

**Quarter 1**  
**7<sup>th</sup> Grade Eastern Hemisphere**

**Boot Camp-Review Knowledge of Physical Geography**

Days or weeks per unit	Standards	Lesson	Objective(s)	Suggested Resources/Materials	Skill(s)	Essential Vocabulary
10 days	<p><b>G.A1.</b> Use maps and globes to locate places and regions. <b>C3</b></p> <p><b>D2.Geo.1.3-5.</b> Construct maps and other graphic representations of both familiar and unfamiliar places.</p>	Studying Geography	Construct maps and other graphic representations of both familiar and unfamiliar places.	<ul style="list-style-type: none"> <li>• Atlas</li> <li>• Google Earth</li> <li>• Introduction to Geography Textbook</li> <li>• Our World website (PBS) <a href="#">Guns, Germs and Steel</a></li> <li>• Nystrom</li> <li>• Mapping World History Lesson 3a-d</li> </ul>	<ul style="list-style-type: none"> <li>• Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>	Absolute Location Atlas Climate Compass Rose Culture Democracy Density Diversity Ethnic Group Equator Fossil Fuel Geography Globe Grid Hemisphere Landforms Landscapes Latitude Legend/Key Locator Map Longitude Natural Resource Prime Meridian Region Relative Location Renewable Scale Symbol Weather
	<p><b>G.A2.</b> Make maps, globes, and graphs. <b>C3</b></p> <p><b>D2.Geo.2.3-5</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p>		Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.		<ul style="list-style-type: none"> <li>• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics</li> </ul>	
	<p><b>G.A4.</b> Use graphic tools and technologies to depict and interpret the world's human and physical systems. <b>G.B1.</b> Know that places have distinctive geographic characteristics.</p>	Geography Themes & Essential Elements	Know that places have distinctive geographic characteristics.		<ul style="list-style-type: none"> <li>• Interpret characteristics of regions using thematic maps (i.e. physical, climate, resources, political, population).</li> </ul>	

	<p><b>G.C1.</b> Analyze the operation of the Earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.</p>		<p>Explain how climates differ as a consequence of differences in latitude, elevation, and other geographic variables (i.e. ocean currents, wind patterns, landforms).</p>		<ul style="list-style-type: none"> <li>• Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</li> </ul>	
	<p><b>G.A4.</b> Use graphic tools and technologies to depict and interpret the world's human and physical systems.</p>	<p>The Branches of Geography</p>	<p>Research geographic information using a variety of online and/or print almanacs &amp; atlases.</p>		<ul style="list-style-type: none"> <li>• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> </ul>	
	<p><b>G.A1.</b> Use maps and globes to locate places and regions.</p>		<p>Locate places in the Eastern Hemisphere on a map using latitude and longitude.</p>		<ul style="list-style-type: none"> <li>• Construct maps and other graphic representations of both familiar and unfamiliar places.</li> </ul>	

Ancient River Valley Civilizations						
Days or weeks per unit	Standards	Lesson	Objective(s)	Suggested Resources/Materials	Skill(s)	Essential Vocabulary
5 days	<b>G.A1.</b> Use maps and globes to locate places and regions.	Rivers Support the Growth of Civilization	Identify the major river civilizations of the Eastern Hemisphere.	<ul style="list-style-type: none"> <li>Holt: South &amp; East Asia 1.1, 1.2</li> <li>Nystrom Atlas of World History Unit 1, 2</li> <li>Holt Textbook Reference Maps</li> <li><a href="#">National Geographic Map Maker</a> An interactive map making site with multiple features including layers.</li> </ul>	<ul style="list-style-type: none"> <li>Construct maps and other graphic representations of both familiar and unfamiliar places.</li> </ul>	Agriculture Chang Jiang Civilization Delta Division of Labor Euphrates Fertile Crescent Huang He Indus Irrigation Mesopotamia Nile Polytheism River Valley Tigris Canal Culture Cuneiform Dynasty Hammurabi's Code Floods Hieroglyphics Innovations Mummification Pharaoh Rosetta Stone Sanskrit Silt
	<b>G.A2.</b> Make maps, globes, and graphs.		Identify the locations of the four ancient river valley civilizations (create a map).		<ul style="list-style-type: none"> <li>Students will correctly label geographic features on a map that they create.</li> </ul>	
	<b>G.A2.</b> Make maps, globes, and graphs.		Discuss the role the rivers played in the development of the civilizations.		<ul style="list-style-type: none"> <li>Use evidence to develop a claim about the past.</li> </ul>	
5 days	<b>G.B7</b> Understand that a region is a distinct area defined by one or more transportation, and communication impact social, cultural, economic, and political activity. <b>C3 D2.Hist.1.3-5</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.	Farming and Cities	Identify the importance of the agricultural advances to the development of the civilizations.	<ul style="list-style-type: none"> <li>Holt: Southwest &amp; Central Asia 1.1</li> <li>Holt: Africa 1.1</li> <li>Holt: South &amp; East Asia 1.1, 1.2</li> <li>Nystrom Atlas of World History Unit 1, 2</li> <li>Nystrom Mapping World History Program Guide p 19-26, 31-34, 43-46</li> </ul>	<ul style="list-style-type: none"> <li>Create and use chronological frameworks for organizing significant ideas, institutions, people, and events.</li> </ul>	
	<b>G.E3</b> Understand the varying capacities of physical systems, such as watersheds, to support human activity.		Analyze the components of each civilization (i.e. trade, religion, culture,		<ul style="list-style-type: none"> <li>Understand the reasons for and development of human and societal</li> </ul>	

