

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>1st Quarter (First 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by a) explaining the impact of geographic environment on hunter-gatherer societies.</p>	<p>Life in early hunter-gatherer societies was shaped by their physical environment.</p> <p>How did physical geography influence the lives of early humans?</p>	<p>Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago.</p> <p>Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.</p> <p>Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>1st Quarter (First 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by b) listing characteristics of hunter-gatherer societies, including their use of tools and fire.</p>	<p>Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.</p> <p>What were the characteristics of hunter-gatherer societies?</p>	<p>Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)</p> <ul style="list-style-type: none"> • were nomadic, migrating in search of food, water, shelter • invented the first tools, including simple weapons • learned how to make and use fire • lived in clans • developed oral language <p>created “cave art.”</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

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1st Quarter (First 4 1/2 weeks)	The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by c) describing technological and social advancements that gave rise to stable communities.	<p>The beginning of agriculture, including permanent settlements, was a major step in the advance of civilization</p> <p>How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?</p>	<p>Societies during the Neolithic Era (New Stone Age)</p> <ul style="list-style-type: none"> • developed agriculture (domesticated plants) • domesticated animals • used advanced tools • made pottery • developed weaving skills. <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>1st Quarter (First 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.</p>	<p>Archaeologists continue to find and interpret evidence of early humans and their lives.</p> <p>How does archaeology provide knowledge of early human life and its changes?</p>	<p>Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts.</p> <p>Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts.</p> <p>Stonehenge is an example of an archaeological site in England that was begun during the Neolithic Age and completed during the Bronze Age.</p> <p>Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists.</p> <p>Çatalhöyük is an example of a Neolithic settlement currently under excavation in Anatolia.</p>

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1st Quarter (First 4 1/2 weeks)			<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

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<p>1st Quarter (First 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by</p> <p>a) locating these civilizations in time and place.</p>	<p>During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.</p> <p>River valleys provided water and rich soil for crops as well as protection from invasion.</p> <p>Why did ancient civilizations develop in river valleys?</p> <p>Where were the earliest civilizations located?</p> <p>When did these civilizations exist?</p>	<p>River valley civilizations (about 3500 to 500 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia) • Egyptian civilization: Nile River Valley and Nile Delta (Africa) • Indian civilization: Indus River Valley (South Asia) • Chinese civilization: Huang He Valley (East Asia) <p>These river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.</p> <p>Other early civilizations (about 2000 to 500 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia). • Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia). • Nubia was located on the upper (southern) Nile River (Africa).

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1st Quarter (First 4 1/2 weeks)	<p>The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by</p> <p>b) describing the development of social, political, and economic patterns, including slavery.</p>	<p>River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.</p> <p>What were the social, political, and economic characteristics of early civilizations?</p>	<p>Development of social patterns</p> <ul style="list-style-type: none"> • Hereditary rulers: Dynasties of kings, pharaohs • Rigid class system where slavery was accepted <p>Development of political patterns</p> <ul style="list-style-type: none"> • World’s first states (i.e., city-states, kingdoms, empires) • Centralized government, often based on religious authority • Written law codes (e.g., Ten Commandments, Code of Hammurabi) <p>Development of economic patterns</p> <ul style="list-style-type: none"> • Use of metal (e.g., bronze, iron) tools and weapons • Increasing agricultural surplus: Better tools, plows, irrigation • Increasing trade along rivers and by sea (Phoenicians) • Development of the world’s first cities • Development of the practice of slavery within most cultures in the ancient world, taking various forms

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<p>2nd Quarter (Second 4 1/2 weeks)</p>			<p>Gupta Empire</p> <ul style="list-style-type: none"> • Golden Age of classical Indian culture <p>Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round earth), new textiles, literature</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>2nd Quarter (Second 4 1/2 weeks)</p>			<p>Impact of Taoism in forming Chinese culture and values</p> <ul style="list-style-type: none"> • Humility • Simple life and inner peace • Harmony with nature <p>Yin and yang represented opposites for Confucianism and Taoism.</p> <p>Chinese forms of Buddhism spread throughout Asia.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>2nd Quarter (Second 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by</p> <p>a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.</p>	<p>The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.</p> <p>The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black seas.</p> <p>How did the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shape Greek economic, social, and political development and patterns of trade and colonization?</p>	<p>Locations and places</p> <ul style="list-style-type: none"> • Aegean Sea • Balkan and Peloponnesus peninsula, Europe, Asia Minor • Mediterranean Sea • Black Sea, Dardanelles • Athens, Sparta, Troy • Macedonia <p>Economic and social development</p> <ul style="list-style-type: none"> • Agriculture (limited arable land) • Commerce and the spread of Hellenic culture • Shift from barter to money economy (coins) <p>Political development</p> <ul style="list-style-type: none"> • Mountainous terrain both helped and hindered the development of city-states. • Greek cities were designed to promote civic and commercial life. <p>Colonization was prompted by overpopulation and the search for arable land.</p>

