



Department	History/Social Science		Course Title	Medieval World History		Course Code	2138		
Grade Level	7		Short Title	Medieval World History		Grad Requirement Subject	No		
Course Length	1 year	Credits per Semester	5	Approved for Honors	Yes	Required	Yes	Elective	No
Prerequisites	None								
Co-requisites	None								
Articulated with LBCC	No		Articulated with CSULB				No		
Meets UC "a-g" Requirement	No		Meets NCAA Requirement				No		
Teaching Credential(s)	Social Science								

COURSE OVERVIEW:

During the 7th grade year, students study world history and geography during the medieval and early modern eras. The medieval and early modern periods provide students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Over this period, the regions of the world became more and more interconnected. Although societies were quite distinct from each other, there were more exchanges of people, products, and ideas in every century. For this reason, world history in this period can be a bewildering catalog of names, places, and events that impacted individual societies, while the larger patterns that affected the world are lost. To avoid this, the focus must be on questions that get at the larger world geographical, historical, economic, and civic patterns. To answer these questions, students study content-rich examples and case studies, rather than surveying all places, names, and events superficially. Students approach history not only as a body of content (such as events, people, ideas, or historical accounts) to be encountered or mastered, but as an investigative discipline. They analyze evidence from written and visual primary sources, supplemented by secondary sources, to form historical interpretations. Both in writing and speaking, they cite evidence from textual sources to support their arguments.¹

EXPECTED OUTCOMES:

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content standards for Medieval and Early Modern World History, as well as historical thinking skills and skills called out in the *Common Core State Standards* and the *Standards for Career Ready Practice*. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

¹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Explain long-term growth, despite some temporary dips, in the world’s population, beyond any level reached in ancient times. A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined.
- Trace technological advances that gave humans power to produce greater amounts of food and manufactured items, allowing global population to keep rising.
- Understand an increase in the interconnection and encounters between distant regions of the world. Expansion of long-distance sea-going trade, as well as commercial, technological, and cultural exchanges. By the first millennium BCE, these networks spanned most of Afroeurasia (the huge interconnected landmass that includes Africa, Europe, and Asia). In the Americas, the largest networks were in Mesoamerica and the Andes region of South America. After 1500 CE, a global network of intercommunication emerged.
- Analyze the rise of more numerous and powerful kingdoms and empires, especially after 1450 CE, when gunpowder weapons became available to rulers.
- Evaluate the increasing human impact on the natural and physical environment, including the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown.²
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
- Articulate concepts important to the study of Medieval and Early Modern World history such as civilization, militarism, encounter, cultural diffusion, trade, Enlightenment, exploration, revolution, and others.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to Medieval and Early Modern World history.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and express varying perspectives.
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Historical Thinking Skills:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Causes and Consequences: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?³

² The first set of objectives come from the *History-Social Science Framework for California Public Schools*, 2016.

³ These thinking skills come from Siexas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

Academic Standards:

Grade Seven- World History and Geography: Medieval and Early Modern Times:

from the History-Social Science Framework for California Public Schools, adopted by the California State Board of Education in March, 2001

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China and the Middle Ages.
- 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- 7.9 Students analyze the historical developments of the Reformation.
- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

- 6-8 R1: Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8 R3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- 6-8 R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8 R5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6-8 R6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 6-8 R7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8 R8: Distinguish among fact, opinion, and reasoned judgment in a text.
- 6-8 R9: Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

6-8 R10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12: from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

6-8 W1: Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

6-8 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8 W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.

6-8 W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6-8 W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8 W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8 W9: Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

6-8 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES:

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the

impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

7.1-7.11- refers to the History-Social Science Framework for California Public Schools.

R or W- refers to the standards California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Unit 1: Introduction to Historical Thinking and the World at 300CE

Duration: 2 Weeks

Description: In this introductory unit students learn to think like a historian, developing skills that reflect disciplinary practices. Rather than rote memorization of facts, history becomes an inquiry into past events. Throughout the year, students will develop proficiency in five historical thinking skills: historical significance, evidence, continuity and change, cause and consequence, and historical perspectives. This first unit helps students learn that history is the story we tell about the past, based on interpreting evidence to create an argument that addresses a central historical question. By using events from their lives, students examine the strengths and weaknesses of primary and secondary sources. With guidance from the teacher, students learn what questions to ask of sources and how to evaluate source reliability and relevance. Using evidence, students create arguments about what makes a historical event more significant than others. In addition to introducing the tools of history, this unit serves an introduction to world regions and interconnections as of the year 300 CE. Students will study the interconnections of world cultures in 300 CE. The world's people were fundamentally divided into two regions: Afroeurasia or the Eastern Hemisphere, and the Americas, or the Western Hemisphere. The teacher explains that a central question of the seventh grade world history course is: How did the distant regions of the world become more interconnected through medieval and early modern times?⁴

Essential Questions:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How interconnected were the distant regions of the world in 300 CE?