			language, ability to survive).		endeavors, such as small-scale societies and civilizations, across time and place.	
	<p><b>G.D4</b> Explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally. Analyze how changes in technology.</p> <p><b>C3 D2.Hist.14.6-8</b> Explain multiple causes and effects of events and developments in the past.</p>		Explain the results of division of labor in each civilization (i.e. specialization).		<ul style="list-style-type: none"> <li>Explain multiple causes and effects of events and developments.</li> </ul>	
20 days	<p><b>H.A8</b> Know that history is dynamic and composed of key turning points. <b>C3 D2.Hist.5.3-5.</b> Explain connections among historical contexts and people's perspectives at the time. <b>C3 D2.Hist.16.3-5.</b> Use evidence to develop a claim about the past.</p>	The River Valleys of Mesopotamia , Egypt, China, and Indus	Describe the major accomplishments of Mesopotamia-irrigation, Hammurabi's Code, wheel, alphabet	<ul style="list-style-type: none"> <li><a href="#">Mesopotamia Ed Puzzle Video</a> by Hip Hughes</li> <li>Holt: Southwest &amp; Central Asia 1.2, 1.3, 1.4</li> <li>Nystrom Atlas of World History Unit 1 Holt: Africa 1.2, 1.3, 1.4</li> <li>Nystrom Atlas of World History Unit 2</li> <li>Nystrom Mapping World History Program Guide p 47-50</li> <li>Holt: South &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Explain connections among historical contexts and people's perspectives at the time.</li> </ul>	
	<p><b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <b>a.</b> The development of culture, the emergence of</p>		Describe the major accomplishments of Egypt-pyramids, hieroglyphics, mummification		<ul style="list-style-type: none"> <li>Explain multiple causes and effects of events and developments in the past.</li> <li>Evaluate the relative influence</li> </ul>	

	civilizations, and the accomplishments and mistakes of social organizations.			East Asia 1.4, 1.5	of various causes of events and developments in the past.	
	<b>G.D1</b> Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links.		Describe the major accomplishments of Industrial and engineering accomplishments.	<ul style="list-style-type: none"> <li>• Atlas of World History Unit 2 Holt: South &amp; East Asia 2.2, 2.3</li> <li>• Atlas of World History Unit 2</li> <li>• Nystrom Mapping World History Program Guide p 51-54</li> </ul>		
	<b>G.D1</b> Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links.		Describe the major accomplishments of China-Great Wall, Terracotta Soldiers, the Great Canal	<ul style="list-style-type: none"> <li>• Holt: South &amp; East Asia Ch1, 2</li> <li>• Holt: Southwest &amp; Central Asia Ch 1</li> <li>• Holt: Africa Ch 1</li> <li>• Nystrom Atlas of World History Unit 1,2</li> </ul>		
	<b>H.A9</b> Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.		Explain the reasons for expansions for civilizations.		<ul style="list-style-type: none"> <li>• Organize applicable evidence into a coherent argument about the past.</li> </ul>	
	<b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <b>b.</b> Human communities and their relationships with climate, subsistence base, resources,		Explain the reasons for the decline of civilizations.			