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<p>2nd Quarter (Second 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by</p> <p>c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta.</p>	<p>Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became a foundation of modern democracies.</p> <p>Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</p> <p>How did democracy develop in Athens?</p> <p>How did Sparta differ from Athens?</p>	<p>Social structure and citizenship in the Greek polis</p> <ul style="list-style-type: none"> • Citizens (free adult males) had political rights and the responsibility of civic participation in government. • Women and foreigners had no political rights. • Slaves had no political rights. <p>Athens</p> <ul style="list-style-type: none"> • Stages in the evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy • Tyrants who worked for reform: Draco, Solon • Origin of democratic principles: Direct democracy, public debate, duties of the citizen <p>Sparta</p> <ul style="list-style-type: none"> • Oligarchy (rule by a small group) • Rigid social structure <p>Militaristic and aggressive society</p>

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<p>2nd Quarter (Second 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by d) evaluating the significance of the Persian and Peloponnesian Wars.</p>	<p>The Greeks defeated the Persian empire and preserved their political independence.</p> <p>Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.</p> <p>Why were wars with Persia important to the development of Greek culture?</p> <p>Why was the Peloponnesian War important to the spread of Greek culture?</p>	<p>Importance of Persian Wars (499–449 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Persian wars united Athens and Sparta against the Persian Empire. • Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea. • Athens preserved its independence and continued innovations in government and culture. <p>Importance of Peloponnesian War (431–404 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Caused in part by competition for control of the Greek world: Athens and the Delian League versus Sparta and the Peloponnesian League <p>Resulted in slowing of cultural advance and the weakening of political power</p>

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<p>2nd Quarter (Second 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by</p> <p>e) characterizing life in Athens during the Golden Age of Pericles;</p> <p>f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.</p>	<p>Athenian culture during the classical era became one of the foundation stones of Western civilization.</p> <p>Why was the leadership of Pericles important to the development of Athenian life and Greek culture?</p> <p>What were some important contributions of Greek culture to Western civilization?</p>	<p>Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)</p> <ul style="list-style-type: none"> • Pericles extended democracy; most adult males had an equal voice. • Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction. <p>Contributions of Greek culture to Western civilization</p> <ul style="list-style-type: none"> • Drama: Aeschylus, Sophocles • Poetry: Homer (<i>Iliad</i> and <i>Odyssey</i>) • History: Herodotus, Thucydides • Sculpture: Phidias • Architecture: Types of columns, including the Doric (Parthenon), Ionic, and Corinthian. • Science: Archimedes, Hippocrates • Mathematics: Euclid, Pythagoras Philosophy: Socrates, Plato, Aristotle

