

# WORLD HISTORY AND GEOGRAPHY

Clearly, there is a growing recognition in our global age that American students must understand more than just the history and geography of the United States because today citizenship in our democracy demands global understanding. With its new high school requirement in World History and Geography, Michigan joins the majority of states in increasing its emphasis on learning more about the world and its history.

Michigan's World History and Geography takes a global and comparative approach to studying the world and its past to develop greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. The content expectations build upon the very best and most highly regarded standards, benchmarks, and courses in history and geography. The expectations are organized using both time and space to engage students in cross-temporal and cross-regional studies. Integrating geography and history, the content expectations are organized within historical eras and different geographic scales. That is, within each era students work at three interconnected spatial scales: the global, interregional and regional. Just as a photographer uses multiple lenses—close-up, wide-angle, and zoom—to tell pictorial stories, these content expectations ask teachers and students to study the world's history and geography through several different lenses to understand the whole most completely.

History is an integrative discipline that studies change and continuity over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people developed solutions to meet their perceived problems. World history is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, "We live our lives forward, but we understand them backwards."

Like geography, history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources – such as public and private documents, numerical data and maps – to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. History thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending

to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History, thus, not only helps us use facts to understand the context and background of our institutions, cultures and societies, it also helps increase our ability to analyze change, evaluate others' interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

The study of world history and geography is well worth our efforts because it is so vital. Learning about a world that we can traverse in hours and communicate across within minutes is now essential for every individual. Understanding the world's peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. As citizens, our students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve and democratic societies so desperately need.

*From: High School Content Expectations document, State of Michigan*

<b>Grade Level(s)</b> <u>10</u>	<b>Course</b> <u>World History A</u>	<b>Date Last Revised</b> <u>9/5/10</u>
---------------------------------	--------------------------------------	--

Pacing <i>Year, Month or Week (length of time)</i>	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e., technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)  <b>People and Ideas on the Move</b> <i>(2000B.C. – 250B.C.)</i>	Student Skills	Vocabulary <b>Words To Know Content &amp; Academic</b> <i>Not limited to list <b>but</b> shows relationship to content/topic</i>			
<b>Week 1-2</b>	F3 -- Growth and Development of World Religions	Ch. 3-2 → <i>“Hinduism and Buddhism Develop”</i>	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew	<ul style="list-style-type: none"> <li>• reincarnation</li> <li>• karma</li> <li>• Jainism</li> <li>• Siddhartha Gautama</li> <li>• enlightenment</li> <li>• Nirvana</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Interactive Technology</li> <li>• Direct instruction</li> <li>• Afterschool Tutorial (if necessary)</li> <li>• Group cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Powerpoint lessons on projector</li> <li>• Skillbuilder</li> <li>• Primary Source</li> <li>• Literature Selection</li> <li>• History Makers</li> <li>• Reteaching Activities</li> <li>• Pinnacle Parent Viewer</li> <li>• Social Studies computer lab</li> <li>• Internet research</li> <li>• Video clips: “Religions of the World” (Hinduism, Buddhism, Judaism)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Warm-UP questions</li> <li>• Guided Readings (chapter summaries with vocabulary review)</li> <li>• Teacher observation</li> <li>• Chapter study guide (quiz)</li> <li>• Chapter test</li> </ul>
	4.1.2 -- World Religions	Ch. 3-4 → <i>“The Origins of Judaism”</i>	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups	<ul style="list-style-type: none"> <li>• Palestine</li> <li>• Canaan</li> <li>• Torah</li> <li>• Abraham</li> <li>• monotheism</li> <li>• covenant</li> <li>• Moses</li> <li>• Israel</li> <li>• Judah</li> <li>• tribute</li> </ul>			