	geography, and technology.					
	<b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes. <b>b.</b> Human communities and their relationships with climate, subsistence base, resources, geography, and technology.		Compare the four major civilizations.		<ul style="list-style-type: none"> <li>Compare information provided by different historical sources about the past.</li> </ul>	

**Quarter 2**  
**7<sup>th</sup> Grade Eastern Hemisphere**

**Empires and Cultures of Asia**

Day(s) or weeks per unit	Standards	Lesson	Objective(s)	Suggested Resources/Materials	Skill(s)	Essential Vocabulary
3 days	<b>G.D5</b> Analyze how conflict and cooperation shape social, economic, and political use of space.	Major Monotheistic Religions	Identify the beliefs of the first monotheistic religion, Judaism.	<ul style="list-style-type: none"> <li>Holt: Southwest &amp; Central Asia 4.2, 4.3, 4.4, 5.2, 5.3, 5.4</li> <li>Nystrom Atlas of World History</li> <li>Reference Maps</li> <li>Holt: Southwest &amp; Central Asia 2.1</li> <li>Atlas of World History p 14</li> <li>Primary Sources: World Religions</li> <li>Nystrom Mapping World History</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</li> </ul>	Ten Commandments Arab Christianity Diaspora Exodus Five Pillars of Islam Hebrews Islam Israelites Jerusalem Jew Jihad Judaism
3 days	<b>H.A5</b> Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.		Identify why Christianity broke from Judaism.			
3 days	<b>H.B1</b> Comprehend the forces of change and		Identify the beliefs of the			

	continuity that shape human history through the following persistent organizing themes: <b>c.</b> the origin and impact of ideologies, religions, and institutions upon human societies;		third monotheistic religion, Islam.	Program Guide p 27-30 <ul style="list-style-type: none"> <li>• Holt: Southwest &amp; Central Asia 2.2</li> <li>• Primary Sources: World Religions</li> <li>• Holt: Southwest &amp; Central Asia 3.1, 3.2</li> <li>• Primary Sources: World Religions</li> </ul>		Koran (Qur'an) Mecca Messiah (savior) Mohammad Monotheism mosque Muslim prophet Synagogue Torah Buddhism caste system Confucianism Daoism Gandhi Great Leap Forward Hinduism isolationism Mt. Everest Nationalists partition
3 days	<b>H.A5</b> Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.		Compare the characteristics of the three monotheistic religions.		<ul style="list-style-type: none"> <li>• Compare information provided by different historical sources about the past.</li> </ul>	
3 days	<b>H.A6</b> Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction.	Influences of Religion on Culture	Examine the reasons for the spread of religion.	<ul style="list-style-type: none"> <li>• Holt: Southwest &amp; Central Asia 2.2, 2.3, 3.3,</li> <li>• Holt: Europe &amp; Russia p 27-28</li> <li>• Primary Sources: World Religions Nystrom Mapping World History Program Guide p 27-30, 55-58, 99-102</li> </ul>	<ul style="list-style-type: none"> <li>• Explain connections among historical contexts and people's perspectives at the time.</li> </ul>	
4 days	<b>G.D5</b> Analyze how conflict and cooperation shape social, economic, and political use of space.		Discuss the importance of the Holy Land to Judaism, Christianity, and Islam.		<ul style="list-style-type: none"> <li>• Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society</li> </ul>	