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<p>2nd Quarter (Second 4 1/2 weeks)</p>			<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>2nd Quarter (Second 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by</p> <p>g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.</p>	<p>The Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian Wars.</p> <p>Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.</p> <p>How did the empire of Alexander the Great establish a basis for the spread of Hellenistic culture?</p>	<p>Philip II, King of Macedon</p> <ul style="list-style-type: none"> • Conquered most of Greece <p>Alexander the Great</p> <ul style="list-style-type: none"> • Established an empire from Greece to Egypt and the margins of India • Extended Greek cultural influences <p>Hellenistic Age</p> <ul style="list-style-type: none"> • Blend of Greek and oriental elements <p>Spread of Hellenistic culture through trade</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>a) assessing the influence of geography on Roman economic, social, and political development.</p>	<p>The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.</p> <p>The Italian peninsula was protected by the sea and the arc of the Alps mountains</p> <p>How was geographic location important to the economic, social, and political development of ancient Rome?</p>	<p>Locations and places</p> <ul style="list-style-type: none"> • Rome: Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers • Italian Peninsula • Alps: Protection <p>Mediterranean Sea: Protection, sea-borne commerce</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>b) describing Roman mythology and religion.</p>	<p>Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.</p> <p>Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.</p> <p>What was the source of Roman mythology?</p> <p>What impact did Roman mythology have on later civilizations?</p>	<p>Roman mythology</p> <ul style="list-style-type: none"> • Based on the Greek polytheistic religion • Explanations of natural phenomena, human qualities, and life events <p>Roman gods and goddesses</p> <ul style="list-style-type: none"> • Jupiter, Juno, Apollo, Diana, Minerva, and Venus <p>Symbols and images in literature, art, and architecture</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.</p>	<p>Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.</p> <p>How did the government of the Roman Republic become more democratic in its decision making?</p>	<p>Social structure in the Roman Republic</p> <ul style="list-style-type: none"> • Patricians: Powerful nobility (few in number) • Plebeians: Majority of population • Slaves: Not based on race <p>Citizenship</p> <ul style="list-style-type: none"> • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (e.g., taxes, military service) <p>Features of democracy</p> <ul style="list-style-type: none"> • Representative democracy • Assemblies • The Senate • Consuls <p>Laws of Rome codified as Twelve Tables</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.</p>	<p>After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.</p> <p>Why was Rome able to conquer Carthage and then go on to extend its influence across the entire Mediterranean basin and much of Western Europe?</p>	<p>Punic Wars: Rome vs. Carthage (264–146 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Rome and Carthage were in competition for trade. • Hannibal invaded the Italian Peninsula. • Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome. <p>Evolution of the Roman Empire and spread of Roman culture</p> <ul style="list-style-type: none"> • Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean) <p>Western Europe (Gaul, British Isles)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>e) assessing the impact of military conquests on the army, economy, and social structure of Rome;</p> <p>f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs.</p>	<p>The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.</p> <p>Why did the Roman Republic fail to survive challenges by Julius Caesar?</p> <p>How did military conquests alter economic and social life in Rome?</p> <p>How did an imperial monarchy come to rule Rome?</p>	<p>Causes for the decline of the Roman Republic</p> <ul style="list-style-type: none"> • Spread of slavery in the agricultural system • Migration of small farmers into cities and unemployment • Civil war over the power of Julius Caesar • Devaluation of Roman currency; inflation <p>The origin and evolution of Imperial Rome</p> <ul style="list-style-type: none"> • First triumvirate • Julius Caesar: Seizure of power, assassination • Augustus Caesar: Civil war, defeat of Marc Anthony, Rome’s first emperor • Empire: Unified and enlarged, using imperial authority and the military <p>Failure to provide for peaceful succession of Emperors</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>			<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>g) explaining the economic, social, and political impact of the Pax Romana.</p>	<p>Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.</p> <p>Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.</p> <p>What was the Pax Romana?</p> <p>What was the impact of the Pax Romana on the Roman Empire?</p>	<p>The Pax Romana</p> <ul style="list-style-type: none"> • Two centuries of peace and prosperity under imperial rule • Expansion and solidification of the Roman Empire, particularly in the Near East <p>Economic impact of the Pax Romana</p> <ul style="list-style-type: none"> • Established uniform system of money, which helped to expand trade • Guaranteed safe travel and trade on Roman roads • Promoted prosperity and stability <p>Social impact of the Pax Romana</p> <ul style="list-style-type: none"> • Returned stability to social classes • Increased emphasis on the family <p>Political impact of the Pax Romana</p> <ul style="list-style-type: none"> • Created a civil service <p>Developed a uniform rule of law</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>h) describing the origin, beliefs, traditions, customs, and spread of Christianity.</p>	<p>The followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.</p> <p>How did Christianity become established within the Roman Empire?</p> <p>What were the essential beliefs of the early Christian faith?</p> <p>How and why did Christianity spread?</p>	<p>Origins of Christianity</p> <ul style="list-style-type: none"> • Had its roots in Judaism • Was led by Jesus of Nazareth, who was proclaimed the Messiah • Conflicted with polytheistic beliefs of Roman Empire <p>Beliefs, traditions, and customs of Christianity</p> <ul style="list-style-type: none"> • Monotheism • Jesus as both Son and incarnation of God • Life after death • New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians • Christian doctrines established by early church councils <p>Spread of Christianity</p> <ul style="list-style-type: none"> • Popularity of the message • Early martyrs inspired others <p>Carried by the Apostles, including Paul, throughout the Roman Empire</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>i) explaining the development and significance of the Church in the late Roman Empire.</p>	<p>As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.</p> <p>What was the impact of the early Church in the late Roman Empire?</p>	<p>Impact of the Church of Rome in the late Roman Empire</p> <ul style="list-style-type: none"> • The Emperor Constantine converted to Christianity and made it legal. • Christianity later became the official state religion. • The Church became a source of moral authority. • Loyalty to the Church became more important than loyalty to the Emperor. <p>The Church became the main unifying force of Western Europe.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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3rd Quarter (Third 4 1/2 weeks)	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law.</p>	<p>Conquests and trade spread Roman cultural and technological achievements throughout the Empire.</p> <p>Western civilization was influenced by the cultural achievements of Rome.</p> <p>How did Roman achievements influence Western civilization?</p>	<p>Contributions of ancient Rome</p> <ul style="list-style-type: none"> • Art and architecture: Pantheon, Colosseum, Forum • Technology: Roads, aqueducts, Roman arches • Science: Achievements of Ptolemy • Medicine: Emphasis on public health (public baths, public water systems, medical schools) • Language: Latin, Romance languages • Literature: Virgil’s <i>Aeneid</i> • Religion: Roman mythology; adoption of Christianity as the imperial religion • Law: The principle of “innocent until proven guilty” (from the Twelve Tables)

