

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Semester 1      18 Weeks							
Chapter 1 The Medieval World			ELA and Literacy in History/ Social Studies – Reading and Writing				<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> <li>13. et al</li> </ol>
Unit 2 The fall of Rome and Spread of Christianity and Islam	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R	ELA and Literacy in History/ Social Studies – Reading and Writing	The Medieval World: The transformation of the Roman world and the spread of Christianity and Islam	<ul style="list-style-type: none"> <li>• Sequence historical events, developments and periods</li> <li>• Use historical terms and concepts</li> <li>• Identify a range of questions about the</li> </ul>	<ul style="list-style-type: none"> <li>• Venn Diagram comparing Islam and Christianity.</li> <li>• Timeline on spread of Islam and Christianity</li> </ul>	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9			<p>past to inform a historical inquiry</p> <ul style="list-style-type: none"> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Identify and describe points of view, attitudes and values in primary and secondary sources</li> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		<ol style="list-style-type: none"> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green card</li> <li>Venn Diagrams</li> <li>Mind Maps et al</li> </ol>
Unit 3 Key Features of the Medieval World	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R1.7;	ELA and Literacy in History/ Social Studies – Reading and Writing	The Medieval World: Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and	<ul style="list-style-type: none"> <li>Sequence historical events, developments and periods</li> <li>Use historical terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Make a feudal hierarchy pyramid</li> <li>Do work sheets on Silk Road, Trade and Renaissance</li> </ul>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.5; W 1.6; W 1.7; W 1.8		conflict)	<ul style="list-style-type: none"> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	explorers.	<ol style="list-style-type: none"> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green card</li> <li>Venn Diagrams</li> <li>Mind Maps et al</li> </ol>
Unit 4 Changing Beliefs and Knowledge in Europe	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R	ELA and Literacy in History/ Social Studies – Reading and Writing	The Medieval World: The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the	<ul style="list-style-type: none"> <li>Sequence historical events, developments and periods</li> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical</li> </ul>	<ul style="list-style-type: none"> <li>Do Worksheets on the Renaissance, The Scientific Revolution, and the Enlightenment.</li> <li>Make a poster describing one of the three Epochs</li> </ul>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9; W 1.10		Enlightenment)	inquiry <ul style="list-style-type: none"> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Identify and describe points of view, attitudes and values in primary and secondary sources</li> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Chapter 3 Medieval Europe			ELA and Literacy in History/ Social Studies – Reading and Writing				1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
							predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 2 What was it like to live in Medieval Europe?	2	R 1.1; 1.2; 1.3, 1.4; 1.7, 1.8, 1.9, 1.10 W 1.1, 1.2 1.3, 1.4, 1.5 1.6; 1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	Medieval Europe: The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society	<ul style="list-style-type: none"> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Develop texts, particularly descriptions and explanations that</li> </ul>	<ul style="list-style-type: none"> <li>Draw a floor map of a medieval European house for peasant, or a Manor House or a Castle</li> <li>Write a researched narrative about visiting a medieval doctor</li> <li>Worksheet on Food in the Middle Ages</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					use evidence from a range of sources that are acknowledged <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		11. Venn Diagrams 12. Mind Maps 13. et al
Unit 4 Warfare	2	R 1.1; 1.2; 1.3, 1.4; 1.7 W1.1, 1.2, 1.3, 1.4, 1.6; 1.7	ELA and Literacy in History/ Social Studies – Reading and Writing	Medieval Europe: Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce	<ul style="list-style-type: none"> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Researched Narrative of a day in the life of a page, squire or a knight</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Unit 5 Castles and Siege Warfare	2	R 1.1; R 1.2; R 1.4; R 1.7	ELA and Literacy in History/ Social Studies – Reading and Writing	Medieval Europe: Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce	<ul style="list-style-type: none"> <li>• Use historical terms and concepts</li> <li>• Identify a range of questions about the past to inform a historical inquiry</li> <li>• Identify and locate relevant sources, using ICT and other methods</li> <li>• Locate, compare, select and use information from a range of sources as evidence</li> <li>• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>• Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Make a model castle</li> <li>• Sketch and label a castle</li> <li>• Siege Warfare Computer Game</li> </ul>	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> <li>13. et al</li> </ol>