2 days	<b>G.A4</b> Use graphic tools and technologies to depict and interpret the world's human and physical systems. <b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:		Explain how trade helped spread the religion of Islam throughout Asia		<ul style="list-style-type: none"> <li>Research geographic information using a variety of online and/or print almanacs &amp; atlases.</li> </ul>
5 days	<b>H.A9</b> Understand that history is a fundamental connection that unifies all fields of human understanding and endeavor. <b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:	Eastern Civilization	Identify the 3 major Muslim empires of Central Asia (Ottoman, Safavid, Mughal) and the impact they had on the region	<ul style="list-style-type: none"> <li><a href="#">Silk Road Virtual Tour</a> A short video with embedded questions.</li> <li><a href="#">Virtual tour</a> of major cities with student activities.</li> <li>Holt: South &amp; East Asia 3.1</li> <li>Holt: South &amp; East Asia p 85, Indian Subcontinent p 109 China</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their characteristics.</li> </ul>
5 days	<b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:		Analyze the rise, fall and impact of the Mongol Empire on Asia/China	<ul style="list-style-type: none"> <li>Holt: South &amp; East Asia 3.2</li> <li>Nystrom Mapping World History Program Guide p 211-218, 247-250</li> <li>Holt: South &amp; East Asia 1.2, 1.3, 3.2, 3.3</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</li> </ul>
5 days	<b>G.B3</b> Relate how people create similarities and differences among places.		Contrast the characteristics of the region (i.e. culture,	<ul style="list-style-type: none"> <li>Primary Sources: Africa</li> <li>Holt: South &amp; East Asia 3.2, 3.4</li> <li>Holt: South &amp; East</li> </ul>	<ul style="list-style-type: none"> <li>Interpret characteristics of regions using thematic maps</li> </ul>

			religion, language, and physical geography).	Asia 2.2 <ul style="list-style-type: none"> <li>• Holt: South &amp; East Asia p 60</li> <li>• Nystrom: Atlas of World History p 43</li> <li>• Nystrom Mapping World History Program Guide p 95-98</li> <li>• Holt: South &amp; East Asia p 58-59, p 65-67</li> <li>• Nystrom Mapping World History Program Guide p 51-54</li> <li>• Holt: South &amp; East Asia 2.2</li> </ul>	(i.e. physical, climate, resources, political, population).	
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**Quarter 3**  
**7<sup>th</sup> Grade Eastern Hemisphere**

**Foundations of Western Civilization**

Day(s) or weeks per unit	Standards	Lesson	Objective(s)	Suggested Resources/Materials	Skill(s)	Essential Vocabulary
3 days	<b>H.A1</b> Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.	Banding Together	7SS.ER.3– Define the characteristics of a city-state.	<ul style="list-style-type: none"> <li>• Nystrom Atlas of World History Reference Maps</li> <li>• Holt Textbook Reference Maps Europe &amp; Russia 1.1</li> <li>• Nystrom Atlas of World History Unit 3</li> <li>• Nystrom Mapping World History</li> </ul>	<ul style="list-style-type: none"> <li>• Define social context in terms of the external forces that shape human behavior.</li> <li>• Identify how social context influences individuals.</li> </ul>	alliances citizen democracy empire Holy Roman Empire Julius Caesar republic senate Athens Caesar (title) city-states Constantine
	<b>H.A1</b> Understand chronological frameworks for organizing historical		Compare and contrast city-states (e.g. Sparta vs.			

	thought and place significant ideas, institutions, people, and events within time sequences.		Athens)	Program Guide p 67-70		monarchy mythology Parthenon Sparta Middle Ages Pope Crusade Holy Land Feudal System Manor
3 days	<b>H.B2</b> Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.	Ancient Greece	Analyze the components of Athenian democracy.	<ul style="list-style-type: none"> <li>Europe &amp; Russia 1.1</li> <li>Nystrom Atlas of World History Unit 3</li> </ul>	<ul style="list-style-type: none"> <li>Explain the role of social institutions in society.</li> <li>Identify important social institutions in society.</li> <li>Analyze how social structures and cultures change.</li> </ul>	
12 days	<b>H.D2</b> Solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions.		Identify Greek advancements in science, philosophy, and literature			
2 days	<b>H.A4</b> Understand that history relies on the interpretation of evidence. <b>H.A5</b> Understand that history is a narrative told in many voices and expresses various perspectives of historical experience. <b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <b>c.</b> The origin and impact of ideologies, religions,	The Roman World	Identify the importance of Julius Caesar.	<ul style="list-style-type: none"> <li>Europe &amp; Russia 1.2</li> <li>Nystrom Atlas of World History Unit 3</li> <li>Nystrom Mapping World History Program Guide p 75-78</li> <li>Europe &amp; Russia 1.2</li> <li>Nystrom Atlas of World History Unit 3, 5</li> <li>Nystrom Mapping World History Program Guide p</li> </ul>		

