

West Baton Rouge Parish
Model Curriculum Mapping Template

Subject/Grade: Social Studies – 6th Grade
Textbook:

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
Unit 1: Unit 1: Hunters, Gatherers, Farmers (Beginnings)							
Geography							
G-1A-M2	1	Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe.	Geography Tools and Concepts Pages 10-13	Activity 2: Location on a Globe Activity 3: Using Resources to Identify Countries		A2: Globe, Map, Atlas A3: atlas, almanac, encyclopedia	
G-1B-M1	2	Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions.	Geography Tools and Concepts Pages 31-47	Activity 3: Using Resources to Identify Countries		A3: atlas, almanac, encyclopedia	
G-1B-M4	4	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history.	Geography Tools and Concepts Pages 55-59	Activity 9: Comparing Ancient Art and Its Perspective to Art throughout History Activity 10: Creating a Timeline of Early Human Cultures, Inventions and Progression from Nomadic to Agricultural Societies		A9: Art supplies, computer A10: Rubric, Research Materials	
Economics							
E-1A-M4	12	Explain the role of expanding specialization in the development of world civilizations	Geography Tools and Concepts Pages 60-69 87-92	Activity 6: Sites and Settled Agriculture		A6: overhead transparency, dry erase markers, map to write on with markers	
History							
H-1A-M1	15	Construct a timeline of key developments in world history (political, social, technological, religious/cultural)	The Ancient World Pages 24-25	Activity 10: Creating a Timeline of Early Human Cultures, Inventions and Progression from Nomadic to Agricultural Societies		A10: Rubric, Research Materials	Activity Specific-Assessment for Activity 10 on CG

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
H-1A-M2	17	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives.	Geography Tools and Concepts Pages 76-97	Activity 3: Using Resources to Identify Countries		A3: atlas, almanac, encyclopedia	
World History							
H-1C-M1	22	Describe features of the earliest communities (e.g., shelter, food, clothing)	The Ancient World Pages10-34	Activity 1: Tools to Analyze Culture Activity 4: Characteristics of Hunters and Gatherers		A1: Paper Bag, Flash Light, Tape, DRT on CG A4: DRT, computer	Activity Specific-Assessment for Activity 4 on CG
H-1C-M1	23	Describe hunter-gatherer societies, including the development of tools and the use of fire	The Ancient World Pages10-34	Activity 4: Characteristics of Hunters and Gatherers		A4: DRT, computer	Activity Specific-Assessment for Activity 4 on CG
H-1C-M2	24	Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization)	The Ancient World Pages 10-34	Activity 5: Settled Agriculture Activity 6: Sites and Settled Agriculture		A5: physical maps of the world A6: overhead transparency, dry erase markers, map to write on with markers	
H-1C-M2	25	Explain why agricultural societies developed from hunters and gatherers	The Ancient World Pages 10-34	Activity 5: Settled Agriculture Activity 6: Sites and Settled Agriculture		A5: physical maps of the world A6: overhead transparency, dry erase markers, map to write on with markers	
H-1C-M2	26	Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing	The Ancient World Pages 10-34	Activity 7: Glaciers and Physical Features Activity 8: Human Societies Change the Environment		A8: pictures of an early agricultural setting	Activity Specific-Assessment for Activity 8 on CG

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
Unit 2: River Valley Civilizations (4000–1000 B.C.)							
Places and Regions							
G-1B-M1	2	Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions	Geography Tools and Concepts Pages 31-47	Activity 1: Riverine Cultures Activity 2: Location and Early Civilizations Activity 3: Agricultural Societies and Defense of Early Civilizations		A1: wall map of the world, pictures of each ancient civilization, computer w/ powerpoint	A1: PowerPoint or Brochure
G-1B-M2	3	Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as “cradles of civilization”)		Activity 1: Riverine Cultures Activity 2: Location and Early Civilizations Activity 3: Agricultural Societies and Defense of Early Civilizations Activity 4: Physical Isolation of Ancient Civilizations Activity 5: Physical Geography and Ancient Civilizations		A1: wall map of the world, pictures of each ancient civilization, computer w/ powerpoint A5: list of prominent mountains, rivers, and deserts	Activity Specific-Assessment for Activity 5 on CG A1: PowerPoint or Brochure
G-1B-M4	4	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history	Geography Tools and Concepts Pages 55-59				
Environment and Society							
G-1D-M2	9	Explain how different physical environments affected human activity in ancient civilizations.	Geography Tools and Concepts Pages 37-39	Activity 1: Riverine Cultures Activity 3: Agricultural Societies and Defense of Early Civilizations Activity 5: Physical Geography and Ancient Civilizations		A1: wall map of the world, pictures of each ancient civilization, computer w/ powerpoint A5: list of prominent mountains, rivers, and deserts	Activity Specific-Assessment for Activity 5 on CG A1: PowerPoint or Brochure

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
History							
H-1A-M2	17	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives		Activity 6: Rivers and Early Cultures Activity 9: Written Language and Social Institutions		A6: long pieces of butcher paper, art supplies, map A9: Code of Hammarabi, Gilgamesh, Ten Commandments and scrolls of the dead.	Activity Specific-Assessment for Activity 6 on CG
H-1A-M3	18	Describe the causes, effects, or impact of a given historical development or event in world civilizations	The Ancient World	Activity 8: Continuation of Alphabet Writing from Phoenicia to the Present		A8: copies of the Phoenician alphabet and the Canaanite alphabet, poster paper	
H-1A-M4	19	Use multiple primary and secondary sources to describe world civilizations	The Ancient World	Activity 9: Written Language and Social Institutions		A9: Code of Hammarabi, Gilgamesh, Ten Commandments and scrolls of the dead.	
H-1A-M6	20	Conduct historical research using a variety of resources to answer historical questions related to world civilizations	The Ancient World				
H-1A-M6	21	Conduct historical research using a variety of resources to answer historical questions related to world civilizations	The Ancient World	Activity 8: Continuation of Alphabet Writing from Phoenicia to the Present		A8: copies of the Phoenician alphabet and the Canaanite alphabet	
World History							
H-1C-M1	22	Describe features of the earliest communities (e.g., shelter, food, clothing)	The Ancient World Pages 10-34	Activity 12: Creating a Historical Map of Ancient Civilizations		A12: Poster Board	

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
H-1C-M2	24	Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization)	The Ancient World Pages 10-34	Activity 12: Creating a Historical Map of Ancient Civilizations		A12: Poster Board	
H-1C-M3	27	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley	The Ancient World pages 6, 60, 96 122	Activity 6: Rivers and Early Cultures Activity 12: Creating a Historical Map of Ancient Civilizations		A6: long pieces of butcher paper, art supplies, map A12: Poster Board	Activity Specific-Assessment for Activity 6 on CG
H-1C-M3	28	Describe the major characteristics of early river valley civilizations	The Ancient World Pages 35-50, 61-72, 79-84	Activity 1: Riverine Cultures Activity 3: Agricultural Societies and Defense of Early Civilizations Activity 4: Physical Isolation of Ancient Civilizations Activity 8: Continuation of Alphabet Writing from Phoenicia to the Present		A1: wall map of the world, pictures of each ancient civilization, computer w/ powerpoint A8: copies of the Phoenician alphabet and the Canaanite alphabet	A1: PowerPoint or Brochure
H-1C-M4	29	Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion		Activity 8: Continuation of Alphabet Writing from Phoenicia to the Present Activity 10: Trade in the Ancient World Activity 12: Creating a Historical Map of Ancient Civilizations		A8: copies of the Phoenician alphabet and the Canaanite alphabet A12: Poster Board	Activity Specific-Assessment for Activity 10 on CG
H-1C-M4	30	Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology		Activity 11: Cultural Exchanges and the Growth of Knowledge			Activity Specific-Assessment for Activity 11 on CG
H-1C-M3	35	Identify forms of writing developed in early civilizations and explain how written records changed political, legal, religious, and cultural life	The Ancient World Pages 40-44, 47, 51-55	Activity 7: Language and Writing Activity 9: Written Language and Social Institutions		A7: variety of pictographs, venn diagrams, art supplies	

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
Unit 3: People and Ideas on the Move (1000 B.C.–A.D. 300)							
Physical and Human Systems							
G-1C-M4	5	Explain reasons for different patterns of migration among early peoples	Geography Tools and Concepts Pages 64-67	Activity 1: Forces in Human Migration Activity 2: Motivations for Ancient Migrations		A1: Fishbone Diagram A2: graphic organizer	Activity Specific-Assessment for Activity 2 on CG
Economics							
E-1A-M9	14	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history	Geography Tools and Concepts Pages 87-90	Activity 7: Phoenicians and Cultural Exchange		A7: Historical Map	
History							
Historical Thinking Skills							
H-1A-M1	15	Construct a timeline of key developments in world history (political, social, technological, religious/cultural)	The Ancient World Pages 24-25	Activity 6: Military Technology and Ancient Peoples		A6: timeline	Timeline
H-1A-M2	17	Describe the defining characteristics of world civilizations from political, social, and economic perspectives		Activity 3: Judging Cultural Achievements			Activity Specific-Assessment for Activity 3 on CG
H-1A-M4	19	Use multiple primary and secondary sources to describe world civilizations	The Ancient World	Activity 4: Using Primary Resources		A4: Phoenician alphabet, Greek and Latin alphabets.	Activity Specific-Assessment for Activity 4 on CG
H-1A-M6	21	Conduct historical research using a variety of resources to answer historical questions related to world civilizations	The Ancient World	Activity 4: Using Primary Resources		A4: Phoenician alphabet, Greek and Latin alphabets.	Activity Specific-Assessment for Activity 4 on CG
World History							
H-1C-M4	30	Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology	The Ancient World Pages 60-66	Activity 1: Forces in Human Migration		A1: Fishbone Diagram	

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
H-1C-M5	31	Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia		Activity 5: Military Actions and Cultural Diffusion		A5: Computer w/ Powerpoint	
H-1C-M5	32	Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations		Activity 1: Forces in Human Migration Activity 2: Motivations for Ancient Migrations		A1: Fishbone Diagram A2: graphic organizer	Activity Specific-Assessment for Activity 2 on CG
H-1C-M6	33	Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region		Activity 6: Military Technology and Ancient Peoples		A6: timeline	
H-1C-M6	34	Explain the significance of Phoenician trade in the Mediterranean basin		Activity 4: Using Primary Resources Activity 7: Phoenicians and Cultural Exchange		A4: Phoenician alphabet, Greek and Latin alphabets. A7: Historical Map	Activity Specific-Assessment for Activity 4 on CG

Unit 4: Great Empires (1000 B.C.– A.D. 300)

Physical and Human Systems

G-1C-M6	7	Describe the economic interdependence among various ancient civilizations		Activity 2: Economics: Dependence and Interdependence		A2: Map	Activity Specific-Assessment for Activity 2 on CG
G-1C-M7	8	Explain how ancient civilizations established and maintained political boundaries		Activity 3: Political Boundaries		A3: presentation on the political boundaries of the Greek, Roman, Persian, and Chinese Empires	

Civics

Foundation of the American Political System

H-1C-M7	11	Identify the essential elements of Greek and Roman government that would later influence the U.S. government	The Ancient World Pages 156-158	Activity 6: Greek and Roman Government		A6: DVD, computer	
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Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
Economics Fundamental Economic Concepts							
E-1A-M9	14	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history		Activity 2: Economics: Dependence and Interdependence		A2: Map	Activity Specific-Assessment for Activity 2 on CG
History: Historical Thinking Skills							
H-1A-M1	15	Construct a timeline of key developments in world history (political, social, technological, religious/cultural)	The Ancient World Pages 24-25	Activity 1: Ancient Greece and Rome Activity 3: Political Boundaries		A1: Timeline A3: presentation on the political boundaries of the Greek, Roman, Persian, and Chinese Empires	Activity Specific-Assessment for Activity 1 on CG
H-1A-M2	17	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives		Activity 5: Classical Greece Activity 6: Greek and Roman Government		A5: Art supplies, computer A6: DVD, computer	
H-1A-M5	20	Identify historical issues or problems in world civilizations and discuss how they were addressed		Activity 4: Financing War and Defense in Rome		A4: presentation on how Romans were constantly confronted with the cost of paying for wars, concept Map	
World History							
H-1C-M7	36	Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests	The Ancient World Pages 175-178	Activity 5: Classical Greece Activity 6: Greek and Roman Government Activity 7: Alexander the Great		A5: Art supplies, computer A6: DVD, computer A7: video	Activity Specific-Assessment for Activity 7 on CG