Review and Mid Semester Test	Early October						
Chapter 2 The Vikings			ELA and Literacy in History/ Social Studies				<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
			– Reading and Writing				3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 1 The Geography of the Viking World	2	R1.1, 1.2, 1.3 1.4, 1.7, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The Vikings: The way of life in Viking society(social, cultural, economic and political features) and the roles and relationships of different groups in society	<ul style="list-style-type: none"> <li>• Use historical terms and concepts</li> <li>• Identify a range of questions about the past to inform a historical inquiry</li> <li>• Identify the origin and purpose of primary and secondary sources</li> <li>• Locate, compare, select and use information from a range of sources as evidence</li> <li>• Draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Diorama of a fjord and a Viking Village</li> <li>• Map build of a Viking Empire</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					about the usefulness of sources • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital Technologies		and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 2 Viking Society	2	R1.1, 1.2, 1.3 1.4, 1.7, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The Vikings: The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society	• Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of	• Explanatory Diagram of Viking Society • Diary Entry of a day in the life of a Viking Child • Write a researched description of a Viking feast	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					sources <ul style="list-style-type: none"> <li>• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>• Identify and locate relevant sources, using ICT and other methods</li> <li>• Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 2 Viking Society	2	R1.1, 1.2, 1.3 1.4, 1.7, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The Vikings: The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society	<ul style="list-style-type: none"> <li>• Use historical terms and concepts</li> <li>• Identify a range of questions about the past to inform a historical inquiry</li> <li>• Identify the origin and purpose of primary and secondary sources</li> <li>• Locate, compare, select and use information from a range of sources as evidence</li> <li>• Draw conclusions about the usefulness of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Explanatory Diagram of Viking Society</li> <li>• Diary Entry of a day in the life of a Viking Child</li> <li>• Write a researched description of a Viking feast</li> <li>• Discussion on daily life in Viking Society</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> <li>• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>• Identify and locate relevant sources, using ICT and other methods</li> <li>• Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 3 Viking Culture	2	R1.1, 1.2, 1.3 1.4, 1.5, 1.6 1.7, 1.8, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The Vikings: The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society	<ul style="list-style-type: none"> <li>• Use historical terms and concepts</li> <li>• Identify a range of questions about the past to inform a historical inquiry</li> <li>• Locate, compare, select and use information from a range of sources as evidence</li> <li>• Draw conclusions about the usefulness of sources</li> <li>• Develop texts, particularly descriptions and explanations that use evidence from a</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on Viking poetry</li> <li>• Retell a Viking Saga</li> <li>• Explain how the days of the week relate to Viking Gods</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					range of sources that are acknowledged • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital technologies		11. Venn Diagrams 12. Mind Maps 13. et al
Unit 5 Viking Weapons and Ships	2	R1.1, 1.2, 1.3 1.4, 1.7, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade	• Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Locate, compare, select and use information from a range of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital technologies	• Build a model longship • Make a Replica War Axe • Draw a picture of yourself as a Viking warrior or Shieldmaiden	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Unit 6 Viking Expansion and Trade	2	R1.1, 1.2, 1.3 1.4, 1.5,1.6, 1.7, 1.8, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The Vikings: Significant developments and/ or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade	<ul style="list-style-type: none"> <li>• Use historical terms and concepts</li> <li>• Identify a range of questions about the past to inform a historical inquiry</li> <li>• Identify the origin and purpose of primary and secondary sources</li> <li>• Locate, compare, select and use information from a range of sources as evidence</li> <li>• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>• Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Retell Greenlander, Icelander, or North American Viking Sagas</li> <li>• Make a Venn Diagram comparing and contrasting the settlements of Greenland and Iceland with North America</li> </ul>	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> <li>13. et al</li> </ol>