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3rd Quarter (Third 4 1/2 weeks)			<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>k) citing the reasons for the decline and fall of the Western Roman Empire.</p>	<p>Over a 300 year period, the western part of the Roman Empire steadily declined because of internal and external problems.</p> <p>Why did the Western Roman Empire decline?</p>	<p>Causes for the decline of the Western Roman Empire</p> <ul style="list-style-type: none"> • Geographic size: Difficulty of defense and administration • Economy: The cost of defense, and devaluation of Roman currency • Military: Army membership started to include non-Romans, resulting in decline of discipline • Moral decay: People’s loss of faith in Rome and the family • Political problems: Civil conflict and weak administration • Invasion: Attacks on borders <p>Division of the Roman Empire</p> <ul style="list-style-type: none"> • Move of the capital by Constantine from Rome to Byzantium, renaming it Constantinople • Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor <p>Eastern Roman Empire (Byzantine Empire)</p>

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3rd Quarter (Third 4 1/2 weeks)			<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by</p> <p>a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire.</p>	<p>The capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.</p> <p>Why was Constantinople established as the capital of the Eastern Roman Empire?</p>	<p>Location of Constantinople</p> <ul style="list-style-type: none"> • Protection of the eastern frontier • Distance from Germanic invasions in the western empire • Crossroads of trade • Easily fortified site on a peninsula bordered by natural harbors <p>Role of Constantinople</p> <ul style="list-style-type: none"> • Seat of the Byzantine Empire until Ottoman conquest • Preserved classical Greco-Roman culture <p>Center of trade</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy.</p>	<p>As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.</p> <p>Under Justinian, the Byzantine Empire reached its height in culture and prosperity.</p> <p>What was the influence of Justinian’s codification of Roman law on the Byzantine Empire and later legal codes?</p> <p>What was Justinian’s influence on the expansion of the Byzantine Empire and its economy?</p>	<p>Byzantine Emperor Justinian</p> <ul style="list-style-type: none"> • Codification of Roman law (impact on European legal codes) • Reconquest of former Roman territories <p>Expansion of trade</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions.</p>	<p>Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of architecture.</p> <p>Greek and Roman traditions were preserved in the Byzantine Empire.</p> <p>What were the contributions of Byzantine art and architecture?</p> <p>How did Greek and Roman culture survive within the Byzantine Empire?</p>	<p>Byzantine achievements in art and architecture</p> <ul style="list-style-type: none"> • Inspiration provided by Christian religion and imperial power • Icons (religious images) • Mosaics in public and religious structures • Hagia Sophia (a Byzantine domed church) <p>Byzantine culture</p> <ul style="list-style-type: none"> • Continued flourishing of Greco-Roman traditions • Greek language (as contrasted with Latin in the West) • Greek Orthodox Christianity <p>Greek and Roman knowledge preserved in Byzantine libraries</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.</p>	<p>The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division.</p> <p>What factors produced the division within the Christian Church?</p>	<p>Eastern Church</p> <ul style="list-style-type: none"> • Centered in Constantinople • Close to seat of power after Constantinople became capital • Use of Greek language in the liturgy <p>Western Church</p> <ul style="list-style-type: none"> • Centered in Rome • Farther from seat of power after Constantinople became capital • Use of Latin language in the liturgy <p>Division between Western and Eastern Churches</p> <ul style="list-style-type: none"> • Authority of the Pope eventually accepted in the West • Authority of the Patriarch accepted in the East <p>Practices such as celibacy eventually accepted in the West</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.</p>	<p>Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.</p> <p>Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?</p>	<p>Influence of Byzantine culture on Eastern Europe and Russia</p> <ul style="list-style-type: none"> • Trade routes between Black Sea and Baltic Sea • Adoption of Orthodox Christianity by Russia and much of Eastern Europe • Adoption of Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet) <p>Church architecture and religious art</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by a) describing the origin, beliefs, traditions, customs, and spread of Islam.</p>	<p>The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.</p> <p>Muhammad and his followers spread Islam.</p> <p>Islamic traditions and customs developed over centuries and created a distinctive Muslim culture.</p> <p>Where did the Islamic religion originate? Where did it spread?</p> <p>What are the beliefs, traditions, and customs of Islam?</p>	<p>Origins of Islam</p> <ul style="list-style-type: none"> • Muhammad, the Prophet • Mecca and Medina on the Arabian Peninsula: Early Muslim cities <p>Spread of Islam</p> <ul style="list-style-type: none"> • Across Asia and Africa and into Spain • Geographic extent of first Muslim empire <p>Beliefs, traditions, and customs of Islam</p> <ul style="list-style-type: none"> • Monotheism: Allah (Arabic word for God) • Qur'an (Koran): The word of God • Five Pillars of Islam <p>Acceptance of Judeo-Christian prophets, including Moses and Jesus</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by</p> <p>b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade.</p>	<p>In the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and facilitated by weakened political empires.</p> <p>Political unity and the Arabic language facilitated trade and stimulated intellectual activity.</p> <p>How did geography influence the rapid expansion of territory under Muslim rule?</p> <p>How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?</p>	<p>Geographic influences on the origin and spread of Islam</p> <ul style="list-style-type: none"> • Diffusion along trade routes from Mecca and Medina • Expansion despite great distances, desert environments, and mountain barriers • Spread into the Fertile Crescent, Iran, and Central Asia facilitated by weak Byzantine and Persian empires <p>Geographic influences on economic, social, and political development</p> <ul style="list-style-type: none"> • Political unity of the first Muslim empire was short-lived. • Arabic language spread with Islam and facilitated trade across Islamic lands. <p>Slavery was not based on race. Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b) Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d) Analyze trends in human migration and cultural interaction. (WHI.1e) Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours</p>	<p>Major historical turning points marked the spread and influence of Islamic civilization.</p> <p>What were some major historical turning points that marked the spread and influence of Islamic civilization?</p>	<p>Historical turning points</p> <ul style="list-style-type: none"> • Death of Ali: Sunni-Shi'a division • Muslim conquests of Jerusalem and Damascus • Islamic capital moved to Baghdad • Muslim defeat at the Battle of Tours <p>Fall of Baghdad to the Mongols</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in cultural interaction. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by d) citing cultural and scientific contributions and achievements of Islamic civilization.</p>	<p>Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.</p> <p>How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning?</p> <p>What were some contributions of Islamic civilization?</p>	<p>Cultural contributions and achievements</p> <ul style="list-style-type: none"> • Architecture (Dome of the Rock) • Mosaics • Arabic alphabet • Universities • Translation of ancient texts into Arabic <p>Scientific contributions and achievements</p> <ul style="list-style-type: none"> • Arabic numerals (adapted from India, including zero) • Algebra • Medicine <p>Expansion of geographic knowledge</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.</p>	<p>The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.</p> <p>During the Middle Ages, the Pope anointed the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.</p> <p>How and why did the Church grow in importance during the Middle Ages?</p>	<p>Foundations of early medieval society</p> <ul style="list-style-type: none"> • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes <p>Influence of the Roman Catholic Church</p> <ul style="list-style-type: none"> • Secular authority declined, while Church authority grew. • Monasteries preserved Greco-Roman cultural achievements. • Missionaries carried Christianity and Latin alphabet to Germanic tribes. • The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.) <p>Parish priests served religious and social needs of the people.</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>b) explaining the structure of feudal society and its economic, social, and political effects.</p>	<p>The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.</p> <p>How did a feudal society develop in Europe during the Middle Ages?</p> <p>How did the medieval manor function as a social and economic system?</p>	<p>Invasions shattered Roman protection over the Empire.</p> <p>Feudal society during the Middle Ages</p> <ul style="list-style-type: none"> • Fiefs • Vassals • Serfs • Feudal obligations <p>Manorial system during the Middle Ages</p> <ul style="list-style-type: none"> • Rigid class structure <p>Self-sufficient manors</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.</p>	<p>Frankish kings used military power to expand their territory.</p> <p>The alliance between Frankish kings and the Church re-established Roman culture (Christianity) in Western Europe.</p> <p>How did Charlemagne revive the idea of the Roman Empire?</p>	<p>Age of Charlemagne</p> <ul style="list-style-type: none"> • Franks emerged as a force in Western Europe. • The Pope crowned the Emperor. • Power of the Church was established in political life. • Roman culture was reinterpreted. • Most of Western Europe was included in the new empire. <p>Churches, roads, and schools were built to unite the empire.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>3rd Quarter (Third 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.</p>	<p>Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.</p> <p>How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?</p>	<p>Areas of settlement</p> <ul style="list-style-type: none"> • Angles and Saxons migrated from continental Europe to England. • Magyars migrated from Central Asia to Hungary. • Vikings migrated from Scandinavia to Russia. <p>Influence of the Angles, Saxons, Magyars, and Vikings</p> <ul style="list-style-type: none"> • Manors with castles provided protection from invaders, reinforcing the feudal system. <p>Invasions disrupted trade, towns declined, and the feudal system was strengthened.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by a) locating major trade routes.</p>	<p>During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.</p> <p>Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)?</p>	<p>Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)</p> <ul style="list-style-type: none"> • Silk Routes across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade <p>South China Sea and lands of Southeast Asia</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by</p> <p>b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions.</p>	<p>Regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture among Europe, Africa, and Asia.</p> <p>How did trade facilitate the diffusion of goods and ideas among different cultures?</p>	<p>Goods</p> <ul style="list-style-type: none"> • Gold from West Africa • Spices from lands around the Indian Ocean • Textiles from India, China, the Middle East, and later Europe • Porcelain from China and Persia • Amber from the Baltic region <p>Technology</p> <ul style="list-style-type: none"> • Paper from China through the Muslim world to Byzantium and Western Europe • New crops from India (e.g., for making sugar) • Waterwheels and windmills from the Middle East • Navigation: Compass from China, lateen sail from Indian Ocean region <p>Ideas</p> <ul style="list-style-type: none"> • Spread of religions across the hemisphere <ul style="list-style-type: none"> – Buddhism from China to Korea and Japan – Hinduism and Buddhism from India to Southeast Asia – Islam into West Africa, Central and Southeast Asia <p>Printing and paper money from China</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
4th Quarter (Fourth 4 1/2 weeks)			<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by</p> <p>c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.</p>	<p>Japanese cultural development was influenced by proximity to China.</p> <p>Shinto and Buddhism coexisted as religious traditions in the Japanese culture.</p> <p>How has Japan’s geography influenced its development?</p> <p>How did Chinese culture influence Japan?</p> <p>Why were Shinto and Buddhism important to the development of Japanese culture?</p>	<p>Location and place</p> <ul style="list-style-type: none"> • Mountainous Japanese archipelago (four main islands) • Sea of Japan or East Sea between Japan and Asian mainland • Proximity to China and Korea <p>Influence of Chinese culture</p> <ul style="list-style-type: none"> • Writing • Architecture • Buddhism <p>Shinto</p> <ul style="list-style-type: none"> • Ethnic religion unique to Japan • Importance of natural features, forces of nature, and ancestors • State religion; worship of the emperor <p>Coexistence with Buddhism</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by</p> <p>d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.</p>	<p>African civilizations developed in sub-Saharan west and east Africa.</p> <p>Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.</p> <p>States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.</p> <p>What were the characteristics of civilizations in sub-Saharan Africa during the medieval period?</p>	<p>Axum</p> <ul style="list-style-type: none"> • Location relative to the Ethiopian Highlands and the Nile River • Christian kingdom <p>Zimbabwe</p> <ul style="list-style-type: none"> • Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast • City of “Great Zimbabwe” as capital of a prosperous empire <p>West African kingdoms</p> <ul style="list-style-type: none"> • Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara • Importance of gold and salt to trans-Saharan trade • City of Timbuktu as center of trade and learning <p>Roles of animism and Islam</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>			<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan by</p> <p>a) describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features;</p> <p>b) describing cultural patterns and political and economic structures.</p>	<p>The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico</p> <p>What were the characteristics of the Mayan, Aztec, and Incan civilizations?</p>	<p>Mayan civilization</p> <ul style="list-style-type: none"> • Located in the Mexican and Central American rain forests • Represented by Chichén Itzá • Groups of city-states ruled by kings • Economy based on agriculture and trade • Polytheistic religion: Pyramids <p>Aztec civilization</p> <ul style="list-style-type: none"> • Located in arid valley in central Mexico • Represented by Tenochtitlan • Ruled by an emperor • Economy based on agriculture and tribute from conquered peoples • Polytheistic religion: Pyramids, rituals <p>Incan civilization</p> <ul style="list-style-type: none"> • Located in the Andes Mountains of South America • Represented by Machu Picchu • Ruled by an emperor • Economy based on high-altitude agriculture • Polytheistic religion • Road system <p>Achievements of Mayan, Aztec, and Incan civilizations</p> <ul style="list-style-type: none"> • Calendars • Mathematics <p>Writing and other record-keeping systems</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>			<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by</p> <p>a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each.</p>	<p>European monarchies consolidated their power and began forming nation-states in the late medieval period.</p> <p>How did European nation-states expand their territories and consolidate their power?</p>	<p>England</p> <ul style="list-style-type: none"> • William the Conqueror, leader of the Norman Conquest, united most of England. • Common law had its beginnings during the reign of Henry II. • King John signed the Magna Carta, limiting the king’s power. • The Hundred Years’ War between England and France helped define England as a nation. • Evolution of Parliament. <p>France</p> <ul style="list-style-type: none"> • Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France. • The Hundred Years’ War between England and France helped define France as a nation. • Joan of Arc was a unifying factor. <p>Spain</p> <ul style="list-style-type: none"> • Ferdinand and Isabella unified the country and expelled Jews and Moors. • Spanish Empire in the Western Hemisphere expanded under Charles V.

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>			<p>Russia</p> <ul style="list-style-type: none"> • Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation. • Power was centralized in the hands of the tsar. <p>The Orthodox Church influenced unification.</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople.</p>	<p>Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.</p> <p>Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.</p> <p>Ottoman Turks conquered the Byzantine Empire.</p> <p>What were key events and effects of the Crusades?</p> <p>What were the effects of the Mongol invasions?</p> <p>What were the effects of the Ottoman invasions of Europe?</p>	<p>Key events of the Crusades</p> <ul style="list-style-type: none"> • Pope Urban’s speech • The capture of Jerusalem • Founding of Crusader states • Loss of Jerusalem to Saladin • Sack of Constantinople by western Crusaders <p>Effects of the Crusades</p> <ul style="list-style-type: none"> • Weakened the Pope and nobles; strengthened monarchs • Stimulated trade throughout the Mediterranean area and the Middle East • Left a legacy of bitterness among Christians, Jews, and Muslims • Weakened the Byzantine Empire <p>Mongol armies</p> <ul style="list-style-type: none"> • Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside • Created an empire <p>Constantinople</p> <ul style="list-style-type: none"> • Fell to the Ottoman Turks in 1453, ending the Byzantine Empire Became capital of the Ottoman Empire

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>			<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by</p> <p>c) identifying patterns of crisis and recovery related to the Black Death (Bubonic plague).</p>	<p>In the fourteenth century, the Black Death (Bubonic plague) decimated the population of much of Asia and then the population of much of Europe</p> <p>How did the Black Death (Bubonic plague) alter economic and social institutions in much of Asia and then in Europe?</p>	<p>Impact of the Black Death (Bubonic plague)</p> <ul style="list-style-type: none"> • Decline in population • Scarcity of labor • Towns freed from feudal obligations • Decline of Church influence <p>Disruption of trade</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.</p>	<p>Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.</p> <p>How did European scholars begin to interpret and value ancient learning?</p>	<p>Church scholars</p> <ul style="list-style-type: none"> • Were among the very few who could read and write • Worked in monasteries • Translated Greek and Arabic works into Latin • Made new knowledge in philosophy, medicine, and science available in Europe <p>Laid the foundations for the rise of universities in Europe</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by a) identifying the economic foundations of the Italian Renaissance.</p>	<p>The Crusades stimulated trade by introducing Europeans to many desirable products.</p> <p>Trade promoted frequent contacts with the Byzantine and Muslim Empires.</p> <p>New economic institutions developed.</p> <p>How did the Crusades stimulate trade between Europe and the Muslim Empire?</p> <p>What were the economic foundations of the Italian Renaissance</p>	<p>Economic effects of the Crusades</p> <ul style="list-style-type: none"> • Increased demand for Middle Eastern products • Stimulated production of goods to trade in Middle Eastern markets • Encouraged the use of credit and banking <p>Important economic concepts</p> <ul style="list-style-type: none"> • Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy. • Letters of credit served to expand the supply of money and expedite trade. <p>New accounting and bookkeeping practices (use of Arabic numerals) were introduced.</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in <i>The Prince</i>.</p>	<p>Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.</p> <p>Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.</p> <p>How did northern Italian cities benefit from their geographic location?</p> <p>How did Italian city-states achieve importance and develop politically?</p> <p>What were Machiavelli’s ideas about power?</p>	<p>Florence, Venice, and Genoa</p> <ul style="list-style-type: none"> • Had access to trade routes connecting Europe with Middle Eastern markets • Served as trading centers for the distribution of goods to northern Europe • Were initially independent city-states governed as republics <p>Machiavelli’s <i>The Prince</i></p> <ul style="list-style-type: none"> • An early modern treatise on government • Supports absolute power of the ruler • Maintains that the end justifies the means <p>Advises that one should not only do good if possible, but do evil when necessary</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

