

SOCIAL STUDIES

SS28W-1—AA World History/Geography

Course #: SS-28W-1

Course Name: AA World History/Geography

Prerequisites: None

Grade Level: 09

Level of Difficulty: High

of Credits: ½ (One semester)

The following Social Studies performance objectives are integrated throughout the entire course:

HISTORICAL RESEARCH SKILLS

- S2C1 PO 1 Interpret historical data displayed in maps, graphs, tables, charts, and geologic timescales.
- S2C1 PO 2 Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
- S2C1 PO 3 Formulate questions that can be answered by historical study and research.*
- S2C1 PO 4 Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
- S2C1 PO 5 Evaluate primary and secondary sources for:
- authors' main points
 - purpose and perspective
 - facts vs. opinions
 - different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
 - credibility and validity
- S2C1 PO 6 Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
- S2C1 PO 7 Compare present events with past events:
- cause and effect
 - change over time
 - different points of view
- S2C9 PO 5 *Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

GEOGRAPHY SKILLS

- S4C1 PO 1 Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
- S4C1 PO 2 Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).
- S4C1 PO 3 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
- S4C1 PO 4 Use an atlas to access information.
- S4C2 PO 1 Identify the characteristics that define a region:
- physical processes such as climate, terrain, and resources
 - human processes such as religion, political organization, economy, and demographics
- S4C2 PO 3 Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.
- S4C2 PO 4 Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions
- (Geography skills are continued on the next page.)

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for "that is") precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for "for example") precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

MPS Governing Board Approval, February 12, 2008

GEOGRAPHY SKILLS

(continued)

| | | |
|-------------|-------------|--|
| S4C3 | PO 3 | Analyze how earth’s internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and carbon cycles, erosion, deposition) influence the character of places. Connect with: Science Strand 6 Concepts 1, 2 |
| S4C3 | PO 4 | Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place. |
| S4C4 | PO 8 | Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion. |
| S4C5 | PO 7 | Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem. |
| S4C6 | PO 3 | Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao’s long march, Hannibal crossing the Alps, Silk Road). |

LANGUAGE ARTS CONNECTION

The following Reading and Writing performance objectives are integrated throughout the entire course:

Reading

| | | |
|-------------|---------------------------------|--|
| S1C4 | Vocabulary | Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available). |
| S1C6 | Comprehension Strategies | Employ strategies to comprehend text using prior knowledge, text features, organizing skills, and reading techniques. |
| S3C1 | Expository Text | Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text. |
| S3C3 | Persuasive Text | Explain basis elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies. |

Writing

| | | |
|-------------|--------------------------|--|
| S2C1 | Ideas and Content | Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. |
| S2C2 | Organization | Addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. |
| S2C6 | Conventions | Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. |
| S3C2 | Expository | Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation and/or experience. |
| S3C4 | Persuasive | Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses and opinion in order to convince an audience to agree with the opinion or to take a particular action. |
| S3C6 | Research | Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished produce. (Assessed in the classroom) |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for “that is”) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for “for example”) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

MPS Governing Board Approval, February 12, 2008

| World History SS28W - Suggested Teaching Timeline | | | | | | | | | | |
|--|---------------------------------|-----------|-----------|-----------|-----------|----------------------------------|-----------|-----------|-----------|-------------|
| | <i>First Semester SS28W - 1</i> | | | | | <i>Second Semester SS28W - 2</i> | | | | |
| | August | September | October | November | December | January | February | March | April | May |
| Historical Research Skills | → | | | | | | | | | |
| Geography Skills | → | | | | | | | | | |
| Language Arts Connection | → | | | | | | | | | |
| Early Civilizations | 4 weeks → | | | | | | | | | |
| Ancient Greece | | 3 weeks → | | | | | | | | |
| Ancient Rome | | | 3 weeks → | | | | | | | |
| The World in Transition | | | | 2 weeks → | | | | | | |
| Renaissance | | | | | 3 weeks → | | | | | |
| Reformation | | | | | | 2 weeks → | | | | |
| Exploration | | | | | | | 2 weeks → | | | |
| Science and Enlightenment | | | | | | | | 2 weeks → | | |
| Revolutions | | | | | | | | 2 weeks → | | |
| Industrial Revolution | | | | | | | | | 2 weeks → | |
| Imperialism | | | | | | | | | 1 week → | |
| World War I | | | | | | | | | | 1.5 weeks → |
| Between the Wars through World War II | | | | | | | | | | 2 weeks → |
| The Cold War | | | | | | | | | | 1.5 weeks → |
| The Contemporary World | | | | | | | | | | 2 weeks → |
| <i>*Historical Research Skills, Geography Skills, and Language Arts Connections are to be taught throughout entire course.</i> | | | | | | | | | | |
| <i>**Amount of days suggested to teach each unit are approximate.</i> | | | | | | | | | | |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for "that is") precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for "for example") precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

