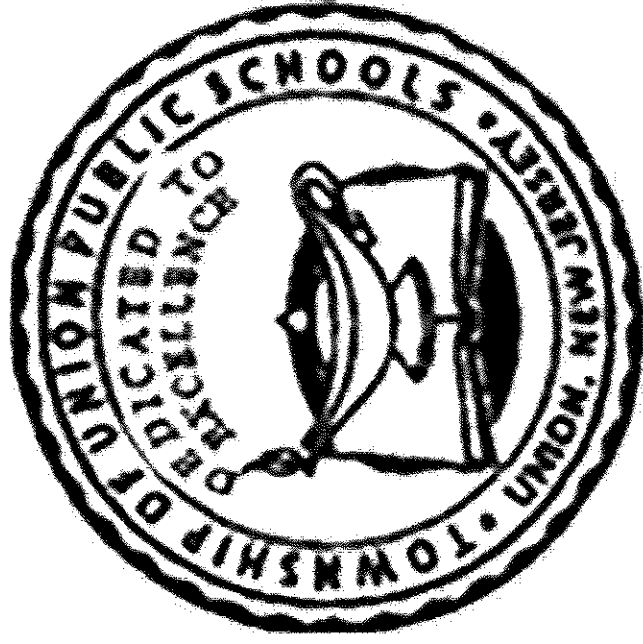
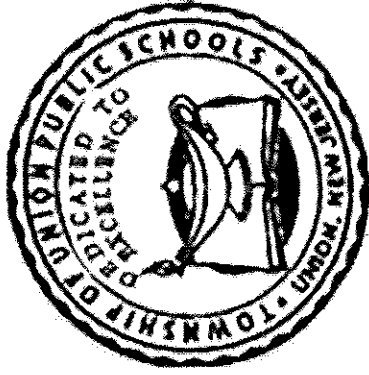


TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Humanities – SS391
Curriculum Guide 2016

Curriculum Guide Approved June 2016



Board Members

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David Arminio, Vice President

Guy Francis

Steven Le

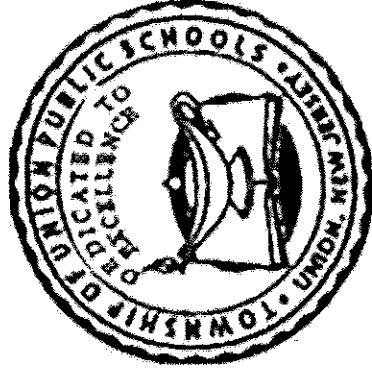
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Greg Tatum
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Assistant Superintendent K-8 Ms. Anne Moses
Director of Student Information/Technology Ms. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses..... Ms. Linda Ionfa

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 6-12	Ms. Randi Moran
Math 6-12	Dr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
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Art/Music	Mr. Ronald Rago

Curriculum Committee

Mr. James Laird

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Many Social Studies courses present chronological history by focusing on events from the socio-economic and political arenas. While these areas are crucial, often overlooked are the products of creative human imagination that define the essence of a culture. A course in the Humanities is designed to fill this gap. In doing so, it provides students with a much more comprehensive view of a civilization's values and psychological outlook. The breadth of material covered has makes Honors Humanities a valuable asset for any student entering a liberal arts program, regardless of their intended major. It is strongly recommended that all honors/AP track students take this course, including those leaning toward science and math.

The Honors level of the Humanities in Western Civilization seeks to accomplish two major goals. First, it provides a necessary foundation for a college career. Institutions of higher learning expect incoming students to have a working knowledge of philosophy and the arts. Honors Humanities will cover all of these essential areas to a depth sufficient to prepare students for any college classroom. It is, therefore, a must for anyone who intends to pursue a college major in the Social Sciences and is recommended for those who will be entering a liberal arts program. Second, since the areas covered in the course are common to all people throughout their adult lives, it trains students to interact with the material in an introspective manner. In this way, they become active participants in the ongoing process of humanistic endeavor.

The course is conducted at a college level; the amount of material mandates that it will be reading and labor intensive. Instruction will emphasize the application of higher order thinking skills as well as introspective analysis. There will be opportunities for student-centered hands-on work on artistic projects. Students who successfully complete this class will come away with a wealth of information and self-knowledge.

Recommended Supplemental Textbook

- **The Humanities in Western Civilization** Lamm, Cross, 1996

Course Proficiencies

Students will be able to...

- Test the hypothesis that the outlook and values of a culture determine the art and philosophy that it will produce.
- Contrast the lifestyle of a pessimistic versus an optimistic society by examining the cultures of Mesopotamia and Egypt.
- Examine Classical Greece as the apex of individualistic expression.
- Compare and contrast the Roman group ethic with Greek individualism.
- Explore the process by which monotheistic religion filled the void left by the collapse of the Roman Empire.
- Analyze and conclude whether the Middle Ages constituted a cultural nadir or a creative age based on faith.
- Investigate whether the phenomena of the Renaissance and Reformation can be considered revolutionary or evolutionary.
- Examine the 17th and 18th Centuries as the final break with medieval tradition and the true birth of the modern mind.
- Analyze the relationship between art and philosophy with revolutionary change in 19th Century society.
- Investigate uncertainty and anxiety as the dominating psychological characteristics of the 20th Century.
- Students will also engage in a year-long, three part Creative Project consisting of:
 - an original work of art / music / literature
 - a self-analysis of the creation
 - a comparison of the creation to all eras/cultures studied

Curriculum Units

- Unit 1: Prehistory / Pre-Greek
- Unit 2: Ancient Greece
- Unit 3: Ancient Rome
- Unit 4: Judeo-Christian / Byzantine
- Unit 5: The Middle Ages
- Unit 6: Renaissance / Reformation
- Unit 7: Scientific Revolution / Enlightenment
- Unit 8: 19th Century Revolutions
- Unit 9: The 20th Century

Pacing Guide – Honors Humanities – SS391

<u>Content</u>	Number of Days
Unit 1: Prehistory / Pre-Greek	9
Unit 2: Ancient Greece	18
Unit 3: Ancient Rome	13
Unit 4: Judeo-Christian / Byzantine	8
Unit 5: The Middle Ages	14
Unit 6: Renaissance / Reformation	18
Unit 7: Scientific Revolution / Enlightenment	19
Unit 8: 19 th Century Revolutions	29
Unit 9: The 20 th Century	32

Unit 1: Prehistory / Pre-Greek

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Identify artifacts from Paleolithic religion and art.	<ul style="list-style-type: none"> Prehistory Packet 	6.2.8.D.1.c
2.	Explain the development of civilization in river valleys.	<ul style="list-style-type: none"> Mesopotamia Packet 	6.2.8.C.1.b 6.2.8.D.1.a 6.2.8.D.1.b
3.	Recognize/describe the characteristics of Mesopotamian art and architecture.	<ul style="list-style-type: none"> Mesopotamia Packet 	6.2.8.A.2.a 6.2.8.D.2.b 6.2.8.D.2.c
4.	Examine the development of philosophical and religious thought in early civilizations.	<ul style="list-style-type: none"> Mesopotamia Packet <u>Epic of Gilgamesh</u> Journal 	6.2.8.D.2.a
5.	Recognize/describe the conventions Egyptian art and architecture.	<ul style="list-style-type: none"> Ancient Egypt Packet <u>Book of the Dead</u> Journal <u>Tomb Poem</u> Journal 	6.2.8.A.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d
6.	Identify the differences between Minoan and Mycenaean cultural values and gender roles.	<ul style="list-style-type: none"> Minoan and Mycenaean Packet <u>Iliad</u> Journal 	6.2.8.A.3.b

Unit 2: Ancient Greece

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine the roots of Greek culture geographically.	<ul style="list-style-type: none"> • Greek Foundations Packet • <u>Odyssey</u> Journal • Thucydides Journal • Alexander the Great Journal 	6.2.8.B.3.b
2.	Identify the major principles of Greek humanism.	<ul style="list-style-type: none"> • Greek Mind Packet 	6.2.8.D.3.c 6.2.8.D.3.e
3.	Outline the major periods and styles of Greek art.	<ul style="list-style-type: none"> • Greek Foundations Packet 	6.2.8.D.3.c
4.	Describe the elements of Greek theater.	<ul style="list-style-type: none"> • "Oedipus the King" film • Oedipus Journal 	6.2.8.D.3.c

5.	<p>Analyze the major ideas of Greek philosophers.</p>	<ul style="list-style-type: none"> • Greek Mind Packet • Anaximander Journal • Parmenides Journal • Heraclitus Journal • Democritus Journal • Socrates Journal • Plato Journal • Aristotle Journal 	6.2.8.A.3.c
6.	<p>Identify the features of Greek architecture.</p>	<ul style="list-style-type: none"> • Greek Architecture Packet 	6.2.8.D.3.c
7.	<p>Recognize Greek styles of sculpture by their respective era.</p>	<ul style="list-style-type: none"> • Greek Sculpture Packet 	6.2.8.D.3.c
8.	<p>Distinguish between the black figure and red figure styles of pottery.</p>	<ul style="list-style-type: none"> • Greek Pottery Packet 	6.2.8.D.3.c

Unit 3: Ancient Rome

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine the values of Roman culture and trace Roman chronology.	<ul style="list-style-type: none"> • Roman Foundations Packet • Pompeii Journal 	<ul style="list-style-type: none"> 6.2.8.A.3.a 6.2.8.D.3.b
2.	Analyze the role of cults and philosophical schools in a violent culture.	<ul style="list-style-type: none"> • Roman Mind Packet • Epicurean Journal • Stoic Journal 	<ul style="list-style-type: none"> 6.2.8.D.3.c 6.2.8.D.3.e
3.	Examine Roman written and verbal arts.	<ul style="list-style-type: none"> • Roman Mind Packet 	<ul style="list-style-type: none"> 6.2.8.D.3.c
4.	Compare Roman urban planning and mass entertainment to modern America.	<ul style="list-style-type: none"> • Roman Masses Packet 	<ul style="list-style-type: none"> 6.2.8.D.3.c
5.	Investigate the use of sculpture as political propaganda.	<ul style="list-style-type: none"> • Roman Visual Arts Packet 	<ul style="list-style-type: none"> 6.2.8.D.3.c
6.	Examine Roman skill in engineering and architecture.	<ul style="list-style-type: none"> • Roman Engineering Packet 	<ul style="list-style-type: none"> 6.2.8.D.3.c
7.	Identify the thematic and technical elements of Roman painting.	<ul style="list-style-type: none"> • Roman Visual Arts Packet 	<ul style="list-style-type: none"> 6.2.8.D.3.c