Unit 9 The last great Viking invasion	2	R1.1, 1.2, 1.3 1.4, 1.5,1.6, 1.7, 1.8, 1.9, 1.10 W1.1, 1.2, 1.3,	ELA and Literacy in History/ Social Studies – Reading and Writing	The Vikings: Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the	<ul style="list-style-type: none"> <li>• Use historical terms and concepts</li> <li>• Identify a range of questions about the past to inform a historical inquiry</li> <li>• Identify the origin and</li> </ul>	<ul style="list-style-type: none"> <li>• Retell this chapter as a saga from the perspective of one of the four claimants</li> <li>• Make a battle map of either Battle</li> </ul>	<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10		way of life of the English, and the Norman invasion	purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital technologies	of Stamford Bridge or Battle of Hastings	predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
REVIEW and FINAL TEST      Early Decem ber							
SEMESTER 2							
Chapter 5 Renaissance Italy			ELA and Literacy in History/ Social Studies – Reading and Writing				1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
							Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 1 Life in Renaissance Italy	2	R 1.1, R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.5; W 1.7; W 1.8; W 1.9; W 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	Renaissance Italy: The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society	<ul style="list-style-type: none"> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Identify the origin and purpose of primary and secondary sources</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Develop texts, particularly descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Poster or flyer for Carnival</li> <li>Poster or flyer for Sports</li> <li>Worksheets</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					and explanations that use evidence from a range of sources that are acknowledged <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		13. et al
Unit 2 Social, Economic and Political Features of Renaissance Italy	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9; W 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples The role and achievements of significant individuals	<ul style="list-style-type: none"> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Identify the origin and purpose of primary and secondary sources</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are</li> </ul>	<ul style="list-style-type: none"> <li>Family tree exercise</li> <li>Social Hierarchy Exercise</li> <li>Worksheets</li> </ul>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green card</li> <li>Venn Diagrams</li> <li>Mind Maps</li> <li>et al</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
				such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli	acknowledged <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		
Unit 3 Developments and Achievements	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9; W 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli The spread of Renaissance culture to the rest of Europe, and its legacy	<ul style="list-style-type: none"> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Identify and describe points of view, attitudes and values in primary and secondary sources</li> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>Use a range of</li> </ul>	<ul style="list-style-type: none"> <li>Make a flier describing the works of one the great artists or scientists</li> <li>Sketch or paint a copy one of those works</li> <li>Make a model of one of the works</li> </ul>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green card</li> <li>Venn Diagrams</li> <li>Mind Maps</li> <li>et al</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Unit 4 Significant Individuals Galileo and Isabell D’Este	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.5; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli The spread of Renaissance culture to the rest of Europe, and its legacy	communication forms (oral, graphic, written) and digital technologies  <ul style="list-style-type: none"> <li>Sequence historical events, developments and periods</li> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Identify the origin and purpose of primary and secondary sources</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Identify and describe points of view, attitudes and values in primary and secondary sources</li> <li>Develop texts,</li> </ul>	<ul style="list-style-type: none"> <li>Conduct an imaginary interview with Galileo or Isabella D’Este</li> <li>Do a research essay or poster about one of these people.</li> <li>Make one of these individuals into a Renaissance style postage stamp.</li> <li>Worksheet Fashion</li> </ul>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green card</li> <li>Venn Diagrams</li> <li>Mind Maps</li> <li>et al</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					particularly descriptions and explanations that use evidence from a range of sources that are acknowledged <ul style="list-style-type: none"> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		