Suggested Activities and Materials:

Students will...

- Discover the multiple meanings of history and recognize why it is important to study history.
 - Snapshot Autobiography. *Stanford History Education Group*. Web. 2016. <http://sheg.stanford.edu/snapshot-autobiography>>⁵
- Evaluate the validity of sources and corroborate the information in order to develop historical opinions based on primary and secondary source evidence.
 - Evaluating Sources. *Stanford History Education Group*. Web. 2016. <http://sheg.stanford.edu/evaluating-sources>>⁶
- Apply an understanding of historical interpretation by explaining competing sources of evidence.

⁴ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

⁵ You must create a free login to access resources on this site.

⁶ You must create a free login to access resources on this site.

- Augustus: What Kind of Leader Was Augustus? *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/augustus>>⁷
- Explain interconnectedness of world regions after discussing the WHFUA PowerPoint.
 - Patterns of Interregional Unity. *World History For Us All*. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/five/panorama/Era05_pan.php>
- Identify the difference between BC/AD and BCE/CE and apply new learnings to a timeline.
 - BC or AD? That is the Question. *Ohio Department of Education*. Web. 2016. <http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S01_BA_L06_I02_01.pdf>
- Identify the ways in which archaeologists uncover history and determine how historians use the archaeological record to interpret past events.
 - Observing Artifacts: Ancient Civilizations. *University of California, Berkeley: History-Social Science Project*, 2013. Web. 2016. <<http://ucbhssp.berkeley.edu/content/observing-artifacts-ancient-civilizations>>
- Watch a video and create a partial Multi-Flow map with the causes of cultural diffusion and exchange.
 - The Modern Revolution. *Big History Project*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/5#intro>>⁸

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapter 1.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

Unit 2: Rome and Christendom, 300 CE to 1100**Duration:** 4 Weeks

Description: This unit builds on the sixth-grade study of Roman civilization. Students analyze what effect geographic location had on the Roman Empire and on the Germanic peoples who lived in the northern forests beyond the Danube and Rhine rivers. Students map the extent of the empire and label the most important provinces (Egypt, Spain, Gaul, Greece, Syria, Palestine) and bodies of water. They also examine Roman buildings and roads to see the application of the two most important Roman technological innovations: the arch and cement. Students analyze Rome as a the site of encounter, new products, ideas, and technologies are often created because of the exchange. The Romans had an official state religion (Jupiter, Juno, deified former emperors) but they allowed people they had conquered to follow other religions. However, after some Jews rebelled against Roman rule, the Romans exiled many Jews from Palestine, which led to the diaspora, or spreading out, of Jewish communities across Afroeurasia. Christians also got into trouble with Roman authorities because Christians refused to attend the official sacrifices to the Roman gods. The Roman authorities sometimes persecuted Christians and executed them, but at other times, Christians were left alone. Students examine factors that might have contributed to the collapse of western Rome: declining financial resources, political corruption and insubordinate military groups, excessive reliance on slave labor, depopulation from epidemics, and worsening frontier assaults, as the Huns migrated westward and pushed waves of Germanic tribes into the empire.⁹

Essential Questions:

⁷ You must create a free login to access resources on this site.

⁸ You must create a free login to access resources on this site.

⁹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Continuity and Change/Causes and Consequences: How do leaders gain and maintain power over people and territories?
- Causes and Consequences: What were the causes and effects of the Fall of the Western Roman Empire?
- Continuity and Change: How did life for Christians change following the conversion of Constantine?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- DBQ - [What Were the Primary Reasons for the “Fall” of Rome?](#)

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ– Fall of Rome
- TDQ– Roman Legacy

Suggested Activities and Materials:

Students will ...

- Compare the textbook account to an additional source to determine why the Roman Empire persecuted Christians.
 - Roman Empire and Christianity. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/roman-empire-christianity>>¹⁰
- Analyze the primary source document to determine various causes for the fall of Rome.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. “Letter 123,” p. R36.
- Investigate the ancient city of Rome in order to identify reasons for the empire’s demise.
 - Ancient Rome. *Khan Academy*. Web. 2016. <<https://www.khanacademy.org/humanities/ancient-art-civilizations/roman/beginners-guide-rome/v/a-tour-through-ancient-rome-in-320-c-e>>
 - Can be used as an extension or as an activity comparing Rome to modern day society.
- Explore Byzantium by analyzing the historical overview, maps, and timeline about this empire.
 - The Byzantine Empire. Explore Byzantium. Web. 2003. <<http://byzantium.seashell.net.nz/>>
- Analyze documents about Christianity and explain how Christianity took hold in the ancient world.
 - Mini DBQ Project: How did Christianity take Hold in the Ancient World?
- Explain the importance of sourcing in order to write about the a meeting between Attila and Pope Leo.
 - Attila and Pope Leo. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/attila-pope-leo>>¹¹
- Explore The Byzantine Empire at its height and understand Constantinople’s role as a center of trade, government, and religion.
 - TCI: Activity 2.1. “The Byzantine Empire”
 - Mini DBQ Project: What is the Primary Reason to Study the Byzantines?
- Evaluate the evidence and decide whether Rome had a positive or negative influence on the world.
 - History Mystery Labs: Roman Empire. *MrRoughton.com*. Web. 2016. <<http://www.mrroughton.com/roman-empire>>
- Consider Roman relationships with border peoples and determine the empire’s ability to manage its vast territory.
 - Vikings: The North Atlantic Saga. *Smithsonian: National Museum of Natural History*. Web. <<http://naturalhistory.si.edu/vikings/>>

¹⁰ You must create a free login to access resources on this site.

¹¹ You must create a free login to access resources on this site.

- Evaluate the impact of Charlemagne on Feudal Europe and world history.
 - Charlemagne’s Charter of the Holy Roman Empire. *Yale Law School: The Avalon Project*. <<http://avalon.law.yale.edu/medieval/capitula.asp>> (Source needs to be modified)

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapter 2.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
- 7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
- 7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Unit 3: World of Islam

Duration: 4 Weeks

Description: This unit examines the geography of Southwestern Asia (including the Middle East), the Persian Sasanian Empire, the emergence and development of Islam, the Umayyad and Abbasid Caliphates, and the spread of Islam, and interactions at three sites of encounter, Baghdad in the eighth century, Sicily in the twelfth century, and Cairo in the fourteenth century. Students examine the physical features and natural systems of the Arabian Peninsula and the human improvements to farming practices which increased supplies of food. Students consider the spread of the Muslim Empire and Islam as one way people of different cultures interact. Finally, students analyze visuals of libraries, schools, and scientific drawings from Muslim manuscripts, the circulation of “Arabic” numerals, and words of Arabic origin (such as algebra, candy, mattress, rice) to better understand contributions of Muslim Empires.¹²

Essential Questions:

- Causes and Consequences: How did geography affect the spread of Islam?
- Continuity and Change: How did the spread of Islam affect the connectedness of Afroeurasia?
- Causes and Consequences: How did cities foster the spread of ideas?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an explanatory essay. Complete the following Document Based Question.

- **DBQ - Why Did Islam Spread so Quickly?**

¹² This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- ISLAM – Origins of Islam
- TDQ- ISLAM – Muslim States

Suggested Activities and Materials:

Students will ...

- Understand the geography of the Arabian Peninsula and analyze its relationship to the nomadic and sedentary ways of life. Students will examine the slides and create a cause and effect thinking map.
 - TCI: Activity 1.1. “Adapting to the Geography of the Arabian Peninsula”
- Describe the life early of Muhammad, his call to prophethood, and the basic principles of his teachings. Students will create an Open Mind depicting their learnings while being sensitive to Islamic traditions.
 - TCI: Activity 1.2. “The Prophet Muhammad”
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. “Sunnah,” p. R38.
- Describe and evaluate the basic beliefs of Islam and list its two major authoritative sources. Students will evaluate which pillar was most important to the expansion of Islam during the Medieval period.
 - Primer on Islamic Beliefs and Practices. *World History for Us All*. Web. 2016. <<https://cmes.uchicago.edu/sites/cmes.uchicago.edu/files/uploads/Global/WHFUA-Era5-landscape2-basicbeliefsexcerpt.pdf>>
- Compare and contrast Muslim and Christian ideologies by creating a double bubble thinking map.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. “Islam,” pp.R68-R69.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. “Christianity,” pp.R64-RR65.
- Examine the three provided documents and determine the causes for the rapid expansion of Islam.
 - Expansion of the Early Islamic Empire. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/expansion-islamic-empire>>¹³
- Analyze the Muslim achievements during the Golden Age and evaluate the impact of their contributions on medieval world history.
 - TCI: Activity 3.1. “The Golden Age of Muslims”
 - Placards can be analyzed in groups or individually as a Gallery Walk
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. “The Itinerary of Benjamin of Tudela,” p. R39.
 - An Extensive Collection of Publications, Images, and Video of the Built Environment of Muslim Societies. *Archnet*. Web. 2016. <<http://archnet.org/>>
- Explore the relationships between components of the natural system and the social systems of Arabia- specifically those related to trade and commerce.
 - Arabic Trade Networks: Growth and Expansion in the Middle Ages. *California Education and the Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=50>>
- Evaluate the significance of Cairo as a site of encounter and explore the Islamic trade and pilgrimage network.
 - Sites of Encounter in the Medieval World Lesson #3: Cairo. *History Blueprint*. 2014. <<http://chssp.ucdavis.edu/programs/historyblueprint/soe-3-cairo-lesson.pdf>>¹⁴
 - Focus on steps 1-3 in the above resource.