Unit 4: Judeo-Christian / Byzantine

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Trace the evolution of monotheism and analyze the similarities and differences between Judaism and Christianity.	<ul style="list-style-type: none"> • Judeo-Christian Transition Packet • Boethius Journal • Exodus Journal • Hillel Journal • Beatitudes Journal • Epistle Journal 	6.2.8.D.3.d
2.	Describe the characteristics of early Christian and Byzantine art and architecture.	<ul style="list-style-type: none"> • Byzantine Packet 	6.2.8.D.3.d 6.2.8.D.4.f

Unit 5: The Middle Ages

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Establish the cultural foundations of the medieval mind.	<ul style="list-style-type: none"> • <i>Medieval Foundations Packet</i> • <i>Augustine Confessions Journal</i> 	6.2.8.A.4.a
2.	Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages.	<ul style="list-style-type: none"> • <i>Medieval Foundations Packet</i> 	6.2.8.A.4.a 6.2.8.D.4.a 6.2.12.A.1.a
3.	Compare the Islamic outlook with the Christian.	<ul style="list-style-type: none"> • <i>Medieval Islam Packet</i> • <i>Rumi Journal</i> • <i>Omar Khayyam Journal</i> • <i>Averroës Journal</i> • <i>Maimonides Journal</i> 	6.2.8.D.3.d
4.	Study the achievements of the Islamic world and their impact on medieval Europe.	<ul style="list-style-type: none"> • <i>Medieval Islam Packet</i> 	6.2.8.D.3.d 6.2.8.C.4.b
5.	Investigate techniques and styles of Medieval architecture.	<ul style="list-style-type: none"> • <i>Medieval Architecture Packet</i> 	6.2.8.D.4.g
6.	Analyze the harmonic structure of Medieval music.	<ul style="list-style-type: none"> • <i>Medieval Music Packet</i> 	6.2.8.D.4.g

7.	Trace the transition of the visual arts from the medieval toward a more modern style.	<ul style="list-style-type: none"> • Medieval Art Packet 	6.2.8.D.4.b 6.2.8.D.4.d 6.2.8.D.4.g
8.	Analyze the factors that contributed to the breakdown of the medieval psychology.	<ul style="list-style-type: none"> • Breakdown – Rebirth Packet • Anselm Journal • Aquinas Journal • Dante Journal 	6.2.8.D.4.b 6.2.8.D.4.d 6.2.12.D.2.a

Unit 6: Renaissance / Reformation

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze all of the factors and trends that contributed to the onset of the Renaissance.	<ul style="list-style-type: none"> • Renaissance Outlook Packet 	6.2.8.D.4.c 6.2.8.D.4.d 6.2.12.D.2.a 6.2.12.D.2.e
2.	Contrast the outlook of Italian Humanism with previous eras.	<ul style="list-style-type: none"> • Renaissance Outlook Packet 	6.2.12.D.2.c 6.2.12.D.2.d
3.	Evaluate the Humanist outlook through notable Renaissance writers.	<ul style="list-style-type: none"> • Renaissance Outlook Packet • <u>Oration on the Dignity of Man</u> Journal • Petrarch Journal • Michelangelo Journal • Shakespeare Journal • <u>Courtier</u> Journal 	6.2.12.D.2.c 6.2.12.D.2.d
4.	Analyze western harmonic theory.	<ul style="list-style-type: none"> • Renaissance Music Packet 	6.2.12.D.2.a 6.2.12.D.2.c
5.	Apply the principles of Humanism to Italian architecture and sculpture.	<ul style="list-style-type: none"> • Renaissance Architecture Packet • Renaissance Sculpture Packet 	6.2.12.D.2.a

6.	Examine the evolution of painting from 1450-1600.	<ul style="list-style-type: none"> • Renaissance Early Painting Packet • Renaissance Ninja Turtles Packet • Renaissance North & Mannerism Packet 	6.2.12.D.2.a
7.	Compare & contrast the Catholic and Protestant approaches to reform.	<ul style="list-style-type: none"> • Renaissance Outlook Packet • Erasmus Journal • <u>95 Theses</u> Journal 	6.2.12.B.2.a 6.2.12.D.2.b 6.2.12.D.2.e

Unit 7: Scientific Revolution / Enlightenment

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Trace the development of modern European national identities.	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet 	6.2.12.A.2.b 6.2.12.B.2.a
2.	Assess new scientific ideas on a philosophical level.	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet • Bacon Journal • Descartes Journal • Galileo Journal • Newton Journal 	6.2.12.D.2.d
3.	Examine Baroque architecture and sculpture in its socio-political setting.	<ul style="list-style-type: none"> • 17th & 18th century Sculpture & Architecture Packet 	6.2.12.D.2.d
4.	Identify the major styles of Baroque painting.	<ul style="list-style-type: none"> • 17th & 18th century Baroque Painting Packet 	6.2.12.D.2.d
5.	Establish the principles of Baroque musical theory.	<ul style="list-style-type: none"> • 17th & 18th century Music Packet 	6.2.12.D.2.d
6.	Examine the nature of the Enlightenment and its far reaching effects.	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet 	6.2.12.A.2.a 6.2.12.D.2.d 6.2.12.A.3.b

7.	<p>Evaluate the Enlightenment's approach to human nature and morality.</p>	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet • Hobbes Journal • Locke Journal • Voltaire Journal • Montesquieu Journal • Rousseau Journal • Kant Journal 	<p>6.2.12.A.2.a 6.2.12.D.2.d</p>
8.	<p>Identify the artistic and technical elements of Neo-Classicism in the arts</p>	<ul style="list-style-type: none"> • 17th & 18th century Sculpture & Architecture Packet • 17th & 18th century Neo-Classical Painting Packet 	<p>6.2.12.D.2.d</p>
9.	<p>Analyze the elements of Neo-Classical music</p>	<ul style="list-style-type: none"> • 17th & 18th century Music Packet 	<p>6.2.12.D.2.d</p>
10.	<p>Investigate the contradictory nature of "genius"</p>	<ul style="list-style-type: none"> • 17th & 18th century Music Packet • "Amadeus" film 	<p>6.2.12.D.2.d</p>

Unit 8: 19th Century Revolutions

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Assess and contrast the social upheavals of the French and Industrial Revolutions.	<ul style="list-style-type: none"> • 19th Century – Upheaval Packet 	6.2.12.A.3.a 6.2.12.A.3.c
2.	Investigate the influence of politics on culture during the 19 th Century.	<ul style="list-style-type: none"> • 19th Century – Upheaval Packet 	6.2.12.A.3.b 6.2.12.A.3.c
3.	Examine all areas of Romanticism as the major artistic force of the early 19 th Century.	<ul style="list-style-type: none"> • 19th Century – Upheaval Packet • 19th Century - Early Painting Packet • 19th Century – Music Packet • “Rate the Dead Poets” Journal 	6.2.12.D.3.a
4.	Analyze the legacy of Ludwig von Beethoven as a musical icon.	<ul style="list-style-type: none"> • 19th Century – Music Packet 	6.2.12.D.3.a
5.	Compare and contrast social reform ideas in England and Germany.	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet 	6.2.12.C.3.c

6.	<p>Compare and contrast new social philosophies in an evolving class structure.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – America Packet • Optimism & Ennui – England Packet 	6.2.12.D.3.b
7.	<p>Discuss the controversy between science and faith.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – England Packet • Darwin Journal 	6.2.12.C.3.d
8.	<p>Evaluate the soundness of Marxist theory.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • <u>Communist Manifesto</u> Journal 	6.2.12.C.3.c
9.	<p>Distinguish between Romantic and Realist Art.</p>	<ul style="list-style-type: none"> • 19th Century - Early Painting Packet 	6.2.12.D.3.a

10.	<p>Trace the theoretical and national development of music throughout the 1800's.</p>	<ul style="list-style-type: none"> • 19th Century – Music Packet • Optimism & Ennui - Musical Nationalism Packet • Optimism & Ennui – Russia Packet 	6.2.12.D.3.a
11.	<p>Outline the development of national identities in the industrial age.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – America Packet • Optimism & Ennui – France Packet • Optimism & Ennui - Musical Nationalism Packet • Optimism & Ennui – Russia Packet 	6.2.12.A.3.a

12.	<p>Connect 19th century literature to the evolution of society.</p>	<ul style="list-style-type: none"> • Optimism & Ennui – America Packet • Optimism & Ennui – England Packet • Optimism & Ennui – France Packet • Optimism & Ennui – Russia Packet 	<p>6.2.12.C.3.d 6.2.12.D.3.a</p>
13.	<p>Study the development of painting techniques as technology progresses.</p>	<ul style="list-style-type: none"> • Optimism & Ennui – France Packet • Optimism & Ennui - Post-Impressionism Packet 	<p>6.2.12.D.3.a</p>
14.	<p>Identify characteristics of 19th Century Architecture and Sculpture</p>	<ul style="list-style-type: none"> • Optimism & Ennui – France Packet 	<p>6.2.12.C.3.d</p>
15.	<p>Point out examples of cultural diffusion caused by the phenomenon of imperialism.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – England Packet 	<p>6.2.12.A.3.e 6.2.12.D.3.d</p>
16.	<p>Evaluate the evolving role of women in a more modern society during the 1800's.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet 	<p>6.2.12.A.3.d</p>