	and institutions upon human societies.			83-86	
10 days	<b>H.B4</b> Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns. <b>H.C3</b> Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.		Compare and contrast the characteristics of the Roman Empire and the Roman Republic.	<ul style="list-style-type: none"> <li>Technology and medicine in the <a href="#">Roman Empire</a></li> <li>Interactive map to calculate length of time, cost, type of transportation along <a href="#">Roman roads</a>.</li> <li><a href="#">Ed Puzzle</a> video with questions about Roman roads.</li> </ul>	
1 day	<b>GC.G1</b> Apply economic principles to actual world situations.	The End of an Empire	Discuss the effects of the spread of Christianity throughout the Roman Empire.		<ul style="list-style-type: none"> <li>Explain connections among historical contexts and people's perspectives at the time.</li> </ul>
3 days	<b>H.B2</b> Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world.		Identify the causes of the fall of the Roman Empire.		
3 days	<b>H.A4</b> Understand that history relies on the interpretation of evidence. <b>H.A5</b> Understand that history is a narrative told in many voices and expresses various	The Christian Church and Society	Discuss the Christian church influence in nearly every aspect of society in the Middle Ages.	<ul style="list-style-type: none"> <li>Nystrom Atlas of World History Unit 5</li> <li>Nystrom Mapping World History Program Guide p 127-130</li> </ul>	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul>

	<p>perspectives of historical experience <b>H.B1</b>          Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <b>c.</b> the origin and impact of ideologies, religions, and institutions upon human societies.</p>			<ul style="list-style-type: none"> <li>Holt: Europe &amp; Russia 33, 34</li> </ul>	
3 days	<p><b>H.B4</b> Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns. <b>H.C3</b>          Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record.</p>	Life in The Middle Ages	Explain how complicated political and economic systems governed life in the Middle Ages.		<ul style="list-style-type: none"> <li>Evaluate the relative influence of various causes of events and developments in the past.</li> </ul>
3 days	<p><b>GC.G1</b> Apply economic principles to actual world situations.</p>	Changes in Medieval Society	Analyze why classical learning disappeared in the middle ages.		

**Quarter 4**  
**7<sup>th</sup> Grade Eastern Hemisphere**

**Age of Exploration & European Renaissance**

Day(s) or weeks per unit	Standards	Lesson	Objective(s)	Suggested Resources/Materials	Skill(s)	Essential Vocabulary
10 days	<b>H.D1</b> Understand that the student is important in history. <b>H.D2</b> Solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions.	Voyages of Discovery	Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	<ul style="list-style-type: none"> <li>Mapping World History</li> <li>Holt: Europe &amp; Russia Ch 2.1, 2.2</li> <li><a href="#">The Ages of Exploration</a></li> <li><a href="#">Explorers</a> Maps, Activities, Biographies</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</li> </ul>	Cartography Prince Henry the Navigator Bartholomew Dias Vasco de Gama Amerigo Vespucci Christopher Columbus Vasco Nunez de Balboa Ferdinand Magellan "Gold, God, & Glory" Old Imperialism Jacques Cartier Renaissance Florence Medici Family Humanism Leonardo da Vinci Michelangelo Johannes Gutenberg printing press realism Venice
8 days	<b>G.D1</b> Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links. <b>G.D2</b> Explain how and why human networks,		Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth		<ul style="list-style-type: none"> <li>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>	

	including networks for communications and for transportation of people and goods, are linked globally. <b>G.D4</b> Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.		centuries and the major economic and social effects on each continent.		
8 days	<b>H.B2</b> Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped. <b>H.B4</b> Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.	Humanism	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).	<ul style="list-style-type: none"> <li>• <a href="#">Renaissance</a></li> <li>• Holt: Europe &amp; Russia Ch 2.3, 2.4</li> <li>• <a href="#">World History/Renaissance</a></li> <li>• The Renaissance and Reformation: <a href="#">Lesson plan procedures</a></li> </ul>	
8 days	<b>H.B5</b> Evaluate the influence of context upon historical understanding. <b>H.C2</b> Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books,	Florence & The Renaissance	Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the city's' importance in the spread of Renaissance		<ul style="list-style-type: none"> <li>• Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> </ul>

	indices, and newspapers.		ideas.		
8 days	<p><b>H.B1</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <b>c.</b> The origin and impact of ideologies, religions, and institutions upon human societies. <b>e</b> Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.</p>	Return of Classical Learning	<p>Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p>		<ul style="list-style-type: none"> <li>• Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul>