

Merrimack School District  
Essential Learning Competencies

School	MHS
Discipline	SS
Course Title	World Studies - Comprehensive

Quarter 1

Essential Learning Competencies	Links to the Rubrics/Standards/ Competency	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>✓ Skills Unit</li> </ul>	<ul style="list-style-type: none"> <li>✓ What are the Social Studies competencies and how will they impact your learning?</li> <li>✓ What is the difference between a primary and secondary source?</li> <li>✓ What is the appropriate etiquette to have when emailing a teacher?</li> <li>✓ How can you locate resources through the use of the school library webpage?</li> <li>✓ Why is it importance to avoid plagiarism?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Library Scavenger Hunt</li> <li>✓ <a href="http://www.turnitin.com">www.turnitin.com</a> registration</li> <li>✓ Email etiquette practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Skills Unit Quiz</li> </ul>
<ul style="list-style-type: none"> <li>✓ Spirit of Discovery - Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>✓ How do resources affect cooperation and conflict?</li> <li>✓ How does belief influence action?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing/Reflection: How did the Renaissance change man's view of Man?</li> <li>✓ C3 Inquiry               <ul style="list-style-type: none"> <li>○ Did the Printing Press Preserve the Past or Invent the Future?</li> </ul> </li> <li>✓ The Prince Close Read</li> <li>✓ SHEG               <ul style="list-style-type: none"> <li>○ Was Galileo really a heretic?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Mini Essay on Modern Technology</li> </ul>
<ul style="list-style-type: none"> <li>✓ Spirit of Discovery - Reformation</li> </ul>	<ul style="list-style-type: none"> <li>✓ How do resources affect cooperation and conflict?</li> <li>✓ How does belief influence action?               <ul style="list-style-type: none"> <li>a. Students will compare and contrast the geography of Christianity in Europe in 1560, 1600, and today.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing/Reflection: What was the most important consequence of the Printing Press?</li> <li>✓ Geo-Inquiry Lessons               <ul style="list-style-type: none"> <li>a. Reformation</li> </ul> </li> <li>✓ SHEG</li> </ul>	<ul style="list-style-type: none"> <li>✓ Martin Luther Digital Poster Project</li> <li>✓ <a href="#">Project Outline</a></li> <li>***I found this online and we can edit it to fit our department rubric with competencies but</li> </ul>

	b. Students will identify and explain the effects of the Reformation	a. Martin Luther document analysis	this might be nice and easy to do via remote.
✓ Spirit of Discovery – Age of Exploration	<ul style="list-style-type: none"> <li>✓ How do resources affect cooperation and conflict?</li> <li>✓ How does belief influence action?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Geo-Inquiry Lessons <ul style="list-style-type: none"> <li>a. Exploration</li> </ul> </li> <li>✓ SHEG <ul style="list-style-type: none"> <li>a. Middle Passage</li> <li>b. Atahualpa and the Bible</li> <li>c. Moctezuma and Cortes</li> </ul> </li> </ul>	<p>Essay choices (student choice):</p> <ul style="list-style-type: none"> <li>✓ Mini Essay <ul style="list-style-type: none"> <li>a. What Drove the Sugar Trade?</li> </ul> </li> <li>✓ Mini Essay <ul style="list-style-type: none"> <li>a. The Aztecs: What Should History Say?</li> </ul> </li> </ul>
✓ Revolutions – Absolutism	<ul style="list-style-type: none"> <li>✓ How is power distributed and exercised?</li> <li>✓ How has the concept of human rights evolved over time?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary Source Analysis <ul style="list-style-type: none"> <li>*Example Ideas: <ul style="list-style-type: none"> <li>- Peter the Great</li> <li>- Hundred Years War</li> <li>- Biographies on the Absolute Leaders</li> </ul> </li> </ul> </li> <li>✓ Political Cartoons – English Civil War <ul style="list-style-type: none"> <li>*Example is found through the online textbook</li> </ul> </li> <li>✓ Map Skills (Empire Expansion)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Absolute Leaders Project</li> </ul>
✓ Revolutions - Enlightenment	<ul style="list-style-type: none"> <li>✓ How is power distributed and exercised?</li> <li>✓ How has the concept of human rights evolved over time?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Primary Source Analysis <ul style="list-style-type: none"> <li>a. Hobbes vs. Locke <ul style="list-style-type: none"> <li>- Social Contract</li> <li>- Natural Rights</li> </ul> </li> <li>b. Enlightened Despots <ul style="list-style-type: none"> <li>- Catherine the Great: An Absolute Monarch or an Enlightened Despot?</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Enlightenment Saloon</li> </ul>

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1.			
2.			
3.			
4.			
5.			
6.			

Quarter 3

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1.			
2.			
3.			
4.			
5.			
6.			

Quarter 4

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1.			
2.			
3.			
4.			
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