Pacing Year, Month or Week (length of time)	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark Include Code (ie: N.ME.04.05), Description/Objective	Unit(s) or Topic(s)  Classical Greece (2000B.C. – 300B.C.)	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list <b>but</b> shows relationship to content/topic</i>			
Week 2-3	3.1.2	Ch. 5-1 → Cultures of the Mountains and the Sea	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.	<ul style="list-style-type: none"> <li>• Mycenaean</li> <li>• Trojan War</li> <li>• Dorian</li> <li>• Homer</li> <li>• epic</li> <li>• myth</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Interactive Technology</li> <li>• Direct instruction</li> <li>• Afterschool Tutorial (if necessary)</li> <li>• Group cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Powerpoint lessons on projector</li> <li>• Skillbuilder</li> <li>• Primary Source</li> <li>• Literature Selection</li> <li>• History Makers</li> <li>• Reteaching Activities</li> <li>• Pinnacle Parent Viewer</li> <li>• Social Studies computer lab</li> <li>• Internet research</li> <li>• Video clips: "Greece – One of Many" (et al)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Warm-UP questions</li> <li>• Guided Readings (chapter summaries with vocabulary review)</li> <li>• Teacher observation</li> <li>• Chapter study guide (quiz)</li> <li>• Chapter test</li> </ul>
	F2.4 – Systems of Human Organization		Classical Mediterranean (Greece & Rome)				
	F4 – Regional Interactions		Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social, and / or religious groups in the Mediterranean world.				
	3.1.3	Ch. 5-2 → Warring City-States	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	<ul style="list-style-type: none"> <li>• polis</li> <li>• acropolis</li> <li>• monarchy</li> <li>• aristocracy</li> <li>• oligarchy</li> <li>• tyrant</li> <li>• democracy</li> <li>• helot</li> <li>• phalanx</li> <li>• Persian Wars</li> </ul>	<ul style="list-style-type: none"> <li>• How to be a "good Spartan" or "good Athenian" (in computer lab)</li> <li>• historical &amp; military significance of the Battle of Thermopylae</li> </ul>	<ul style="list-style-type: none"> <li>• Video clip: "Last Stand of the 300"</li> <li>• Illiad &amp; Odyssey – brief video clips on Homer</li> </ul>	
	3.1.8		Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Greek city-states).				
	3.1.3	Ch. 5-3 → Democracy & Greece's Golden Age	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	<ul style="list-style-type: none"> <li>• direct democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Technology →</li> </ul>		

	3.1.4		Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.	<ul style="list-style-type: none"> <li>• classical art</li> <li>• tragedy</li> <li>• comedy</li> <li>• Peloponnesian War</li> <li>• philosopher</li> <li>• Socrates</li> <li>• Plato</li> <li>• Aristotle</li> </ul>	Pericles' 3 Goals for Athens <ul style="list-style-type: none"> <li>• Compare / contrast classical Greek philosophers</li> </ul>		
	3.1.3	Ch. 5-4 → Alexander's Empire	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	<ul style="list-style-type: none"> <li>• Philip II</li> <li>• Macedonia</li> <li>• Alexander the Great</li> <li>• Darius III</li> </ul>		<ul style="list-style-type: none"> <li>• Video clip – “Alexander's Empire”</li> </ul>	
	4.1.1 -- Crisis in the Classical World		Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse.				
	3.1.1	Ch. 5-5 → The Spread of Hellenistic Culture	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).	<ul style="list-style-type: none"> <li>• Hellenistic</li> <li>• Alexandria</li> <li>• Euclid</li> <li>• Archimedes</li> <li>• Colossus of Rhodes</li> <li>• Library at Alexandria</li> </ul>		<ul style="list-style-type: none"> <li>• Video clip -- “National Treasure” (significance of Library @ Alexandria)</li> </ul>	
	3.1.5		Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.				