Unit 5 The legacy of the Renaissance	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.5; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli The spread of Renaissance culture to the rest of Europe, and its legacy	<ul style="list-style-type: none"> <li>Sequence historical events, developments and periods</li> <li>Use historical terms and concepts</li> <li>Identify a range of questions about the past to inform a historical inquiry</li> <li>Identify and locate relevant sources, using ICT and other methods</li> <li>Identify the origin and purpose of primary and secondary sources</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> </ul>	<ul style="list-style-type: none"> <li>Imagineering exercise</li> </ul>	<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> <li>Two Roses and a Thorn</li> <li>Red/Green card</li> <li>Venn Diagrams</li> <li>Mind Maps et al</li> <li></li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> <li>Identify and describe points of view, attitudes and values in primary and secondary sources</li> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>		
Review and Mid Semester Test	Early March						
Spanish Conquest of the Americas (1492-1572)			ELA and Literacy in History/ Social Studies – Reading and Writing				<ol style="list-style-type: none"> <li>Partner Quizzes</li> <li>CREATE A VIDEO</li> <li>Think-pair-share</li> <li>Make predictions</li> <li>Postcard</li> <li>Extension Projects</li> <li>Metacognition</li> <li>Exit Slip</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
							9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 1: Geography of the Aztec World	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.2; 1.6; 1.7; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	Pre-Columbian life in the Americas, including social organisation, city life and beliefs	1. To evaluate Pre-Columbian life in the Americas, including social organisation, city life and beliefs. 2. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. 3. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas. 4. To compare the immediate and long-term effects of the conquest	<ul style="list-style-type: none"> <li>Describe the geography of the Aztecs</li> <li>Compare the two maps on page 287 with a hard copy map of present-day Mexico and its surrounds.</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					on the Aztecs or Incas as well as on the wider world.		
	2		ELA and Literacy in History/ Social Studies – Reading and Writing				<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make predictions</li> <li>5. Postcard</li> <li>6. Extension Projects</li> <li>7. Metacognition</li> <li>8. Exit Slip</li> <li>9. Two Roses and a Thorn</li> <li>10. Red/Green card</li> <li>11. Venn Diagrams</li> <li>12. Mind Maps</li> <li>13. et al</li> </ol>
			ELA and Literacy in History/ Social Studies – Reading and Writing				<ol style="list-style-type: none"> <li>1. Partner Quizzes</li> <li>2. CREATE A VIDEO</li> <li>3. Think-pair-share</li> <li>4. Make</li> </ol>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
							predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 2: Pre-Columbian Life	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10 W 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8, 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	Pre-Columbian life in the Americas, including social organisation, city life and beliefs	5. To evaluate Pre-Columbian life in the Americas, including social organisation, city life and beliefs. 6. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. 7. To identify the nature of the interaction between the Spanish and the indigenous	<ul style="list-style-type: none"> <li>Worksheets on clothing army organization and the religious significance of games</li> </ul>	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					populations, with a particular focus on either the Aztecs or Incas. 8. To compare the immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider world.		11. Venn Diagrams 12. Mind Maps 13. et al