17.	<p>Assess the validity of Freud's theories / Evaluate Freud's ideas in their original context.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Freud Journal 	6.2.12.D.3.a
18.	<p>Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19th Century approaches.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – England Packet • Optimism & Ennui – France Packet • "Nature of Art" Journal 	<p>6.2.12.C.3.d 6.2.12.D.3.b</p>

Unit 9: The 20th Century

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Establish a foundation for examining the 20 th Century mind.	<ul style="list-style-type: none"> • 20th Century Mind Packet • Camus Journal 	<ul style="list-style-type: none"> 6.2.12.C.3.d 6.2.12.D.4.k A
2.	Examine the roots of 19 th Century existentialism.	<ul style="list-style-type: none"> • 20th Century Mind Packet • Twain Journal 	<ul style="list-style-type: none"> 6.2.12.D.2.d 6.2.12.C.3.d 6.2.12.D.4.k A
3.	Evaluate the world outlook of early, religiously based existential thinkers.	<ul style="list-style-type: none"> • 20th Century Mind Packet • Kierkegaard Journal 	<ul style="list-style-type: none"> 6.2.12.D.2.d 6.2.12.C.3.d 6.2.12.D.4.k A
4.	Examine the attributes of atheistic existentialism.	<ul style="list-style-type: none"> • 20th Century Mind Packet • Nietzsche Journal 	<ul style="list-style-type: none"> 6.2.12.D.2.d 6.2.12.C.3.d 6.2.12.D.4.k A
5.	Identify and analyze the major schools of early 20 th century art.	<ul style="list-style-type: none"> • 20th Century Art - Old World Packet • 20th Century Art - New World Packet • 20th Century Sculpture Packet 	<ul style="list-style-type: none"> 6.2.12.D.3.a
6.	Connect advances in psychology to 20 th century literature.	<ul style="list-style-type: none"> • 20th Century Literature Packet 	<ul style="list-style-type: none"> 6.2.12.D.3.a
7.	Analyze the breakdown of tonality in music.	<ul style="list-style-type: none"> • 20th Century Music Packet 	<ul style="list-style-type: none"> 6.2.12.D.3.a

8.	Distinguish between international and organic architecture.	<ul style="list-style-type: none"> 20th Century Architecture – Modernism Packet 	6.2.12.D.3.a
9.	Examine the phenomenon of the Blues.	<ul style="list-style-type: none"> 20th Century Music Packet 	6.2.12.D.3.a
10.	Examine how competitive artists influence each other.	<ul style="list-style-type: none"> 20th Century Art - The Rivals Packet 	6.2.12.D.3.a
11.	Establish the principles that define “art”.	<ul style="list-style-type: none"> 20th Century Art - IS it Art Packet 	6.2.12.D.3.a
12.	Trace the evolution of Postwar Architecture.	<ul style="list-style-type: none"> 20th Century Architecture - Organic & Beyond Packet 	6.2.12.D.3.a
13.	Trace and analyze the evolution of Jazz.	<ul style="list-style-type: none"> 20th Century Music Packet 	6.2.12.D.3.a 6.2.12.D.5.c
14.	Examine photography as its own unique visual art form.	<ul style="list-style-type: none"> 20th Century on Film Packet 	6.2.12.C.3.d 6.2.12.D.5.c
15.	Compare Asian systems of philosophy to Western existentialism.	<ul style="list-style-type: none"> 20th Century Mind Packet Hindu Journal Buddhist Journal Confucian Journal Daoist Journal Zen Journal “The Egg” Journal 	6.2.12.D.2.d 6.2.12.B.5.c

16.	Examine cinema as its own unique visual art form.	<ul style="list-style-type: none"> • 20th Century on Film Packet 	6.2.12.C.3.d 6.2.12.D.5.c
17.	Trace the evolution of Rock & Roll.	<ul style="list-style-type: none"> • 20th Century Music Packet 	6.2.12.C.3.d 6.2.12.D.3.a 6.2.12.D.5.c

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

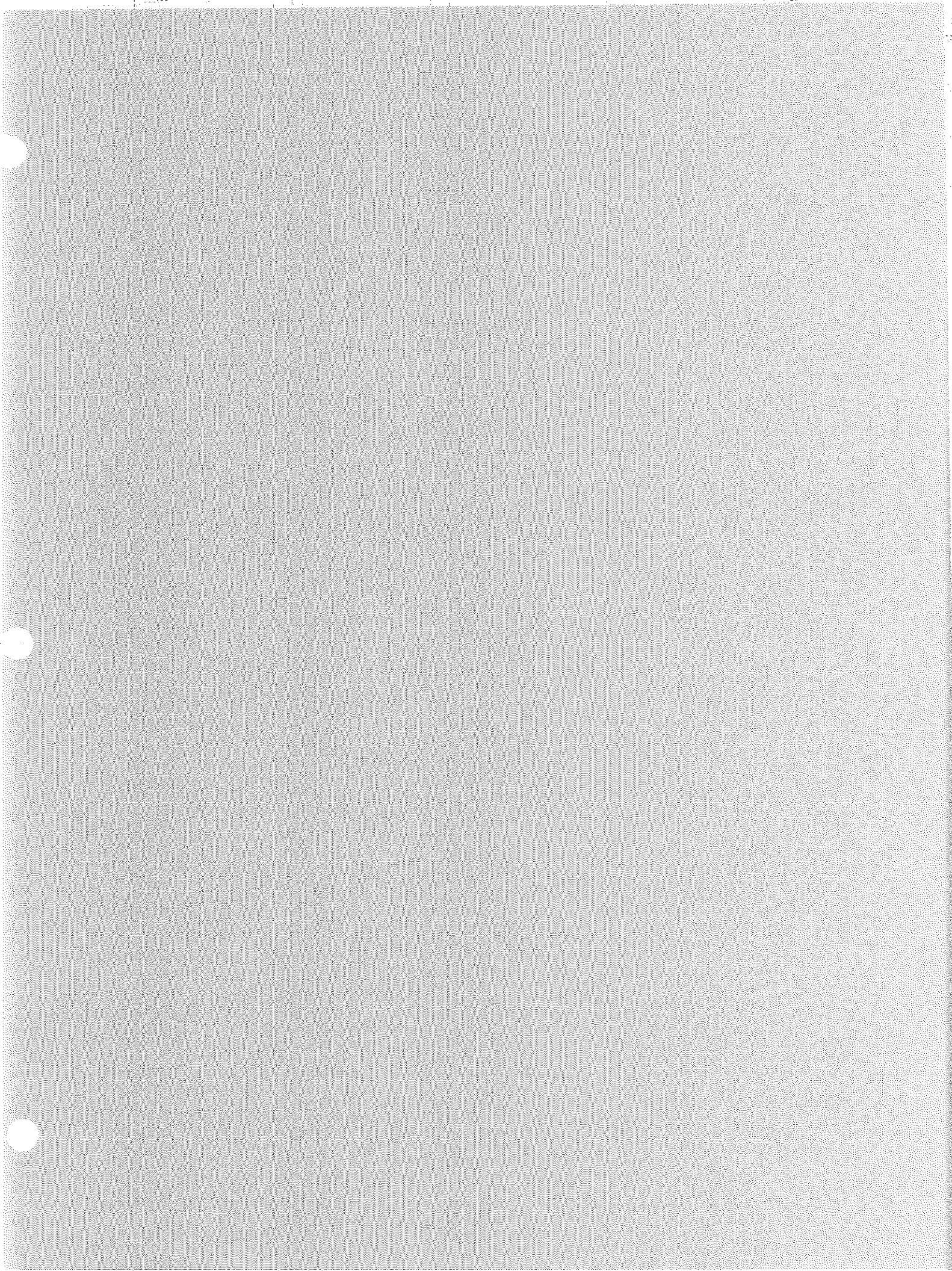
	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Superior Command 6
Score:	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
Content and Organization	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logically progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors

Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.
	OT	Off Topic/Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE	Not English	Student wrote in a language other than English.
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.
Content/ Organization		Usage	Sentence Construction
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	Mechanics <ul style="list-style-type: none"> Spelling Capitalization Punctuation

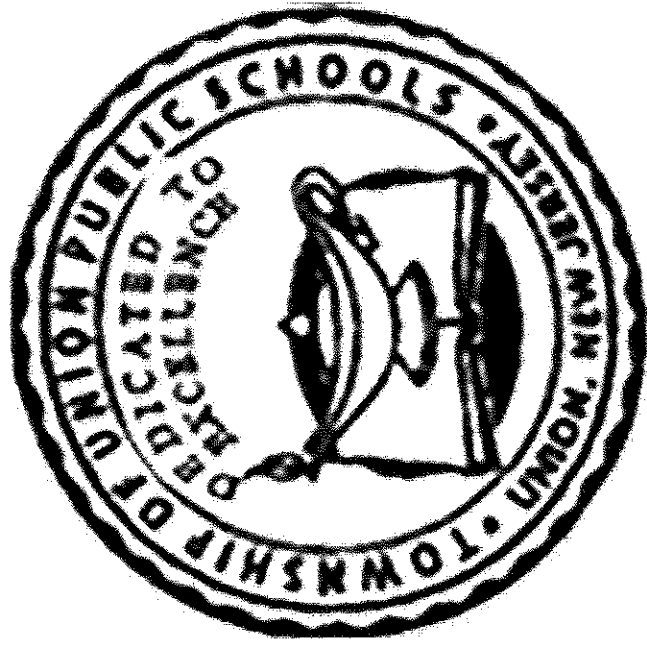
Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.



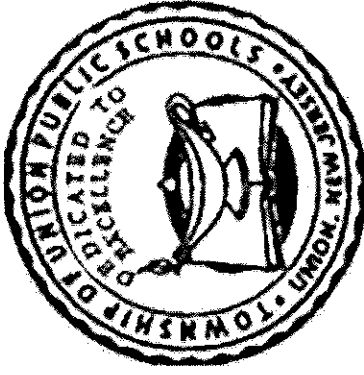
TOWNSHIP OF UNION PUBLIC SCHOOLS



Humanities – SS392

Curriculum Guide 2016

Curriculum Guide Approved June 2016



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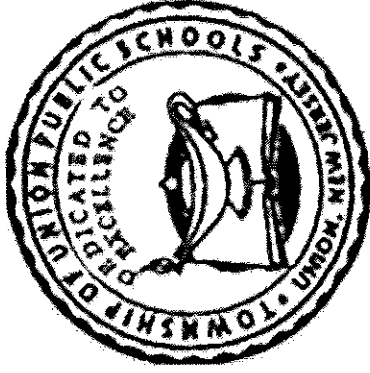
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TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

District Superintendent Mr. Greg Tatum

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Director of Athletics, Health, Physical Education and Nurses..... Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
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Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 6-12	Ms. Randi Moran
Math 6-12	Dr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Mr. James Laird

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Many Social Studies courses present chronological history by focusing on events from the socio-economic and political arenas. While these areas are crucial, often overlooked are the products of creative human imagination that define the essence of a culture. A course in the Humanities is designed to fill this gap. In doing so, it provides students with a much more comprehensive view of a civilization's values and psychological outlook.

This college-level course expands the knowledge base provided by the World History course from Freshman year. It also serves as a compliment to Cultural Studies courses. The curriculum will cover, in depth, the products of human imagination and creativity, by placing them in their historical and cultural context. These include philosophy, literature, music, architecture, and the visual arts.

Areas of study will include:

- Culture in Prehistory / River Valley Civilizations
- Ancient Greece
- Ancient Rome
- Early Christianity / Byzantine culture
- The Middle Ages
- The Renaissance and Reformation
- The Scientific Revolution / The Age of Reason
- 19th Century Revolutions
- The 20th Century

A variety of strategies and processing skills will be incorporated to communicate the content of the course. Primary source documents, individual and group analysis, as well as an extensive collection of art, music and literature will supplement the core material. There will be opportunities for student-centered hands-on work on artistic projects.

Recommended Supplemental Textbook

- **The Humanities in Western Civilization** Lamm, Cross, 1996

Course Proficiencies

Students will be able to...

- Test the hypothesis that the outlook and values of a culture determine the art and philosophy that it will produce.
- Contrast the lifestyle of a pessimistic versus an optimistic society by examining the cultures of Mesopotamia and Egypt.
- Examine Classical Greece as the apex of individualistic expression.
- Compare and contrast the Roman group ethic with Greek individualism.
- Explore the process by which monotheistic religion filled the void left by the collapse of the Roman Empire.
- Analyze and conclude whether the Middle Ages constituted a cultural nadir or a creative age based on faith.
- Investigate whether the phenomena of the Renaissance and Reformation can be considered revolutionary or evolutionary.
- Examine the 17th and 18th Centuries as the final break with medieval tradition and the true birth of the modern mind.
- Analyze the relationship between art and philosophy with revolutionary change in 19th Century society.
- Investigate uncertainty and anxiety as the dominating psychological characteristics of the 20th Century.
- Students will also engage in a year-long, three part Creative Project consisting of:
 - an original work of art / music / literature
 - a self-analysis of the creation
 - a comparison of the creation to all eras/cultures studied

Curriculum Units

- Unit 1: Prehistory / Pre-Greek
- Unit 2: Ancient Greece
- Unit 3: Ancient Rome
- Unit 4: Judeo-Christian / Byzantine
- Unit 5: The Middle Ages
- Unit 6: Renaissance / Reformation
- Unit 7: Scientific Revolution / Enlightenment
- Unit 8: 19th Century Revolutions
- Unit 9: The 20th Century

Pacing Guide – Humanities – SS392

<u>Content</u>	Number of Days
Unit 1: Prehistory / Pre-Greek	9
Unit 2: Ancient Greece	18
Unit 3: Ancient Rome	13
Unit 4: Judeo-Christian / Byzantine	8
Unit 5: The Middle Ages	14
Unit 6: Renaissance / Reformation	18
Unit 7: Scientific Revolution / Enlightenment	19
Unit 8: 19 th Century Revolutions	29
Unit 9: The 20 th Century	32

Unit 1: Prehistory / Pre-Greek

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Identify artifacts from Paleolithic religion and art.	<ul style="list-style-type: none"> Prehistory Packet 	6.2.8.D.1.c
2.	Explain the development of civilization in river valleys.	<ul style="list-style-type: none"> Mesopotamia Packet 	6.2.8.C.1.b 6.2.8.D.1.a 6.2.8.D.1.b
3.	Recognize/describe the characteristics of Mesopotamian art and architecture.	<ul style="list-style-type: none"> Mesopotamia Packet 	6.2.8.A.2.a 6.2.8.D.2.b 6.2.8.D.2.c
4.	Examine the development of philosophical and religious thought in early civilizations.	<ul style="list-style-type: none"> Mesopotamia Packet Early Civilization Journal 	6.2.8.D.2.a
5.	Recognize/describe the conventions Egyptian art and architecture.	<ul style="list-style-type: none"> Ancient Egypt Packet 	6.2.8.A.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d
6.	Identify the differences between Minoan and Mycenaean cultural values and gender roles.	<ul style="list-style-type: none"> Minoan and Mycenaean Packet Iliad Journal 	6.2.8.A.3.b

Unit 2: Ancient Greece

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine the roots of Greek culture geographically.	<ul style="list-style-type: none"> • Greek Foundations Packet • Greek Mind Journal 	6.2.8.B.3.b
2.	Identify the major principles of Greek humanism.	<ul style="list-style-type: none"> • Greek Mind Packet 	6.2.8.D.3.c 6.2.8.D.3.e
3.	Outline the major periods and styles of Greek art.	<ul style="list-style-type: none"> • Greek Foundations Packet 	6.2.8.D.3.c
4.	Describe the elements of Greek theater.	<ul style="list-style-type: none"> • "Oedipus the King" film • Oedipus Journal 	6.2.8.D.3.c
5.	Analyze the major ideas of Greek philosophers.	<ul style="list-style-type: none"> • Greek Mind Packet • Socrates Journal • Plato Journal • Aristotle Journal 	6.2.8.A.3.c
6.	Identify the features of Greek architecture.	<ul style="list-style-type: none"> • Greek Architecture Packet 	6.2.8.D.3.c
7.	Recognize Greek styles of sculpture by their respective era.	<ul style="list-style-type: none"> • Greek Sculpture Packet 	6.2.8.D.3.c
8.	Distinguish between the black figure and red figure styles of pottery.	<ul style="list-style-type: none"> • Greek Pottery Packet 	6.2.8.D.3.c

Unit 3: Ancient Rome

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine the values of Roman culture and trace Roman chronology.	<ul style="list-style-type: none"> • Roman Foundations Packet • Roman Mind Journal 	<p>6.2.8.A.3.a 6.2.8.D.3.b</p>
2.	Analyze the role of cults and philosophical schools in a violent culture.	<ul style="list-style-type: none"> • Roman Mind Packet 	<p>6.2.8.D.3.c 6.2.8.D.3.e</p>
3.	Examine Roman written and verbal arts.	<ul style="list-style-type: none"> • Roman Mind Packet 	<p>6.2.8.D.3.c</p>
4.	Compare Roman urban planning and mass entertainment to modern America.	<ul style="list-style-type: none"> • Roman Masses Packet 	<p>6.2.8.D.3.c</p>
5.	Investigate the use of sculpture as political propaganda.	<ul style="list-style-type: none"> • Roman Visual Arts Packet 	<p>6.2.8.D.3.c</p>
6.	Examine Roman skill in engineering and architecture.	<ul style="list-style-type: none"> • Roman Engineering Packet 	<p>6.2.8.D.3.c</p>
7.	Identify the thematic and technical elements of Roman painting.	<ul style="list-style-type: none"> • Roman Visual Arts Packet 	<p>6.2.8.D.3.c</p>

Unit 4: Judeo-Christian / Byzantine

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Trace the evolution of monotheism and analyze the similarities and differences between Judaism and Christianity.	<ul style="list-style-type: none"> • <i>Judeo-Christian Transition Packet</i> • <i>Transition Journal</i> 	6.2.8.D.3.d
2.	Describe the characteristics of early Christian and Byzantine art and architecture.	<ul style="list-style-type: none"> • <i>Byzantine Packet</i> 	6.2.8.D.3.d 6.2.8.D.4.f

Unit 5: The Middle Ages

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Establish the cultural foundations of the medieval mind.	<ul style="list-style-type: none"> • <i>Medieval Foundations Packet</i> • <i>Augustine Confessions Journal</i> 	6.2.8.A.4.a
2.	Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages.	<ul style="list-style-type: none"> • <i>Medieval Foundations Packet</i> 	6.2.8.A.4.a 6.2.8.D.4.a 6.2.12.A.1.a
3.	Compare the Islamic outlook with the Christian.	<ul style="list-style-type: none"> • <i>Medieval Islam Packet</i> • <i>Islamic Mind Journal</i> 	6.2.8.D.3.d
4.	Study the achievements of the Islamic world and their impact on medieval Europe.	<ul style="list-style-type: none"> • <i>Medieval Islam Packet</i> 	6.2.8.D.3.d 6.2.8.C.4.b
5.	Investigate techniques and styles of Medieval architecture.	<ul style="list-style-type: none"> • <i>Medieval Architecture Packet</i> 	6.2.8.D.4.g
6.	Analyze the harmonic structure of Medieval music.	<ul style="list-style-type: none"> • <i>Medieval Music Packet</i> 	6.2.8.D.4.g
7.	Trace the transition of the visual arts from the medieval toward a more modern style.	<ul style="list-style-type: none"> • <i>Medieval Art Packet</i> 	6.2.8.D.4.b 6.2.8.D.4.d 6.2.8.D.4.g
8.	Analyze the factors that contributed to the breakdown of the medieval psychology.	<ul style="list-style-type: none"> • <i>Breakdown – Rebirth Packet</i> • <i>Scholastic Journal</i> 	6.2.8.D.4.b 6.2.8.D.4.d 6.2.12.D.2.a