Pacing Year, Month or Week (length of time)	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e., technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark Include Code (ie: N.ME.04.05), Description/Objective	Unit(s) or Topic(s)  Ancient Rome & Early Christianity (500B.C. – A.D. 500)	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list <u>but</u> shows relationship to content/topic</i>			
<b>Week 4-5</b>	3.1.1	Ch. 6-1 → The Roman Republic	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).	<ul style="list-style-type: none"> <li>• republic</li> <li>• patrician</li> <li>• plebian</li> <li>• tribune</li> <li>• consul</li> <li>• senate</li> <li>• dictator</li> <li>• legion</li> <li>• Punic Wars</li> <li>• Hannibal</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Interactive Technology</li> <li>• Direct instruction</li> <li>• Afterschool Tutorial (if necessary)</li> <li>• Group cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Powerpoint lessons on projector</li> <li>• Skillbuilder</li> <li>• Primary Source</li> <li>• Literature Selection</li> <li>• History Makers</li> <li>• Reteaching Activities</li> <li>• Pinnacle Parent Viewer</li> <li>• Social Studies computer lab</li> <li>• Internet research</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Warm-UP questions</li> <li>• Guided Readings (chapter summaries with vocabulary review)</li> <li>• Teacher observation</li> <li>• Chapter study guide (quiz)</li> <li>• Chapter test</li> </ul>
	3.1.2		Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.				
	F2.4 – Systems of Human Organization		Classical Mediterranean (Greece & Rome)				
	F4 – Regional Interactions		Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social, and / or religious groups in the Mediterranean world.				
	3.1.6 (pg. 163)	Ch. 6-2 → The Roman Empire	Use historic and modern maps to locate and describe trade networks among empires in the classical era.	<ul style="list-style-type: none"> <li>• civil war</li> <li>• Julius Caesar</li> <li>• triumvirate</li> <li>• Augustus</li> <li>• Pax Romana</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Technology – Compare features of the Roman Republic to the main institutions of the United States’ version of a republic</li> </ul>	<ul style="list-style-type: none"> <li>• Video clip – “The Legacy of Star Wars” (as a metaphor as to how republics change into empires)</li> </ul>	
	Investigate how the Roman Republic turn into the Roman Empire						

	3.1.8		Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., the Roman Empire).				
	4.1.2	Ch. 6-3 → The Rise of Christianity	Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups	<ul style="list-style-type: none"> <li>• Jesus</li> <li>• apostle</li> <li>• Paul</li> <li>• Diaspora</li> <li>• Constantine</li> <li>• bishop</li> </ul>		<ul style="list-style-type: none"> <li>• Video clip: <i>"Religions of the World – Christianity"</i></li> </ul>	
	4.1.1 -- Crisis in the Classical World	Ch. 6-4 → The Fall of the Roman Empire	Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse.	<ul style="list-style-type: none"> <li>• inflation</li> <li>• mercenary</li> <li>• Diocletian</li> <li>• Constantinople</li> <li>• Attila</li> </ul>		<ul style="list-style-type: none"> <li>• Video clip: <i>"Life in the Roman Empire"</i></li> </ul>	
	3.1.4		Explain the responses in classical empires to forces of change that eventually led to the collapse of those empires.				
	3.1.1	Ch. 6-5 → Rome and the Roots of Western Civilization	Analyze the legacy of Greco-Roman civilization.	<ul style="list-style-type: none"> <li>• Greco-Roman culture</li> <li>• Pompeii</li> <li>• Virgil</li> <li>• Tacitus</li> <li>• aqueduct</li> </ul>			

Pacing Year, Month or Week (length of time)	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list <u>but</u> shows relationship to content/topic</i>			
Week 6-7	4.2.1 -- Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails]	Ch. 10 → "The Muslim World"	Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire <ul style="list-style-type: none"> <li>the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society</li> <li>diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi</li> <li>role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia</li> <li>the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (National Geography Standard 10, p. 203)</li> </ul>	<ul style="list-style-type: none"> <li>Allah</li> <li>Muhammad</li> <li>Islam</li> <li>Muslim</li> <li>Hijrah</li> <li>mosque</li> <li>haji</li> <li>Qur'an</li> <li>Sunna</li> <li>shari'a</li> <li>caliph</li> <li>Umayyads</li> <li>Shi'a</li> <li>Sunni</li> <li>Sufi</li> <li>Abbasids</li> <li>al-Andalus</li> <li>Fatimid</li> <li>House of Wisdom</li> <li>calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Interactive Technology</li> <li>Direct instruction</li> <li>Afterschool Tutorial (if necessary)</li> <li>Group cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Powerpoint lessons on projector</li> <li>Skillbuilder</li> <li>Primary Source</li> <li>Literature Selection</li> <li>History Makers</li> <li>Reteaching Activities</li> <li>Pinnacle Parent Viewer</li> <li>Social Studies computer lab</li> <li>Internet research</li> <li>Newspaper articles on Islam</li> <li>Video clip: "Religions of the World – Islam"</li> <li>Video clip: "30 Days – Muslim in America"</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Warm-UP questions</li> <li>Guided Readings (chapter summaries with vocabulary review)</li> <li>Teacher observation</li> <li>Chapter study guide (quiz)</li> <li>Chapter test</li> </ul>
	CG4 -- Conflict, Cooperation, and Security	Ch. 36-4 → "Global Interdependence: Terrorism"	Analyze the causes and challenges of continuing and new conflicts by describing tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g. -- al Qaeda)	<ul style="list-style-type: none"> <li>terrorism</li> <li>cyberterrorism</li> <li>Department of Homeland Security</li> <li>USA Patriot Act</li> </ul>			