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<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by</p> <p>c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch.</p>	<p>The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular</p> <p>How did the arts and literature of the Renaissance differ from those of the Middle Ages?</p> <p>Who were prominent Italian Renaissance artists and writers?</p> <p>How did knowledge of the classical Greeks and Romans foster humanism in the Italian Renaissance?</p>	<p>Medieval art and literature focused on the Church and salvation, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity.</p> <p>Artistic and literary creativity</p> <ul style="list-style-type: none"> • Leonardo da Vinci: <i>Mona Lisa</i> and <i>The Last Supper</i> • Michelangelo: Ceiling of the Sistine Chapel and <i>David</i> • Petrarch: Sonnets, humanist scholarship <p>Humanism</p> <ul style="list-style-type: none"> • Celebrated the individual • Stimulated the study of classical Greek and Roman literature and culture <p>Supported by wealthy patrons</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

Time Frame	SOL Objective/ Competency	Essential Understandings/Questions	Essential Knowledge/Skills
<p>4th Quarter (Fourth 4 1/2 weeks)</p>	<p>The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by</p> <p>d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.</p>	<p>With the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. The art and literature of the Italian Renaissance changed as people of different cultures adopted Renaissance ideas.</p> <p>How did ideas of the Italian Renaissance change as they were adopted in northern Europe?</p> <p>Who were important artists and writers of the Northern Renaissance?</p>	<p>Northern Renaissance</p> <ul style="list-style-type: none"> • Growing wealth in Northern Europe supported Renaissance ideas. • Northern Renaissance thinkers merged humanist ideas with Christianity. • The movable type printing press and the production and sale of books (e.g., Gutenberg Bible) helped disseminate ideas. <p>Northern Renaissance writers</p> <ul style="list-style-type: none"> • Erasmus: <i>The Praise of Folly</i> (1511) • Sir Thomas More: <i>Utopia</i> (1516) <p>Northern Renaissance artists portrayed religious and secular subjects.</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>