Unit 6: Renaissance / Reformation

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze all of the factors and trends that contributed to the onset of the Renaissance.	<ul style="list-style-type: none"> • Renaissance Outlook Packet 	6.2.8.D.4.c 6.2.8.D.4.d 6.2.12.D.2.a 6.2.12.D.2.e
2.	Contrast the outlook of Italian Humanism with previous eras.	<ul style="list-style-type: none"> • Renaissance Outlook Packet 	6.2.12.D.2.c 6.2.12.D.2.d
3.	Evaluate the Humanist outlook through notable Renaissance writers.	<ul style="list-style-type: none"> • Renaissance Outlook Packet • Humanist Journal 	6.2.12.D.2.c 6.2.12.D.2.d
4.	Analyze western harmonic theory.	<ul style="list-style-type: none"> • Renaissance Music Packet 	6.2.12.D.2.a 6.2.12.D.2.c
5.	Apply the principles of Humanism to Italian architecture and sculpture.	<ul style="list-style-type: none"> • Renaissance Architecture Packet • Renaissance Sculpture Packet 	6.2.12.D.2.a
6.	Examine the evolution of painting from 1450-1600.	<ul style="list-style-type: none"> • Renaissance Early Painting Packet • Renaissance Ninja Turtles Packet • Renaissance North & Mannerism Packet 	6.2.12.D.2.a

7.	Compare & contrast the Catholic and Protestant approaches to reform.	<ul style="list-style-type: none">• Renaissance Outlook Packet• Reformation Journal	6.2.12.B.2.a 6.2.12.D.2.b 6.2.12.D.2.e
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Unit 7: Scientific Revolution / Enlightenment

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Trace the development of modern European national identities.	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet 	6.2.12.A.2.b 6.2.12.B.2.a
2.	Assess new scientific ideas on a philosophical level.	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet • Scientific Revolution Journal 	6.2.12.D.2.d
3.	Examine Baroque architecture and sculpture in its socio-political setting.	<ul style="list-style-type: none"> • 17th & 18th century Sculpture & Architecture Packet 	6.2.12.D.2.d
4.	Identify the major styles of Baroque painting.	<ul style="list-style-type: none"> • 17th & 18th century Baroque Painting Packet 	6.2.12.D.2.d
5.	Establish the principles of Baroque musical theory.	<ul style="list-style-type: none"> • 17th & 18th century Music Packet 	6.2.12.D.2.d
6.	Examine the nature of the Enlightenment and its far reaching effects.	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet 	6.2.12.A.2.a 6.2.12.D.2.d 6.2.12.A.3.b
7.	Evaluate the Enlightenment's approach to human nature and morality.	<ul style="list-style-type: none"> • 17th & 18th century Outlook Packet • Enlightenment Journal 	6.2.12.A.2.a 6.2.12.D.2.d
8.	Identify the artistic and technical elements of Neo-	<ul style="list-style-type: none"> • 17th & 18th century 	6.2.12.D.2.d

<p>Classicism in the arts</p>	<ul style="list-style-type: none"> • Sculpture & Architecture Packet • 17th & 18th century Neo-Classical Painting Packet 	
<p>9.</p>	<p>Analyze the elements of Neo-Classical music</p>	<p>6.2.12.D.2.d</p>
<p>10.</p>	<p>Investigate the contradictory nature of "genius"</p>	<p>6.2.12.D.2.d</p>

Unit 8: 19th Century Revolutions

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Assess and contrast the social upheavals of the French and Industrial Revolutions.	<ul style="list-style-type: none"> • 19th Century – Upheaval Packet 	6.2.12.A.3.a 6.2.12.A.3.c
2.	Investigate the influence of politics on culture during the 19 th Century.	<ul style="list-style-type: none"> • 19th Century – Upheaval Packet 	6.2.12.A.3.b 6.2.12.A.3.c
3.	Examine all areas of Romanticism as the major artistic force of the early 19 th Century.	<ul style="list-style-type: none"> • 19th Century – Upheaval Packet • 19th Century - Early Painting Packet • 19th Century – Music Packet • "Rate the Dead Poets" Journal 	6.2.12.D.3.a
4.	Analyze the legacy of Ludwig von Beethoven as a musical icon.	<ul style="list-style-type: none"> • 19th Century – Music Packet 	6.2.12.D.3.a
5.	Compare and contrast social reform ideas in England and Germany.	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet 	6.2.12.C.3.c

6.	<p align="center">Compare and contrast new social philosophies in an evolving class structure.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui - America Packet • Optimism & Ennui - England Packet 	6.2.12.D.3.b
7.	<p align="center">Discuss the controversy between science and faith.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui - England Packet • Darwin Journal 	6.2.12.C.3.d
8.	<p align="center">Evaluate the soundness of Marxist theory.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • <u>Communist Manifesto</u> Journal 	6.2.12.C.3.c
9.	<p align="center">Distinguish between Romantic and Realist Art.</p>	<ul style="list-style-type: none"> • 19th Century - Early Painting Packet 	6.2.12.D.3.a

10.	Trace the theoretical and national development of music throughout the 1800's.	<ul style="list-style-type: none"> • 19th Century – Music Packet Optimism & Ennui - Musical Nationalism Packet • Optimism & Ennui – Russia Packet 	6.2.12.D.3.a
11.	Outline the development of national identities in the industrial age.	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – America Packet • Optimism & Ennui – France Packet • Optimism & Ennui - Musical Nationalism Packet • Optimism & Ennui – Russia Packet 	6.2.12.A.3.a

12.	<p>Connect 19th century literature to the evolution of society.</p>	<ul style="list-style-type: none"> • Optimism & Ennui – America Packet • Optimism & Ennui – England Packet • Optimism & Ennui – France Packet • Optimism & Ennui – Russia Packet 	<p>6.2.12.C.3.d 6.2.12.D.3.a</p>
13.	<p>Study the development of painting techniques as technology progresses.</p>	<ul style="list-style-type: none"> • Optimism & Ennui – France Packet • Optimism & Ennui - Post-Impressionism Packet 	<p>6.2.12.D.3.a</p>
14.	<p>Identify characteristics of 19th Century Architecture and Sculpture</p>	<ul style="list-style-type: none"> • Optimism & Ennui – France Packet 	<p>6.2.12.C.3.d</p>
15.	<p>Point out examples of cultural diffusion caused by the phenomenon of imperialism.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – England Packet 	<p>6.2.12.A.3.e 6.2.12.D.3.d</p>
16.	<p>Evaluate the evolving role of women in a more modern society during the 1800's.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet 	<p>6.2.12.A.3.d</p>

17.	<p>Assess the validity of Freud's theories / Evaluate Freud's ideas in their original context.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Freud Journal 	6.2.12.D.3.a
18.	<p>Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19th Century approaches.</p>	<ul style="list-style-type: none"> • Optimism & Ennui - A New Psychology Packet • Optimism & Ennui – England Packet • Optimism & Ennui – France Packet 	<p>6.2.12.C.3.d 6.2.12.D.3.b</p>

Unit 9: The 20th Century

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Establish a foundation for examining the 20 th Century mind.	<ul style="list-style-type: none"> • 20th Century Mind Packet • Existentialism Journal 	6.2.12.C.3.d 6.2.12.D.4.k.A
2.	Examine the roots of 19 th Century existentialism.	<ul style="list-style-type: none"> • 20th Century Mind Packet 	6.2.12.D.2.d 6.2.12.C.3.d 6.2.12.D.4.k.A
3.	Evaluate the world outlook of early, religiously based existential thinkers.	<ul style="list-style-type: none"> • 20th Century Mind Packet 	6.2.12.D.2.d 6.2.12.C.3.d 6.2.12.D.4.k.A
4.	Examine the attributes of atheistic existentialism.	<ul style="list-style-type: none"> • 20th Century Mind Packet 	6.2.12.D.2.d 6.2.12.C.3.d 6.2.12.D.4.k.A
5.	Identify and analyze the major schools of early 20 th century art.	<ul style="list-style-type: none"> • 20th Century Art - Old World Packet • 20th Century Art - New World Packet • 20th Century Sculpture Packet 	6.2.12.D.3.a
6.	Connect advances in psychology to 20 th century literature.	<ul style="list-style-type: none"> • 20th Century Literature Packet 	6.2.12.D.3.a
7.	Analyze the breakdown of tonality in music.	<ul style="list-style-type: none"> • 20th Century Music Packet 	6.2.12.D.3.a
8.	Distinguish between international and organic architecture.	<ul style="list-style-type: none"> • 20th Century Architecture – Modernism Packet 	6.2.12.D.3.a

9.	Examine the phenomenon of the Blues.	<ul style="list-style-type: none"> 20th Century Music Packet 	6.2.12.D.3.a
10.	Examine how competitive artists influence each other.	<ul style="list-style-type: none"> 20th Century Art - The Rivals Packet 	6.2.12.D.3.a
11.	Establish the principles that define "art".	<ul style="list-style-type: none"> 20th Century Art - IS it Art Packet 	6.2.12.D.3.a
12.	Trace the evolution of Postwar Architecture.	<ul style="list-style-type: none"> 20th Century Architecture - Organic & Beyond Packet 	6.2.12.D.3.a
13.	Trace and analyze the evolution of Jazz.	<ul style="list-style-type: none"> 20th Century Music Packet 	6.2.12.D.3.a 6.2.12.D.5.c
14.	Examine photography as its own unique visual art form.	<ul style="list-style-type: none"> 20th Century on Film Packet 	6.2.12.C.3.d 6.2.12.D.5.c
15.	Compare Asian systems of philosophy to Western existentialism.	<ul style="list-style-type: none"> 20th Century Mind Packet Asian Philosophy Journal 	6.2.12.D.2.d 6.2.12.B.5.c
16.	Examine cinema as its own unique visual art form.	<ul style="list-style-type: none"> 20th Century on Film Packet 	6.2.12.C.3.d 6.2.12.D.5.c
17.	Trace the evolution of Rock & Roll.	<ul style="list-style-type: none"> 20th Century Music Packet 	6.2.12.C.3.d 6.2.12.D.3.a 6.2.12.D.5.c