Pacing Year, Month or Week (length of time)	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)  <b>African Civilizations (1500B.C. – A.D. 700)</b>	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list <u>but</u> shows relationship to content/topic</i>			
Week 8	4.3.1 Africa to 1500 –	Ch. 8-1 → “Diverse Societies in Africa”	Describe the diverse characteristics of early African societies and the significant changes in African society by: <ul style="list-style-type: none"> <li>comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208)</li> </ul>	<ul style="list-style-type: none"> <li>Sahara</li> <li>Sahel</li> <li>savanna</li> <li>animism</li> <li>griot</li> <li>Nok</li> <li>Djenné-Djeno</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Interactive Technology</li> <li>Direct instruction</li> <li>Afterschool Tutorial (if necessary)</li> <li>Group cooperative activities</li> <li>Africa Map Quest</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Powerpoint lessons on projector</li> <li>Skillbuilder</li> <li>Primary Source</li> <li>Literature Selection</li> <li>History Makers</li> <li>Reteaching Activities</li> <li>Pinnacle Parent Viewer</li> <li>Social Studies computer lab</li> <li>Internet research</li> <li>Video clip: “Cities of the Underworld - - Ethiopia”</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Warm-UP questions</li> <li>Guided Readings (chapter summaries with vocabulary review)</li> <li>Teacher observation</li> <li>Chapter study guide (quiz)</li> <li>Chapter test</li> </ul>
		Ch. 8-2 → “Migration Case Study: Bantu-Speaking Peoples”	<ul style="list-style-type: none"> <li>using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201)</li> </ul>	<ul style="list-style-type: none"> <li>migration</li> <li>push-pull factors</li> <li>Bantu-speaking peoples</li> </ul>			
		Ch. 8-3 → “The Kingdom of Aksum”	<ul style="list-style-type: none"> <li>analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 11, p. 206)</li> <li>analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203)</li> </ul>	<ul style="list-style-type: none"> <li>Aksum</li> <li>Adulis</li> <li>Ezana</li> <li>terraces</li> </ul>			

		Ch. 15-2 → <i>“West African Civilizations”</i>	<ul style="list-style-type: none"><li>• analyzing the development of an organized slave trade within and beyond Africa (pg. 418, 425)</li></ul>	<ul style="list-style-type: none"><li>• Ghana</li><li>• Mali</li><li>• Sundiata</li><li>• Mansa Musa</li><li>• Ibn Battuta</li><li>• Songhai</li><li>• Hausa</li><li>• Yoruba</li><li>• Benin</li></ul>			
--	--	--	---	---	--	--	--