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
H-1C-M7	37	Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures	The Ancient World Pages 152-220	Activity 8: Cultural Change and Diffusion		A8: Chart on CG	
H-1C-M7	38	Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese)	The Ancient World Pages 122-220	Activity 1: Ancient Greece and Rome Activity 6: Greek and Roman Government Activity 8: Cultural Change and Diffusion		A1: Timeline A6: DVD, computer	Activity Specific-Assessment for Activity 1 on CG
Unit 5: Spread of Culture and Religion (A.D. 300–1000)							
Physical and Human Systems							
G-1C-M5	6	Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades)	Medieval Times to Today pages 117-121	Activity 3: Religion and Diffusion		A3: Chart on CG	Activity Specific-Assessment for Activity 3 on CG
History Historical Thinking Skills							
H-1A-M2	17	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives		Activity 2: Religion and Empire		A2: Graphic Organizer, Maps	Activity Specific-Assessment for Activity 2 on CG
H-1A-M3	18	Describe the causes, effects, or impact of a given historical development or event in world civilizations		Activity 1: Analyzing World Religions		A1: historic primary documents, chart on CG	Activity Specific-Assessment for Activity 1 on CG
H-1A-M4	19	Use multiple primary and secondary sources to describe world civilizations		Activity 1: Analyzing World Religions		A1: historic primary documents, chart on CG	Activity Specific-Assessment for Activity 1 on CG
H-1A-M6	20	Conduct historical research using a variety of resources to answer historical questions related to world civilizations		Activity 1: Analyzing World Religions		A1: historic primary documents, chart on CG	Activity Specific-Assessment for Activity 1 on CG
World History							
H-1C-M8	39	Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (e.g.,	The Ancient World Pages 51-	Activity 1: Analyzing World Religions Activity 2: Religion and		A1: historic primary documents,	Activity Specific-Assessment for Activity 1 on CG

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
		Christianity, Hinduism, Buddhism, Islam)	56, 101-110, 208-212	Empire		chart on CG A2: Graphic Organizer, Maps	Activity Specific-Assessment for Activity 2 on CG
H-1C-M8	40	Compare and contrast the major religions in terms of leaders, key beliefs, and location		Activity 1: Analyzing World Religions Activity 3: Religion and Diffusion		A1: historic primary documents, chart on CG A3: Chart on CG	Activity Specific-Assessment for Activity 1 on CG Activity Specific-Assessment for Activity 2 on CG
H-1C-M9	41	Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule)		Activity 3: Religion and Diffusion		A3: Chart on CG	Activity Specific-Assessment for Activity 2 on CG
H-1C-M9	42	Identify the effect that the major religions have had on European, Asian, and African civilizations		Activity 4: Mapping the Spread of Religion		A4: maps of Asia, Africa, and Europe	
Unit 6: Rise and Fall of Empires and Kingdoms (A.D. 300–1000)							
Economics Fundamental Economic Concepts							
E-1A-M8	13	Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange		Activity 5: Barter and Money Economies			
History Historical Thinking Skills							
H-1A-M2	17	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives		Activity 1: Rise of Feudalism Activity 2: The Feudal Manor		A1: charts illustrating the structure A2: KWL chart, computer, rubric	Activity Specific-Assessment for Activity 1 on CG
H-1A-M3	18	Describe the causes, effects, or impact of a given historical development or event in world civilizations		Activity 6: Byzantine Empire and Justinian’s Rule			
H-1A-M5	20	Identify historical issues or problems in world civilizations and discuss how they were addressed		Activity 3: The Fall of Rome		A3: Teacher-created Presentation,	Activity Specific-Assessment for Activity 3 on CG