	2		ELA and Literacy in History/ Social Studies – Reading and Writing				1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Unit 3 When, Why and How of the Spanish Arrival	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8 W 1.2; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered	9. To evaluate Pre-Columbian life in the Americas, including social organisation, city life and beliefs. 10. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. 11. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas. 12. To compare the immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider world.	Debate/ Mind map/ research poster/ powerpoint presentation: Who was the ultimate achiever – Balboa or Pizarro? Divide the class into two – one group for Balboa and one group for Pizarro.	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 4 Cortes And The Aztecs	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.1;	ELA and Literacy in History/ Social Studies – Reading and	The nature of the interaction between the Spanish and the Indigenous populations, with a	13. To evaluate Pre-Columbian life in the Americas, including social organisation, city life and beliefs.	1. Imagine you are a Spanish artist who has accompanied Cortes to the New World. Draw a picture	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		1.2; 1.3; 1.4; 1.6; 1.8; 1.9	Writing	particular focus on either the Aztecs OR Incas	<p>14. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered.</p> <p>15. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas.</p> <p>16. To compare the immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider world.</p>	<p>of your interpretation of the meeting between Cortez and Montezuma. To make everyone at home understands your painting, label interesting parts which you wish to highlight, such as a description of Montezuma and some of the offerings Montezuma made to Cortes. Think about how you might portray Cortes, remembering that he was considered a hero back home in Spain.</p> <p>2. Create a storyline that depicts the expedition of Hernan Cortes that led to the fall of the Aztec empire. They must prepare costumes and make-up for an interesting activity.</p> <p>Characters:</p> <ul style="list-style-type: none"> <li>Hernan Cortes</li> </ul>	<p>share</p> <p>4. Make predictions</p> <p>5. Postcard</p> <p>6. Extension Projects</p> <p>7. Metacognition</p> <p>8. Exit Slip</p> <p>9. Two Roses and a Thorn</p> <p>10. Red/Green card</p> <p>11. Venn Diagrams</p> <p>12. Mind Maps</p> <p>13. et al</p>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
						<ul style="list-style-type: none"> <li>• Dona Marina</li> <li>• Montezuma</li> <li>• Spanish soldiers</li> <li>• Aztec people</li> </ul>	
Unit 5 Impact of Conquest on the Aztecs and the Wider World	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.1; 1.2; 1.3; 1.4; 1.6; 1.8; 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world	<p>17. To evaluate Pre-Columbian life in the Americas, including social organisation, city life and beliefs.</p> <p>18. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered.</p> <p>19. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas.</p> <p>20. To compare the immediate and long-term effects of the conquest on the Aztecs or Incas as well as on the wider</p>	<p>1. Imagine you are an indigenous person. Prepare a speech for other members of your tribe in which you outline your feelings about the Spanish. You could write from the perspective of:</p> <p>A. An Aztec</p> <p>B. A member of one of the tribes who worked with the Spanish.</p> <p>C. An Incan</p> <p>2. 1. Imagine you are Bartolome de las Casas. Write a second report for the King of Spain in which you use the information you have collected to describe the</p>	<p>1. Partner Quizzes</p> <p>2. CREATE A VIDEO</p> <p>3. Think-pair-share</p> <p>4. Make predictions</p> <p>5. Postcard</p> <p>6. Extension Projects</p> <p>7. Metacognition</p> <p>8. Exit Slip</p> <p>9. Two Roses and a Thorn</p> <p>10. Red/Green card</p> <p>11. Venn Diagrams</p> <p>12. Mind Maps</p> <p>13. et al</p>

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					world.	devastating impact of the Spanish on the Aztecs. You might like the subheadings for your report such as "Impact on religious beliefs" "Health" and "Daily life."	
Unit 6 Longer Term Consequences and Impact	2	R 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10 W 1.1; 1.2; 1.3; 1.4; 1.6; 1.8; 1.9	Literacy in History/ Social Studies – Reading and Writing	The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world	21. To evaluate Pre-Columbian life in the Americas, including social organisation, city life and beliefs. 22. To describe when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered. 23. To identify the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs or Incas. 24. To compare the immediate and long-term effects of the conquest	1. Draw a picture of an Aztec man or woman and a conquistador. a. Give each picture speech bubbles. b. For the conquistador; list the benefits of Spanish conquest to you personally. c. For the Aztec; list the negative (and positive?) impact of Spanish conquest in your life. 2. Create an illustrated menu. Research common foods and cooking methods used by the Aztecs and create two	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

# The Asian International School

# Curriculum Mapping

Grade: 7 (Elementary)

Subject: History

School Year: 2018-2019

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					on the Aztecs or Incas as well as on the wider world.	menus: a. A menu for a poor family b. A menu for Montezuma	
TOTAL:		Mid					
2 Semesters	April to						
5 Chapters	Early						
25 Units	May						