Pacing Year, Month or Week (length of time)	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)  European Middle Ages (A.D. 500 – 1200)	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list <u>but</u> shows relationship to content/topic</i>			
Week 9-10	4.3.5 -- Western Europe to 1500	Ch. 13-1 → “Charlemagne Unites the Germanic Kingdoms”	Describe the Germanic invasions, the spread of Christianity among Germanic people, and Charlemagne’s empire.	<ul style="list-style-type: none"> <li>• Middle Ages</li> <li>• Franks</li> <li>• monastery</li> <li>• secular</li> <li>• Carolingian Dynasty</li> <li>• Charlemagne</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Interactive Technology</li> <li>• Direct instruction</li> <li>• Afterschool Tutorial (if necessary)</li> <li>• Group cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Powerpoint lessons on projector</li> <li>• Skillbuilder</li> <li>• Primary Source</li> <li>• Literature Selection</li> <li>• History Makers</li> <li>• Reteaching Activities</li> <li>• Pinnacle Parent Viewer</li> <li>• Social Studies computer lab</li> <li>• Internet research</li> <li>• Video clip – “The Age of Charlemagn e”</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Warm-UP questions</li> <li>• Guided Readings (chapter summaries with vocabulary review)</li> <li>• Teacher observation</li> <li>• Chapter study guide (quiz)</li> <li>• Chapter test</li> </ul>
		Ch. 13-2 → “Feudalism in Europe”	Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe.	<ul style="list-style-type: none"> <li>• lord</li> <li>• serf</li> <li>• vassal</li> <li>• knight</li> <li>• serf</li> <li>• manor</li> <li>• tithe</li> </ul>		<ul style="list-style-type: none"> <li>• Video clip – “Living History: Living in Medieval Europe”</li> </ul>	
		Ch. 13-3 → “The Age of Chivalry”	Explain knighthood, the code of chivalry, and the roles and status of medieval women.	<ul style="list-style-type: none"> <li>• chivalry</li> <li>• tournament</li> <li>• troubadour</li> </ul>	<ul style="list-style-type: none"> <li>• Create a modern code of chivalry as to how we should treat one another</li> <li>• link to anti- bullying</li> </ul>		

		Ch. 13-4 → <i>“The Power of the Church”</i>	Analyze the role and political impact of the Roman Catholic Church in European medieval society.	<ul style="list-style-type: none"><li>• clergy</li><li>• sacrament</li><li>• canon law</li><li>• Holy Roman Empire</li><li>• lay investiture</li></ul>	<ul style="list-style-type: none"><li>• Superstitions in the Middle Ages</li></ul>	<ul style="list-style-type: none"><li>• Video clip – <i>“Afraid of the Dark”</i></li><li>• <i>“The Church”</i> handout</li></ul>	
--	--	---	--	--	--	--	--

Pacing Year, Month or Week (length of time)	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list <b>but</b> shows relationship to content/topic</i>			
Week 10-11	4.3.5 -- Western Europe to 1500	Ch. 14-1 → "Church Reform & the Crusades"	Explain the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)	<ul style="list-style-type: none"> <li>• simony</li> <li>• Gothic</li> <li>• Urban II</li> <li>• crusade</li> <li>• Saladin</li> <li>• Richard the Lion-Hearted</li> <li>• Reconquista</li> <li>• Inquisition</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Interactive Technology</li> <li>• Direct instruction</li> <li>• Afterschool Tutorial (if necessary)</li> <li>• Group cooperative activities</li> <li>• Interactive Technology → The Crusades and Church Reform</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Powerpoint lessons on projector</li> <li>• Skillbuilder</li> <li>• Primary Source</li> <li>• Literature Selection</li> <li>• History Makers</li> <li>• Reteaching Activities</li> <li>• Pinnacle Parent Viewer</li> <li>• Social Studies computer lab</li> <li>• Internet research</li> <li>• Video clip: "Building in the Name of God" (purpose / role of medieval cathedrals)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Warm-UP questions</li> <li>• Guided Readings (chapter summaries with vocabulary review)</li> <li>• Teacher observation</li> <li>• Chapter study guide (quiz)</li> <li>• Chapter test</li> </ul>
		Ch. 14-2 → "Changes in Medieval Society"	Investigate how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212)	<ul style="list-style-type: none"> <li>• three-field system</li> <li>• guild</li> <li>• Commercial Revolution</li> <li>• burgher</li> <li>• vernacular</li> <li>• Thomas Aquinas</li> <li>• scholastics</li> </ul>			

		Ch. 14-3 → <i>“England &amp; France Develop”</i>	Analyze how democratic traditions took shape in England and France	<ul style="list-style-type: none"> <li>• William the Conqueror</li> <li>• Henry II</li> <li>• common law</li> <li>• Magna Carta</li> <li>• parliament</li> <li>• Hugh Capet</li> <li>• Philip II</li> <li>• Estates-General</li> </ul>	• Create a “Historic Tale” based on the Bayeaux Tapestry	• Founding Documents Treasure Hunt	
4.2.3 -- The Plague		Ch. 14-4 → <i>“The Hundred Years’ War &amp; the Plague”</i>	Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)	<ul style="list-style-type: none"> <li>• Avignon</li> <li>• Great Schism</li> <li>• John Wycliffe</li> <li>• Jan Hus</li> <li>• bubonic plague</li> <li>• Hundred Years’ War</li> <li>• Joan of Arc</li> </ul>		• Video clip: <i>“The Curse of the Rat”</i>	

Pacing Year, Month or Week (length of time)	Curriculum Focus				Instructional Strategies & Activities <i>Interventions, accommodations, technology integration (required &amp; supplemental materials)</i>	Resources <i>Various resources used to support student learning (i.e.), technology, media, required &amp; supplemental materials.</i>	Assessments <i>Types: classroom, rubrics, common grade level, formative, subjective, evidence used to measure performance &amp; skills</i>
	GLCE/HSCE Aligned Standard/Benchmark <i>Include Code (ie: N.ME.04.05), Description/Objective</i>	Unit(s) or Topic(s)  Renaissance & Reformation (A.D. 1300 – 1600)	Student Skills	Vocabulary Words To Know Content & Academic <i>Not limited to list <b>but</b> shows relationship to content/topic</i>			
Week 11-12	4.3.5 -- Western Europe to 1500 -- the cultural and social impact of the Renaissance on Western and Northern Europe	Ch. 17-1 → "Italy: Birthplace of the Renaissance"	Explain the origins & innovations of the early Renaissance.	<ul style="list-style-type: none"> <li>• Renaissance</li> <li>• humanism</li> <li>• secular</li> <li>• patron</li> <li>• perspective</li> <li>• vernacular</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Direct instruction</li> <li>• Afterschool Tutorial (if necessary)</li> <li>• Group cooperative activities</li> <li>• Interactive Technology → Renaissance Ideals</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Powerpoint lessons on projector</li> <li>• Skillbuilder</li> <li>• Primary Source</li> <li>• Literature Selection</li> <li>• History Makers</li> <li>• Reteaching Activities</li> <li>• Pinnacle Parent Viewer</li> <li>• Social Studies computer lab</li> <li>• Internet research</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Warm-UP questions</li> <li>• Guided Readings (chapter summaries with vocabulary review)</li> <li>• Teacher observation</li> <li>• Chapter study guide (quiz)</li> <li>• Chapter test</li> </ul>
	5.3.5 – Europe Through the 18 <sup>th</sup> Century		Analyze how the Renaissance and Scientific Revolution contributed to transformations in European society.				
		Ch. 17-2 → "The Northern Renaissance"	Trace the spread of Renaissance ideas to Germany, Flanders, Holland, and England.	<ul style="list-style-type: none"> <li>• utopia</li> <li>• William Shakespeare</li> <li>• Johann Gutenberg</li> </ul>	<ul style="list-style-type: none"> <li>• Renaissance masters &amp; Teenage Mutant Ninja Turtles! (use the Internet to research works by the Renaissance masters)</li> </ul>		<ul style="list-style-type: none"> <li>• Renaissance masters (online quiz)</li> </ul>
	5.1.1 -- Emerging Global System		Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11, p. 207)				
	5.3.5 – Europe Through the 18 <sup>th</sup> Century	Ch. 17-3 → "Luther Leads the Reformation"	Analyze causes and effects of the Protestant Reformation.	<ul style="list-style-type: none"> <li>• indulgence</li> <li>• Reformation</li> </ul>			

			Analyze how the Renaissance and Reformation contributed to transformations in European society.	<ul style="list-style-type: none"> <li>• Lutheran</li> <li>• Protestant</li> <li>• Peace of Augsburg</li> <li>• annul</li> <li>• Anglican</li> </ul>			
6.1.5 – Interpreting Europe’s Increasing Global Power		Ch. 17-4 → <i>“The Reformation Continues”</i>	Describe further changes in Protestantism and the Catholic (Counter) Reformation.	<ul style="list-style-type: none"> <li>• predestination</li> <li>• Calvinism</li> <li>• theocracy</li> <li>• Presbyterian</li> <li>• Anabaptist</li> <li>• Catholic (Counter) Reformation</li> <li>• Jesuits</li> <li>• Council of Trent</li> </ul>			
			Describe Europe’s increasing global power between 1500 and 1900 and evaluate the merits of the argument that this rise was caused by factors internal to Europe, or factors external to Europe.				