¹³ You must create a free login to access resources on this site.

¹⁴ You must create a free login to access resources on this site.

- Examine the artifacts and explore the website in order to understand Arab culture before and after the arrival of Islam.
 - Discover the Arab World. *The British Museum*. Web. 2016.
<http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_arab_world.aspx>

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapters 3-4.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
- 7.2.1 Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
- 7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
- 7.2.3 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
- 7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
- 7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
- 7.2.6 Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

Unit 4: West Africa

Duration: 3 Weeks

Description: This unit begins by looking at traditional West African society during the Ghana and Mali empires. Students examine the effect of the allocation of natural resources on the development of trade networks and how these networks connected Ghana and Mali to the rest of Afroeurasia. West Africa contained rich deposits of gold. Both Muslim and Christian rulers and traders in the Mediterranean region craved African gold, notably for coinage. West African merchants acquired gold from mines in the Sudan and shipped it to towns in the Sahel, where Arab and Berber merchants carried the gold north on trans-Saharan camel caravan routes. Some of this African bullion then flowed into Europe or eastward toward India. The students investigate the spread of Islam and its influence on West African society and government. Finally, students debate Arab/North African and West African perspectives on West African kingdoms.¹⁵

Essential Questions:

- Causes and Consequences: How did geography affect the development and expansion of the Ghana and Mali empires and the trade networks that connected them to the rest of Afroeurasia?

¹⁵ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Causes and Consequences: Why was Mali a site of encounter? What were the effects of the exchanges at Mali?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- AFRICA – The Empire of Ghana

Suggested Activities and Materials:

Students will ...

- Examine the emergence of early human societies in Africa and identify migration patterns of people throughout the continent.
 - Migration and Change in Africa south of the Sahara 1000 - 200 CE. *World History for Us All*. Web. 2016 <<http://worldhistoryforusall.sdsu.edu/eras/era4.php>>
- Analyze the provided sources to evaluate the historical significance of Mansa Musa's religious journey.
 - Mini DBQ Project Mansa Musa's Hajj: A Personal Journal
 - Optional: Students create a travel brochure instead of the personal journal.
 - Mansa Musa. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/mansa-musa>>¹⁶
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. "The Chronicle of the Seeker," p. R41.
- Examine the documents and describe the characteristics of the Muslim world in the 1320's.
 - Ibn Battuta: What was the Muslim World Like in the 1320s? *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/ibn-battuta>>¹⁷
- Evaluate the importance of Mali as a site of encounter and determine the effects of the exchanges that occurred there.
 - Sites of Encounter of the Medieval World Lesson #4: Mali. *History Blueprint*. Web. 2014. <<http://chssp.ucdavis.edu/programs/soe-4-mali-final.pdf>>
 - The Wealth of Africa: The Kingdom of Mali. *The British Museum*. Web. 2010. <https://www.britishmuseum.org/pdf/KingdomOfMali_StudentsWorksheets.pdf>
- Explore the African continent and analyze the impact of Islam on the people, culture, and belief systems.
 - The Story of Africa. *British Broadcast Company*. Web. 2016. <<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/>>

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapter 5.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of

¹⁶ You must create a free login to access resources on this site.

¹⁷ You must create a free login to access resources on this site.

states and cities in West Africa.

- 7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
- 7.4.4 Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
- 7.4.5 Describe the importance of written and oral traditions in the transmission of African history and culture.