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
						Computer, Checklist	
H-1A-M6	21	Conduct historical research using a variety of resources to answer historical questions related to world civilizations		Activity 2: The Feudal Manor		A2: KWL chart, computer, rubric	
H-1C-M7	37	Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures	The Ancient World Pages 152-220	Activity 5: Barter and Money Economies			
H-1C-M10	43	Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas	Medieval Times to Today	Activity 3: The Fall of Rome Activity 6: Byzantine Empire and Justinian's Rule Activity 7: Civilizations Outside Europe		A3: Teacher-created Presentation, Computer, Checklist A7: Internet	Activity Specific-Assessment for Activity 3 on CG Activity Specific-Assessment for Activity 7 on CG
H-1C-M10	44	Describe major events, key figures, and social structure of the Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism)	Medieval Times to Today pages 104-130	Activity 1: Rise of Feudalism Activity 2: The Feudal Manor Activity 4: Charlemagne Activity 6: Byzantine Empire and Justinian's Rule		A1: charts illustrating the structure A2: KWL chart, computer, rubric A4: Teacher-created Presentationchart on CG	Activity Specific-Assessment for Activity 1 on CG

Unit 7: Communication and Trade (A.D. 1000–1500)

Places and Regions

G-1B-M4	4	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history		Activity 1: Cultural Change Activity 2: Inventions and Human Perceptions Activity 3: Events and Ideas Change Human Perceptions of Place		A2: artifact or a picture of an artifact, info on inventions	
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Physical and Human Systems

G-1C-M5	6	Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades)	Medieval Times to Today pages	Activity 5: Communication and Cultural Diffusion Models		A6: Teacher-Created Presentation	Activity Specific-Assessment for Activity 5 on CG
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Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
			117-121	Activity 6: Historical Events and Cultural Diffusion			
Environment and Society							
G-1D-M3	10	Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export		Activity 7: Resources and Trade Activity 8: The Importance of Trade		A7: political and physical maps, Chart on CG	Activity Specific-Assessment for Activity 7 and 8 on CG
Economics Fundamental Economics Concepts							
E-1A-M9	14	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history		Activity 9: Resource Needs and Trade			
History Historical Thinking Skills							
H-1A-M5	20	Identify historical issues or problems in world civilizations and discuss how they were addressed		Activity 3: Events and Ideas Change Human Perceptions of Place			
World History							
H-1C-M11	45	Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500	Medieval Times to Today pages 1-149	Activity 4: Trade and Commerce		A4: Product Label	
H-1C-M11	46	Explain how communication among regions was accomplished between AD 1000 to 1500		Activity 5: Communication and Cultural Diffusion Models			Activity Specific-Assessment for Activity 5 on CG
Unit 8: Interaction and Transformation (A.D. 1000–1500)							
Geography The World in Spatial Terms							
G-1A-M2	1	Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe	Geography Tools and Concepts Pages 10-13	Activity 1: Mapping a Sphere and Map Distortion		A1: Tangerine, Marker, Large Paper, globe, flashlight	

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
History Historical Thinking Skills							
H-1A-M1	15	Construct a timeline of key developments in world history (political, social, technological, religious/cultural)		Activity 3: Constructing Timelines		A3: List of events for TL	Activity Specific-Assessment for Activity 3 on CG
H-1A-M1	16	Interpret data presented in a timeline to identify change and continuity in world civilizations		Activity 3: Constructing Timelines		A3: List of events for TL	Activity Specific-Assessment for Activity 3 on CG
World History							
H-1C-M12	47	Interpret data presented in a timeline to identify change and continuity in world civilizations		Activity 4: Renaissance and Reformation			Activity Specific-Assessment for Activity 4 on CG
H-1C-M12	48	Describe the major contributing factors that led to the Renaissance	Medieval Times to Today pages 136-141	Activity 2: Renaissance and Reformation Activity 4: Renaissance and Reformation		A2: Teacher-Created Presentation	Activity Specific-Assessment for Activity 4 on CG
H-1C-M12	49	Describe the major contributing factors that would lead to the Reformation	Medieval Times to Today pages 136-141	Activity 4: Renaissance and Reformation Activity 5: Reformation		A5: Maps, Computer	Activity Specific-Assessment for Activity 4 on CG
H-1C-M14	50	Explain the major social, economic, political, and cultural features of European African, and Asian societies that stimulated exploration and colonization		Activity 8: Colonization and Conquest		A8: KWL chart, map, individual student maps	
H-1C-M14	51	Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations		Activity 7: Navigational Technology			
H-1C-M14	52	Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing	Medieval Times to Today Chapter 6	Activity 6: Renaissance Achievements		A6: KWL chart, Webbing on overhead	Activity Specific-Assessment for Activity 6 on CG