Early Civilizations

| Students should know and be able to... | | | | | | |
|---|---|---|---|--|---|--|
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C2-PO1: Describe the development of early prehistoric and early historic people, their agriculture, and settlements. (i.e., Hammurabi, characteristics of civilization, early river civilizations including Mesopotamia, China, Egypt, and India).</p> | <p>S4C5-PO1: Analyze how the Earth’s natural systems (e.g. earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.</p> | <ul style="list-style-type: none"> prehistoric civilization Early River civilizations Hammurabi Mesopotamia | <ul style="list-style-type: none"> India China Egypt prehistory | <ul style="list-style-type: none"> The <i>Epic of Gilgamesh</i> from ancient Babylonia Code of Hammurabi | <ul style="list-style-type: none"> Mesopotamian art and architecture; Egyptian painting, sculpture, and architecture 360 Quicktime virtual tours of places of worship- various online sources | <ul style="list-style-type: none"> Film <i>Guns, Germs, and Steel</i>, Episode 1 “Out of Eden” Sample court cases from Hammurabi’s Code (History Alive) |
| <p>S2C2-PO2: Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam (i.e., polytheism, monotheism).</p> <p>a. Hinduism (i.e., no founder, caste system, karma, reincarnation, Vedas)</p> <p>b. Judaism (i.e., Abraham, Ten Commandments, Torah)</p> <p>c. Buddhism (i.e., Siddhartha Gautama, Four Noble Truths, Eightfold Path, Sutras)</p> <p>d. Christianity (i.e., Jesus, Ten Commandments, Resurrection, Bible)</p> <p>e. Islam (i.e., Muhammad, Five Pillars, Qur’an)</p> | | <ul style="list-style-type: none"> polytheism monotheism reincarnation karma resurrection Abraham Siddhartha Jesus Muhammad Judaism Hinduism Buddhism | <ul style="list-style-type: none"> Christianity Islam Torah Vedas Caste System Ten Commandments Eightfold Path Four Noble Truths Five Pillars Qur’an Bible Sutras | <ul style="list-style-type: none"> Excerpts from Hindu, Buddhist, Christian, Islamic, Jewish religious texts | | <ul style="list-style-type: none"> Guest speakers for panel discussion comparing basics of each. Student interviews with people of these faiths Position paper: What would be the long-term ramifications of a cast system of the social, political, and economic systems of a country? |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for “that is”) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for “for example”) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples may be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

| Early Civilizations | | | | | |
|---|--|---|--|-----------------------|--|
| Students should know and be able to... | | | | | |
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C2-PO4: Analyze the enduring Chinese contributions and their impact on other civilizations:</p> <p>a. development of concepts of government and citizenship (e.g., Confucianism, empire)</p> <p>b. scientific, mathematical, and technical advances (e.g., roads, aqueducts, Silk Route, art, architecture, math and philosophy)</p> <p>c. cultural advancements in art, architecture, literature, theater, and philosophy</p> | <p>S2C3-PO3: Compare (Explain) the development of empires (e.g., Han) throughout the world.</p> | <ul style="list-style-type: none"> • empire • Confucianism • Han • cultural diffusion | <ul style="list-style-type: none"> • Excerpts from the writings of Confucius. • Excerpts from the Analects “Phan Ku the Creator” from In the Beginning told by Virginia Hamilton • Nieh Cheng from Records of the Historian translated by Burton Watson • excerpts from “The Book of Songs” translated by Arthur Waley | | <ul style="list-style-type: none"> • Create a “Tabloid Journal” that claims the existence of other civilizations outside of China |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for “that is”) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for “for example”) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

