: none"> • Explain the historical, cultural and social context of an individual work in the arts. • Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). • Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, 	<ul style="list-style-type: none"> *Reader/Writer responses *Performance based worksheets *Small/large group discussions *Oral presentations *Group work *History Day Project *Cross-Curricular Research Paper *District wide assessment Mid-Term and Final <p>Art</p> <p>Artists assess their work at each stage, making choices throughout the process of planning, creating, and exhibiting a work of art.</p> <p>Document the choices they make in the stages of planning, creating and exhibiting a work of art.</p> <p>The quality of performances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual.</p> <p>Critique a performance using the three models of artistic criticism.</p> <p>Technological advances have increased communication between cultures, allowing elements of theatre from many different cultures to be used by people all over the world.</p> <p>Analyze an American commercial or television show to identify elements from cultures around the world.</p> <p>Aesthetic and critical processes are different, yet sometimes used for the same purposes.</p> <p>Identify the differences between aesthetic and critical processes and describe how they are both used to assess quality, interpret meaning and determine value.</p> <p>Critics use predetermined processes and criteria to determine the quality of musical works.</p> <p>Identify the processes and criteria that critics use to determine the quality of musical works.</p> <p>Music can be used to influence consumers to buy something.</p> <p>Listen to, analyze, and create music and lyrics that are intended to persuade a consumer to buy something.</p> <p>The quality of dances that are very different can be determined using the three models of artistic criticism: formal, intuitive, contextual.</p> <p>Determine the quality of works in many distinctly different styles of dance using the three models of artistic criticism.</p>
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	<p>Modern, Post-Modern, Contemporary, Futuristic, others).</p> <ul style="list-style-type: none"> • Analyze a work of art from its historical and cultural perspective. • Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). • Know and apply appropriate vocabulary used between social studies and the arts and humanities. • Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ○ Africa ○ Asia ○ Australia ○ Central America ○ Europe ○ North America ○ South America • Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). • Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). • Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass). • Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners). 	<p>Textbook</p> <p><i>History of Our World</i></p> <p><i>Prentice Hall © 2005</i></p> <p>Other</p> <p>Teacher Resource Packet Maps Historical Documents Reading Readiness Guide Guided Reading and Review Transparencies Reading and Vocabulary Study Guide</p> <p>www.learner.org/exhibits/middleages This website contains information about various aspects of life in the Middle Ages, including homes, clothing, the arts, and entertainment.</p>
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