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/ or closing	May lack opening and/ or closing	May lack opening and/ or closing	Generally has opening and/ or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus	Single, distinct focus
<u>Content and Organization</u>	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Moderately fluent Attempts compositional risks	Unified and coherent Well- developed Logical progression of ideas Fluent, cohesive Compositional risks successful
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<u>Usage</u>	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
<u>Sentence Construction</u>	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/ or sophistication Very few, if any, errors

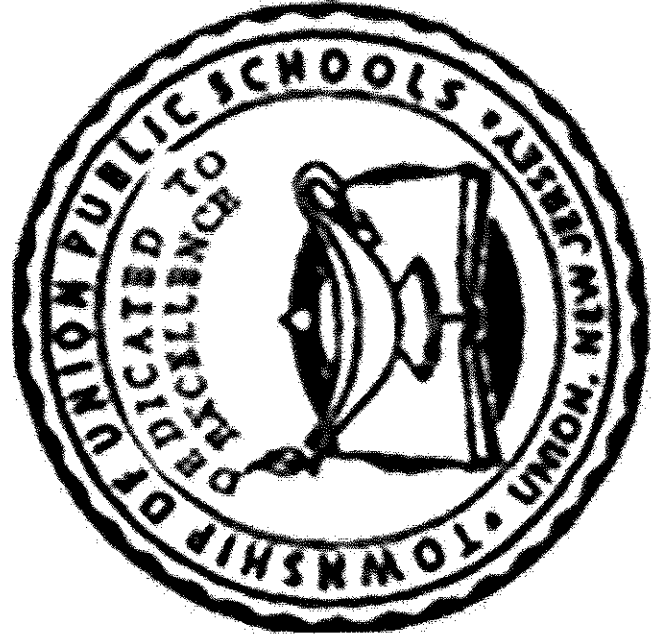
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	NE	Not English	Student wrote in a language other than English.
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.
Content/ Organization		Usage	Sentence Construction
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction
			Mechanics
			<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.

TOWNSHIP OF UNION PUBLIC SCHOOLS



Academic Area

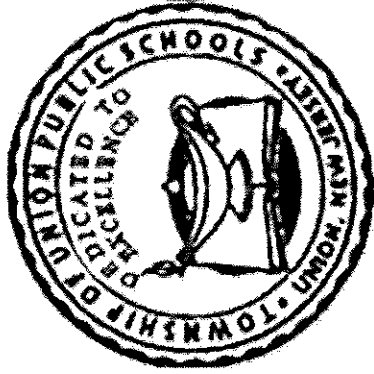
Curriculum Guide 2016

Grade 7 Social Studies

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Appendix: New Jersey Core Curriculum Content Standards



Board Members

Vito Nufrio, President

David Arminio, Vice President

Guy Francis

Steven Le

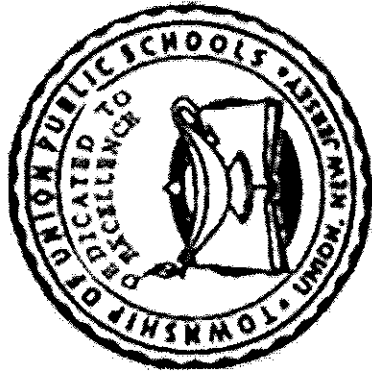
Ron McDowell

Jeff Monge

Nellis Regis-Darby

Angel Salcedo

Nancy Zuena



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Assistant Superintendent K-8 Ms. Anne Moses
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World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Joe Costello

Peter Leone

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

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- **Develop reading, writing, speaking, listening, and mathematical skills.**
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- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation**

Course Description

This course of study investigates human history from its earliest stages to the Age of Revolutions, including Political, Industrial and Scientific Revolutions.

The geography, history, and culture of areas of the world, beginning with the early river civilizations, are studied. The achievements and contributions of the classical cultures of Greece, Rome, China, India, and Africa will be analyzed as will the development of the societies of Europe, Africa, and the Middle East. The diversity of cultures and the contributions of various cultures and ethnicity will be analyzed in context and in relationship to current events.

Recommended Textbooks

Discovering Our Past: A History of the World, McGraw Hill, 2014.

Course Proficiencies

UNION PUBLIC SCHOOLS WHAT EVERY STUDENT SHOULD KNOW BY THE END OF SEVENTH GRADE SOCIAL STUDIES

THE STUDENT WILL BE ABLE TO:

1. Analyze how archaeology helps scientists learn about ancient civilizations. (Example: Rosetta Stone).
2. Analyze four of the earliest civilizations: Nile, Tigris-Euphrates, Indus, and Huang, and their contributions to world civilizations.
3. Determine how the rules of law have impacted civilizations throughout history.
4. Locate the early African kingdoms and the products that were traded.
5. Analyze the legacy of the Ancient world and their contributions to the modern world.
6. Determine how the Athenian democracy and the Roman republic later influenced the development of the United States Constitution.
7. Determine which events led to the rise and eventual decline of European feudalism.
8. Explain the impact of early religions on the development of civilization: Hinduism, Buddhism, Judaism, Christianity, Islam, Polytheistic Religions (mythology).
9. Take notes by using more than one (1) source and using outline form.
10. Compile information using pre-write organizer and construct a five (5) paragraph essay.
11. Utilize writing skills using primary source documents demonstrated through sentence structure and paragraph development.

Curriculum Units

Unit 1: Prehistoric People

Unit 2: Ancient Mesopotamia

Unit 3: Ancient Egypt

Unit 4: Ancient China and the Ancient Indus River Valley

Unit 5: Ancient Greece

Unit 6: The Great African Kingdoms

Unit 7: Ancient Rome

Unit 8: The Middle Ages

Unit 9: The Renaissance, Reformation, and the Age of Exploration

Pacing Guide – Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u>	September
<u>Unit 2:</u>	October
<u>Unit 3:</u>	November
<u>Unit 4:</u>	November/December
<u>Unit 5:</u>	December/January
<u>Unit 6:</u>	January/February
<u>Unit 7:</u>	March/April
<u>Unit 8:</u>	May
<u>Unit 9:</u>	May/June

Unit 1: Prehistoric People

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze the cultures influence the ways in which human groups solve problems of daily living.	Document-Based Questions Primary Source Secondary Sources Novels Maps Charts/Graphs	6.2.8.C.1.b
2.	Analyze the believes, values, and behaviors of a culture that form an integrated system that helps shape the activities and ways of life that define a culture		6.2.8.D.1.a
3.	Discuss how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study.		6.2.8.A.1.a
4.	Analyze how culture may change in response to changing needs, concerns, social, political, and geographic conditions.		
5.	Determine the relationships between technology and science in prehistoric societies		
6.	Analyze the achievements of the Paleolithic Age.		
7.	Analyze the achievements of the Neolithic Age.		

Unit 2: Ancient Mesopotamia

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Determine the origins and influences of social, culture, political, and economic systems		
2.	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	Document-Based Questions	6.2.8.B.2.b
3.	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	Primary Source	6.2.8.C.2.a
4.	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	Secondary Sources	6.2.8.D.2.a
5.	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	Novels	6.2.8.D.2.b
6.	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	Maps	6.2.8.D.2.c
7.	Analyze how the code of Hammurabi affected society	Charts/Graphs	6.2.8.D.2.d

Unit 3: Ancient Egypt

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Discuss how cultures influence the ways in which human groups solve problems of daily living.		6.2.8.B.2.b
2.	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	Document-Based Questions	
3.	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.	Primary Source	6.2.8.C.2.a
4.	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.	Secondary Sources	6.2.8.D.2.a
5.	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	Novels	6.2.8.D.2.b
6.	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	Maps	6.2.8.D.2.c
7.	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	Charts/Graphs	6.2.8.D.2.d

Unit 4: Ancient India/China/Indus River Valley

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.	Document-Based Questions	6.2.8.A.2.b
2.	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	Primary Source	6.2.8.B.2.a
3.	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	Secondary Sources	6.2.8.B.2.b
4.	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.	Novels	6.2.8.C.2.a
5.	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	Maps	6.2.8.D.2.a
6.	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	Charts/Graphs	6.2.8.D.2.b
7.	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.		6.2.8.D.2.c

Unit 5: Ancient Greece

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Compare the rights and responsibilities of freemen, women and slaves in Ancient Greece.		6.2.8.A.3.b
2.	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.		6.2.8.A.3.c
3.	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.	Document-Based Questions	6.2.8.A.3.d
4.	Explain how the Geography of Ancient Greece led to the control of major Mediterranean Sea routes.	Primary Source	6.2..8.C.3.a
5.	Determine how the technological advancements of the Ancient Greeks affect them and future civilizations.	Secondary Sources	6.2.8.C.3.c
6.	Describe the Golden Age of Ancient Greece. Trace the events that lead to this period.	Novels Maps Charts/Graphs	6.2.8.D.3.d
7.	Explain how did the mythological beliefs of the Ancient Greeks affect their daily lives		6.2.8.D.3.f

Unit 6: Great African Kingdoms

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Relate the geographic features of Africa to the development of early African Kingdoms.	Document-Based Questions	6.2.8.B.4.a 6.2.8.B.4.c
2.	Examine the effect of the spread of Islam in Africa and draw conclusions of the influence on modern day African society.	Primary Source	6.2.8.D.4.g
3.	Explain what factors caused trade to flourish in West Africa during the 500's-1600's and the impact on other parts of the world.	Secondary Sources Novels	6.2.8.B.4.b
4.	Distinguish the factors that affected The Swahili City-States and the Afro-Eurasian trade.	Maps Charts/Graphs	6.2.8.B.4.b 6.2.8.B.4.d