Ancient Greece

| Students should know and be able to... | | | | | |
|--|---|---|---|--|---|
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C2-PO3: Analyze the enduring Greek contributions and their impact on later civilization: a. development of concepts of government and citizenship (i.e., democracy, city states, Persian and Peloponnesian War) b. scientific and cultural advancements (i.e., Socrates, Plato, Aristotle, art and architecture, literature and theater, mathematics, and philosophy, Homer, Olympics)</p> | <p>S4C2-PO5: Examine how the geographic characteristics of a place affect the economics and culture (i.e., no navigable rivers, mountains, seas and islands). S2C3-PO3: Compare the development of empires (e.g., Alexander, Han) throughout the world.</p> | <ul style="list-style-type: none"> • democracy • city-state • Greek citizenship • Plato • Socrates • Aristotle • Alexander • Homer • art • literature • mathematics • philosophy • architecture • theater • economic structure of Greece • physical geography of Greece • Persian Wars • Peloponnesian War • Parthenon | <ul style="list-style-type: none"> • The <i>Odyssey</i> by Homer • Excerpts from <i>The Histories</i> by Herodotus • Sophocles • Mythology • <i>Orestia trilogy</i> by Aeschylus • excerpt from the <i>Aeneid</i> or the <i>Underworld</i> • Thucydides, excerpts from <i>The History of the Peloponnesian War</i> • The <i>Apology</i> by Plato (perhaps other dialogues like the <i>Euthyphro</i>, <i>Crito</i>, <i>Phaedo</i>, etc.) • Zeno of Elea's paradoxes of motion | <p>Art (Geometric, Archaic, Classical, Hellenistic styles); Architecture (Minoan vs. Mycenaean; Doric, Ionic, Corinthian orders)</p> | <ul style="list-style-type: none"> • Compare Minoan and Mycenaean architecture to show differences in societies • Discuss the ideas of pre-Socratic philosophers like Thales, Pythagoras, Heraclitus, Parmenides, Zeno of Elea (paradoxes of motion), and Protagoras (moral relativity) |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for "that is") precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for "for example") precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

| Ancient Rome | | | | | |
|--|--|---|---|---|--|
| Students should know and be able to... | | | | | |
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C2-PO3: Analyze the enduring Greek and Roman contributions and their impact on later civilization: a. development of concepts of government and citizenship, (i.e., republics, veto, codification of law, development of empire, Julius Caesar, Augustus, Constantine) b. scientific and cultural advancements (i.e., network of roads, aqueducts, architecture, Julius Caesar, Augustus, Constantine)</p> | <p>S2C3-PO3: Compare the development of empires (e.g., Alexander, Roman, Han) throughout the world.</p> <p>S2C2-PO2: Analyze the development and historical significance of Christianity (i.e. Paul, missionaries, Constantine, Jesus Christ).</p> | <ul style="list-style-type: none"> • Paul • Jesus Christ • Julius Caesar • codification of law • Roman Empire • Augustus • Christianity • Roman citizenship • Constantine • republics • veto • networks of roads • aqueducts • architecture • missionary | <ul style="list-style-type: none"> • <i>Treatises on Friendship and Old Age</i> by Cicero • <i>Carpe Diem</i> by Horace | <p>Architecture (arch, dome, concrete, aqueduct, Forum, Coliseum, Pantheon)</p> | <ul style="list-style-type: none"> • Write an advice column for adopting the philosophy that is promoted in <i>Carpe Diem</i> |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for “that is”) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for “for example”) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

| The World in Transition | | | | | |
|---|---|---|---|---|----------------------|
| Students should know and be able to... | | | | | |
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C3-PO1: Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).</p> <p>a. reasons for the fall of Rome</p> <p>b. Justinian</p> <p>c. split of Christianity into the Orthodox and Catholic Churches.</p> <p>d. Dark Ages as compared to advanced empires elsewhere</p> | <p>S2C3-PO3: Compare the development of empires (e.g., Alexander, Roman, Han, Ottoman) throughout the world.</p> | <ul style="list-style-type: none"> • Pope • Dark Ages • Silk Road • Fall of Rome • Byzantine Empire • Ottoman Empire • Arab Empire • Justinian • Eastern Orthodox Church • Roman Catholic Church • Magna Carta | <ul style="list-style-type: none"> • <i>The City of God</i> by Augustine of Hippo • “The Call for the First Crusade”, Pope Urban II • “Islamic Science and Mathematics” and “On the Separation of Mathematics and Religion” from the <i>Confessions of Al-Ghazzali</i> • Excerpts for <i>The Song of Roland</i> | <p>Architecture (Romanesque, Gothic); Art (manuscript illumination, Bayeaux Tapestry)</p> | |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for “that is”) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for “for example”) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