Unit 7: Ancient Rome

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explain how Rome unified and controlled their empire.	Document-Based Questions	6.2.8.A.3.a
2.	Analyze how foundational concepts of Roman government influence the development of The Constitution of The United States	Primary Source	6.2.A.3.c
3.	Explain the geographical influence to the development of Roman civilization.	Secondary Sources	6.2.B.3.a
4.	Compare and contrast the fall of Rome to the fall of other civilizations.	Novels Maps	6.3.D.3.c
5.	Compare and contrast Rome to other classical civilizations.	Charts/Graphs	6.3.D.3.d
6.	Analyze the factors that caused Christianity to spread throughout the Roman Empire.		6.3.D.3.e

Unit 8: The Middle Ages

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Analyze how religion unified and divided society during The Middle Ages.	Document-Based Questions	6.2.8.A.4.a
2.	Explain how feudalism was an effective system of government.	Primary Source	6.2.8.A.4.b
3.	Assess how medieval English law practices affect modern democratic governments.	Secondary Sources	6.2.8.A.4.c
4.	Summarize the causes and effects of The Crusades.	Novels Maps	6.2.8.D.4.d
5.	Survey the impact of the Black Death on Europe.	Charts/Graphs	6.2.8.D.4.e
6.	Analyze the effect of the legacy of the cultural contributions and technological innovations of the medieval time period on today's modern society.		6.2.8.D.4.j
7.			

Unit 9: The Renaissance, Reformation, and the Age of Exploration

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explain the lasting impact of the changes in political thought that came out of the Renaissance, Reformation and Age of Exploration.	Document-Based Questions	6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.c
2.	Explain the factors that led to The Renaissance.	Primary Source	6.2.12.D.2.a
3.	Asses how Italy's geographic location cause it to become the center of The Renaissance.	Secondary Sources Novels	6.2.12.B.2.a
4.	Analyze how the Asian, Islamic, and Greco-Roman culture laid the foundation for The Renaissance.	Maps Charts/Graphs	6.2.12.D.2.c
5.	Analyze the impact of trade and technology of European explorations and conquests.		6.2.12.C.1.e

New Jersey Core Curriculum Content Standards Language Arts

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Standard 6.RIT.1-10 (Reading Informational Text)

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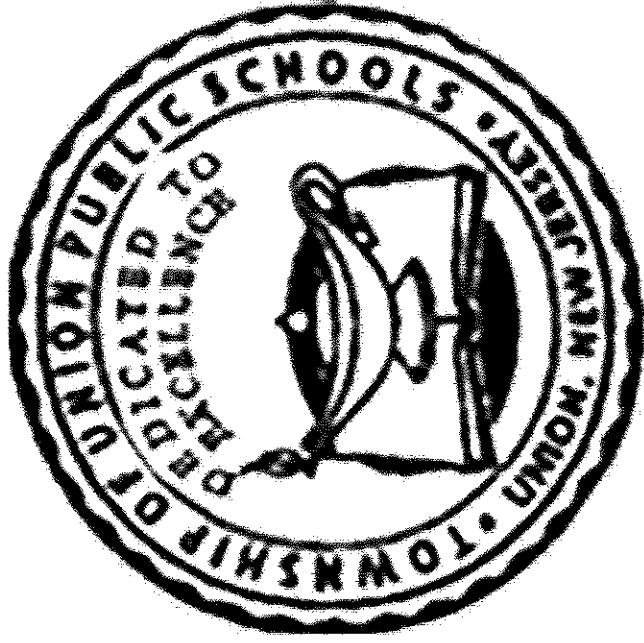
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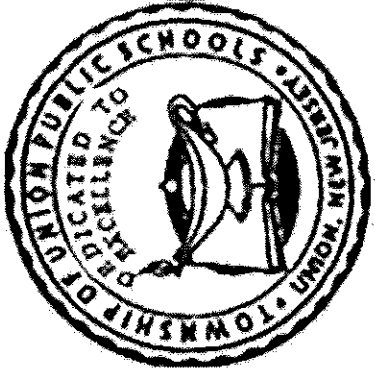


Academic Area

Curriculum Guide 2016

U.S. History I Honors

Curriculum Guide Approved June 2016



Board Members

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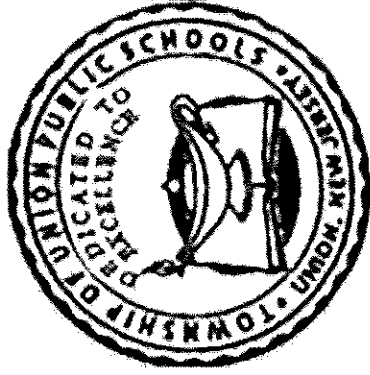
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**Curriculum Committee
Social Studies U.S. I Honors**

Anthony DeRosa

Anthony Bertucci

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- **Acquire a knowledge and understanding of the physical and biological sciences.**
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- **Develop an understanding of the historical and cultural heritage.**

Course Description

This course traces the history of the United States from the Colonial period to the end of the Progressive Era, including WWI. All students will acquire knowledge of the time period discussing and analyzing interactions of people, cultures, and environment. Students will be immersed in research methods, and critical thinking techniques to demonstrate how the above-mentioned periods shaped the United States and our relations within the global community. Such knowledge and skills will enable students to make informed decisions that reflect core democratic values as productive citizens in local, national, and global communities.

A heavy emphasis has been put on communication skills, both writing and speaking. Students will also analyze charts, graphs, and maps. Skills needed to be successful in workplace environments will be applied in the form of objective reasoning, listening, and problem solving.

Recommended Textbooks

Danzer, Klor De Alva, Wilson, Woloch. *The Americans: Reconstruction to the 21th Century*. Evanston , IL: Mcdougall Littell, 2005

Course Proficiencies

Students will be able to...

1. Understand historical time periods by analyzing primary and secondary sources.
2. Demonstrate understanding of material through written and oral expression.
3. Analyze historical material through the use of maps, graphs, and charts.
4. Analyze the reasons for European exploration and dominance in the Americas.
5. Understand diversity and regional differences among the colonies.
6. Summarize colonial resistance and reaction to British actions, including the Declaration of Independence.
7. Explain the causes and results of the American Revolution.
8. Understand the importance of the Constitution as a "living document".
9. Describe the framework of the constitution as a foundation to our modern democratic system.
10. Understand the social advancement of our society through constitutional amendments.
11. Describe the reasoning and impact of Manifest Destiny on American Society.
12. Explain political differences within the country that led to the Civil War.
13. Analyze the question of slavery as a fundamental catalyst to Southern secession.
14. Analyze the social implications of the Reconstruction period in the South.
15. Describe the effects of Urbanization and its impact on American culture.
16. Understand the motivation behind immigration, and its impact on American society.
17. Outline technological advances in the United States and its impact on American life.
18. Research the role of women during the Progressive Movement, the Temperance Movement, and Women's Suffrage.

19. Understand the scope of reform movements during the Progressive Era.
20. Analyze the motivation behind American Imperialism.
21. Explain the evolution of U.S. foreign policy from isolationism through neutrality leading up to becoming a world power.
22. Identify the causes and affects of the Spanish-American War.
23. Identify long term causes and the immediate circumstances that led to World War I.
24. Summarize the social changes that affected African Americans and women before and after WWI.

Curriculum Units

Unit 1: The Colonial Era and American Revolution

Unit 2: A New Nation and Westward Expansion

Unit 3: The Civil War and Reconstruction

Unit 4: Immigration and Urbanization

Unit 5: The Progressive Era

Unit 6: American Imperialism / WWI

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u>	<u>40</u>
<u>Unit 2:</u>	<u>34</u>
<u>Unit 3:</u>	<u>20</u>
<u>Unit 4:</u>	<u>35</u>
<u>Unit 5:</u>	<u>26</u>
<u>Unit 6:</u>	<u>25</u>

Unit 1: The Colonia Era and American Revolution

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Identify the diverse Native American groups in North America.	Textbook Ch1 Websites Worksheets Articles	6.1.12.D.1.a
2.	Describe the ancient cultures in the Americas.	Textbook Ch1 Websites Worksheets Articles	6.1.12.D.1.a
3.	Understand European societies of the 1400's and the forces that led them to undertake exploration.	Textbook Ch1 Websites Worksheets Articles	6.1.12.B.1.a
4.	Describe the Spanish exploration of the Americas and its effects on Native Americans, Africans, and Europeans.	Textbook Ch1 Websites Worksheets Articles	6.1.12.B.1.a
5.	Describe the English settlement at Jamestown.	Textbook Ch1 Websites Worksheets Articles	6.1.12.A.1.a
6.	Understand the economic relationship between England and its North American colonies.	Textbook Ch1 Websites Worksheets Articles	6.1.12.A.1.a
7.	Characterize the plantation economy in the South.	Textbook Ch1 Websites	6.1.12.C.1.b

		Worksheets Articles	
8.	Recognize the varied economy of the North. Summarize the impact of Enlightenment thinking and its possible link to the American Revolution. Understand the French and Indian War.	Textbook Ch1 Websites Worksheets Articles	6.1.12.C.1.a
9.		Textbook Ch1 Websites Worksheets Articles	6.1.12.B.2.a
10.	Summarize colonial resistance to British taxation.	Textbook Ch2 Websites Worksheets Articles	6.1.12.C.1.a
11.	Trace the mounting tensions in Massachusetts.	Textbook Ch2 Websites Worksheets Articles	6.1.12.A.1.a
12.	Summarize the historical background of the Declaration of Independence.	Textbook Ch2 Websites Worksheets Articles	6.1.12.A.2.a
13.	Describe the political and economic problems faced by the Confederation.	Textbook Ch2 Websites Worksheets Articles	6.1.12.C.2.a
14.	Explain how the United States confronted the difficult task of forming a new government.	Textbook Ch2 Websites Worksheets Articles	6.1.12.A.2.e