| The World in Transition | | | | | |
|--|--|---|--|-----------------------|----------------------|
| Students should know and be able to... | | | | | |
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C3-PO4: Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries:</p> <p>a. Effects of the Crusades (i.e., increase in trade, religious intolerance, weakens feudalism, increase in power of King, rise in education, decrease power of Pope)</p> <p>b. commerce and the Silk Road</p> <p>c. impact on culture</p> <p>d. causes (i.e., rats, fleas, trade, poor sanitation) and effects (i.e., killed one-third of population, helped end feudalism) of the plague</p> | <p>S2C3-PO2: Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.</p> <p>S4C4-PO6: Analyze factors (e.g., biotic) that affect human populations (i.e., role of disease).</p> | <ul style="list-style-type: none"> • feudalism • biotic • crusades • plague • cultural diffusion | <ul style="list-style-type: none"> • <i>The Ecclesiastical History of the English People</i> by Saint Bede (or venerable Bede) • <i>Sic et Non</i> by Peter Abelard • <i>Nibelungenlied</i> (German epic poem) • “Canticle of Brother Sun” by Saint Francis of Assisi • Two works by Thomas Aquinas: <ul style="list-style-type: none"> – <i>Summa Theologica</i> – <i>Summa Contra Gentiles</i> • <i>Njal’s Saga</i> (Icelandic Viking saga) | | |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for “that is”) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for “for example”) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

| Renaissance | | | | | |
|--|-------------------------------|--|---|---|--|
| Students should know and be able to... | | | | | |
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C4-PO1: Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas (i.e., classical) b. humanism and its emphasis on individual potential and achievements c. innovations in the arts and sciences (i.e., Michelangelo [Sistine Chapel Ceiling, David, Pieta], da Vinci [Mona Lisa, Last Supper], Raphael [School of Athens], perspective, Machiavelli [<u>The Prince</u>], patrons of the arts).</p> | | <ul style="list-style-type: none"> • patron • classical • Renaissance • Sistine Chapel ceiling • <i>David</i> • <i>Pieta</i> • <i>Mona Lisa</i> • <i>Last Supper</i> • <i>School of Athens</i> • <u>The Prince</u> • Michelangelo • daVinci • Machiavelli • Raphael • perspective • humanism | <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> by Shakespeare • Excerpts from <i>The Decameron</i> by Giovanni Boccaccio • Excerpts from Montaigne’s <i>Essays</i> • Examples of Pertatch’s sonnets • Sonnets by Shakespeare <i>The Tempest, Julius Caesar</i> • Sonnets by Pierre de Ronsard | <p>Early Renaissance Art (Giotto, Ghiberti, Brunelleschi, Masaccio, Donatello, Boticelli); Early Renaissance Architecture (Brunelleschi); High Renaissance Art (DaVinci, Michelangelo, Raphael); High Renaissance Architecture (Michelangelo); Northern Renaissance (VanEyck, Durer, Bosch, Grunewald Altdorfer, Bruegel)</p> | <ul style="list-style-type: none"> • Persuasive Essay “Are the political practices of <i>The Prince</i> applied to modern day politicians?” • Write a sonnet • <i>The Medici-Godfathers of the Renaissance</i> PBS (sets context for <i>The Prince</i>) |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for “that is”) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for “for example”) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.

| Reformation | | | | | |
|--|-------------------------------|---|---|-----------------------|--|
| Students should know and be able to... | | | | | |
| Priority Performance Objective | Linking Performance Objective | Vocabulary/Concept | Suggested Readings | Humanities Enrichment | Suggested Activities |
| <p>S2C4-PO2: Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.</p> <p>a. Inquisition b. impact of printing press c. Henry VIII d. Martin Luther e. John Calvin f. creation of new Protestant denominations</p> | | <ul style="list-style-type: none"> • printing press • denomination • vernacular • Inquisition • secular • Henry VIII • John Calvin • Martin Luther • reformation • protestant • Catholic Reformation | <ul style="list-style-type: none"> • Writings of Martin Luther: his defense of the <i>Diet of Worms</i> or his correspondence with Desiderius Erasmus • <i>95th Theses</i> | See Baroque | <ul style="list-style-type: none"> • Write a letter to the editor taking the position of either the Catholic Church or Martin Luther. • Mock trial of Martin Luther of the Catholic Church • <i>"Luther"</i> clips • <i>Ann of a Thousand Days</i> |

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for "that is") precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for "for example") precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.