Unit 2: A New Nation and Westward Expansion

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explain the purpose for establishing the constitution.	Textbook Ch2 Websites Worksheets Articles	6.1.12.A.2.a
2.	Explain the main roles of the legislative, judicial, and executive branch.	Textbook Ch2 Websites Worksheets Articles	6.1.4.A.5
3.	Examine the qualifications and terms of office for senators, house members, and the President.	Textbook Ch2 Websites Worksheets Articles	6.1.12.A.2.b
4.	Understand how the Constitution limited the powers of Congress.	Textbook Ch2 Websites Worksheets Articles	6.1.12.A.2.a
5.	Describe how the states are interdependent and subject to the federal government.	Textbook Ch2 Websites Worksheets Articles	6.1.12.D.4.e
6.	Identify the basic freedoms guaranteed by the first ten amendments.	Textbook Ch2 Websites Worksheets Articles	6.1.12.A.2.a

7.	Explain the causes and consequences of the War of 1812.	Textbook Ch3 Websites Worksheets Articles	6.1.12.A.3.b
8.	Examine the crucial issues and event of Andrew Jackson's presidency.	Textbook Ch3 Websites Worksheets Articles	6.1.8.A.4.c
9.	Summarize the reasons settlers headed west.	Textbook Ch3 Websites Worksheets Articles	6.1.12.B.3.a
10.	Describe the Texas settlement, and the struggle for independence and annexation.	Textbook Ch3 Websites Worksheets Articles	6.1.12.B.3.a
11.	Describe the impact of new markets, entrepreneurs, and inventions on the 19th-century American economy.	Textbook Ch3 Websites Worksheets Articles	6.1.12.C.3.a
12.	Describe the institution of slavery and the abolitionists movement.	Textbook Ch3 Websites Worksheets Articles	6.1.12.D.4.d
13.	Discuss the central role that women played in 19th century reform movements.	Textbook Ch3 Websites Worksheets Articles	6.1.12.C.8.b

Unit 3: The Civil War and Reconstruction

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Identify economic and cultural differences between the North and the South.	Textbook Ch4 Websites Worksheets Articles	6.1.12.A.4.a
2.	Describe the question of slavery from a political viewpoint and determine its influence on the Civil War.	Textbook Ch4 Websites Worksheets Articles	6.1.12.A.4.a
3.	Analyze the strengths and strategies of both sides at the beginning of the Civil War.	Textbook Ch4 Websites Worksheets Articles	6.1.12.B.4.a
4.	Analyze weakness of the South that contributed to their eventual defeat during the war.	Textbook Ch4 Websites Worksheets Articles	6.1.12.B.4.a
5.	Identify the key political issues that affected the conduct of the war.	Textbook Ch4 Websites Worksheets Articles	6.1.12.A.4.a
6.	Explain the significance of the Gettysburg Address.	Textbook Ch4 Websites Worksheets Articles	6.1.12.A.4.b
7.	Explain how the war changed the nation and its people.	Textbook Ch4 Websites	6.1.12.D.4.b

		Worksheets Articles	
8.	Explain the significance of the Emancipation Proclamation.	Textbook Ch4 Websites Worksheets Articles	6.1.12.A.4.b
9.	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	Textbook Ch4 Websites Worksheets Articles	6.1.12.A.4.c
10.	Describe various Reconstruction plans and analyze the political consequences of the plans.	Textbook Ch4 Websites Worksheets Articles	6.1.12.D.4.d
11.	Describe how Reconstruction affected the lives of white southerners and former slaves.	Textbook Ch4 Websites Worksheets Articles	6.1.12.D.4.d

Unit 4: Immigration and Urbanization

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Describe the journey immigrants endured and their experiences in United States immigration stations.	Textbook Ch7 Websites Worksheets Articles	6.1.12.A.5.b
2.	Examine the causes and effects of the nativists' anti-	Textbook Ch7 Websites	6.1.12.A.5.b

	immigrant sentiments.	Worksheets Articles	
3.	Describe the movement of immigrants to cities and the opportunities they found there.	Textbook Ch7 Websites Worksheets Articles	6.1.12.A.5.b
4.	Explain how cities dealt with housing, transportation, sanitation, and safety issues.	Textbook Ch6 Websites Worksheets Articles	6.1.12.A.5.a
5.	Describe some of the organizations, and people who offered help to urban immigrants.	Textbook Ch6 Websites Worksheets Articles	6.1.12.A.5.b
6.	Explain the role of political machines and political bosses.	Textbook Ch6 Websites Worksheets Articles	6.1.12.C.5.a
7.	Describe how some politicians' greed and fraud cost taxpayers millions of dollars.	Textbook Ch6 Websites Worksheets Articles	6.1.12.C.5.a
8.	Describe measures taken by the government to reform corruption.	Textbook Ch6 Websites Worksheets Articles	6.1.12.C.5.a

Unit 5: The Progressive Era

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Explain the four goals of Progressivism.	Textbook Ch9 Websites Worksheets Articles	6.1.12.A.6.a
2.	Summarize progressive efforts to clean up government	Textbook Ch9 Websites Worksheets Articles	6.1.12.A.6.b
3.	Identify progressive efforts to reform state government; protect workers, and reform elections.	Textbook Ch9 Websites Worksheets Articles	6.1.12.A.6.a

Unit 6: American Imperialism / WWI

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Explain the economic and cultural factors that fueled the growth of American imperialism	Textbook Ch10 Websites Worksheets Articles	6.1.12.C.7.a
2.	Describe how the United States acquired Alaska and the Hawaiian Islands.	Textbook Ch10 Websites Worksheets Articles	6.1.12.B.7.a

3.	Identify the events that escalated the United States and Spain.	Textbook Ch10 Websites Worksheets Articles	6.1.12.B.7.a
4.	Trace the course of the Spanish-American War and its results.	Textbook Ch10 Websites Worksheets Articles	6.1.12.B.7.a
5.	Describe U.S. involvement in Puerto Rico and in Cuba.	Textbook Ch10 Websites Worksheets Articles	6.1.12.B.7.a
6.	Explain the purpose of the Open Door Policy in China.	Textbook Ch10 Websites Worksheets Articles	6.1.12.D.7.a
7.	Describe how Woodrow Wilson's missionary diplomacy ensured American dominance in Latin America.	Textbook Ch10 Websites Worksheets Articles	6.1.12.D.7.a
8.	Identify the long term causes and immediate circumstances that led to World War I.	Textbook Ch11 Websites Worksheets Articles	6.1.12.D.7.a
9.	Summarize U.S. public opinion about the war.	Textbook Ch11 Websites Worksheets Articles	6.1.12.A.7.b
10.	Describe how the United States mobilized for war.	Textbook Ch11 Websites	6.1.12.C.7.b

		Worksheets Articles	
11.	Identify new technology in weapons during WWI.	Textbook Ch11 Websites Worksheets Articles	6.1.12.C.7.a
12.	Summarize Wilson's Fourteen Points.	Textbook Ch11 Websites Worksheets Articles	6.1.12.D.7.a
13.	Describe the Treaty of Versailles and international and domestic reaction to it.	Textbook Ch11 Websites Worksheets Articles	6.1.12.D.7.a
14.	Explain how the Treaty of Versailles created the foundation for a second world war.	Textbook Ch11 Websites Worksheets Articles	6.1.12.D.7.a

New Jersey Core Curriculum Content Standards
Academic Area

Unit 1: The Colonial Era and American Revolution

6.1.12.A.1.a, 6.1.12.A.1.b, 6.1.12.C.1.a, 6.1.12.C.1.b, 6.1.12.D.1.a, 6.1.12.A.2.a, 6.1.12.A.2.b, 6.1.12.A.2.c
6.1.12.A.2.d, 6.1.12.A.2.e, 6.1.12.A.2.f, 6.1.12.B.2.a, 6.1.12.B.2.b, 6.1.12.D.2.a

Unit 2: A New Nation and Westward Expansion

6.1.12.D.2.b, 6.1.12.C.2.b, 6.1.12.D.2.c, 6.1.12.D.2.d, 6.1.12.D.2.e, 6.1.12.A.3.a, 6.1.12.A.3.b, 6.1.12.A.3.d,
6.1.12.A.3.h, 6.1.12.A.3.i, 6.1.12.C.3.a, 6.1.12.D.3.a, 6.1.12.D.3.c, 6.1.12.D.3.d

Unit 3: The Civil War

6.1.12.A.4.a, 6.1.12.A.4.b, 6.1.12.A.4.c, 6.1.12.A.4.d, 6.1.12.B.4.a, 6.1.12.B.4.b, 6.1.12.C.4.b, 6.1.12.C.4.c
6.1.12.D.4.b, 6.1.12.D.4.c, 6.1.12.D.4.d, 6.1.12.D.4.e

Unit 4: Immigration and Urbanization

6.1.12.B.5.b, 6.1.12.C.5.a, 6.1.12.C.5.b, 6.1.12.C.5.c, 6.1.12.D.5.a, 6.1.12.D.5.b, 6.1.12.D.5.d

Unit 5 : The Progressive Era

6.1.12.A.6.a, 6.1.12.A.6.b, 6.1.12.A.6.c, 6.1.12.B.6.b, 6.1.12.C.6.c, 6.1.12.D.6.a, 6.1.12.A.6.c

Unit 6: American Imperialism

6.1.12.B.6.a, 6.1.12.B.6.b, 6.1.12.D.6.b, 6.1.12.D.6.c, 6.1.12.A.7.a, 6.1.12.A.7.b, 6.1.12.A.7.c, 6.1.12.B.7.a,
6.1.12.C.7.b, 6.1.12.D.7.a, 6.1.12.D.7.b, 6.1.12.D.7.c