Unit 5: China

Duration: 3 Weeks

Description: From 300 to 1300 China had a larger population and economy than any other region in the world. After a long period of disunity, China was re-united under the Sui and Tang Dynasties. These dynasties incorporated aspects of Confucianism and Buddhism to support and shape their rule. The Tang Dynasty's influence expanded along the Silk Road to the border of the Abbasid Empire. Following the study of the Tang, this unit continues to examine China under the Song, Yuan, and Ming Dynasties. Students consider how leaders gain and maintain power over people and territories. As the unit progresses, students will learn about the advances in agriculture and technology that allowed China to become the most populous and richest civilization in the middle ages. In response to this, students are asked to consider if medieval is an appropriate description for China.¹⁸

Essential Questions:

- Continuity and Change: How do leaders gain and maintain power over people and territories?
- Continuity and Change: How did the renewal of Silk Road trade influence the interconnectedness of the world?
- Historical Perspectives/Cause and Consequences: Why was Quanzhou a site of encounter?
- Historical Perspectives: Is Medieval an appropriate description for China during this time?

Suggested Activities and Materials:

Students will ...

- Evaluate the importance of Quanzhou as a site of encounter and determine its effects on world history.
 - Sites of Encounter in the Medieval World Lesson #2: Quanzhou. *History Blueprint*. Web. 2014. <<http://chssp.ucdavis.edu/programs/historyblueprint/soe-2-quanzhou-final.pdf>>
 - This lesson also includes resources that help students determine whether medieval is an appropriate term for China in the middle ages.
- Explain why belief systems change.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. Changes in Belief Systems, pps. 214-216.
- Evaluate the influence of Confucianism and Daoism on Chinese government and law.
 - Confucianism and Daoism. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/confucianism-daoism>>¹⁹
- Analyze pictures about trade and exchange in order to explain the importance of the Silk Road.
 - Taking a Trip Down the Silk Road. *Big History Project*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/4#how-cultures-connect>>²⁰
- Investigate the inventions of the Chinese during the Medieval Period and determine their impact on world history by completing a gallery walk of the placards included in the link below.

¹⁸ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

¹⁹ You must create a free login to access resources on this site.

²⁰ You must create a free login to access resources on this site.

- Chinese Inventions Packet. *Wyoming City Schools*. Web. 2016.
<<http://ww2.wyomingcityschools.org/~zollerjw/Q1Files/InventionsPacket.pdf>>
 - Optional: Students choose an invention and create an advertisement poster that explains why the invention had the largest impact on world history.
- Genius Across the Centuries. *California Education and the Environment Initiative*. Web. 2016.
<<http://www.californiaeei.org/curriculum/unit?unitid=51>>
- Analyze the ancient to medieval artwork to determine what changed and what remained the same in China's history.
 - Chinese Art. *The British Museum*. Web. 2016.
<http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_chinese_art.aspx>
 - Chinese Dynasty Guide. *Art of Asia*. Web. 2016.
<<http://archive.artsmia.org/art-of-asia/history/chinese-dynasty-guide.cfm>>

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapter 7.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
- 7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
- 7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
- 7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
- 7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
- 7.3.6 Describe the development of the imperial state and the scholar-official class.

Unit 6: Japan

Duration: 2 Weeks

Description: This unit examines the China's cultural influence on Japan under the rule of Prince Shotoku and then the development of Japan's culture under the Heian era and later under the military rule of the Shogunates. From about 1000 CE, the Japanese aristocratic class creatively combined Chinese and Korean ideas with Japanese ways to form a new civilization with distinctive institutions, literature, and arts. Japanese officials adopted rules of government derived from imperial China but tailored them to their own smaller population and territory. Scholars developed a writing system that used simplified Chinese characters to represent Japanese sounds. Moreover, several aristocratic women wrote literary works in Japanese. Japan had an emperor, but the emperor and his court had no real power. Clans continued to control regional areas of Japan. Important clans fought each other for more land, power, and control over the weak central government. In the 1180s, the Miramoto clan dominated Japan. They instituted a military government headed by a "great general," or *shogun*. The highest social status in the clan and in society went to the *samurai*, professional fighters. Most samurai were vassals of clan leaders, or *daimyo*, in a system that was similar to feudal lordship in Christendom at the same time. Samurai were dedicated to a

code of courage, honor, and martial skill. During those centuries, Japan's agriculture, population, and urbanization continued to expand. Exchanges with China and Korea grew, as merchants traded luxury goods in return for Japanese silver, copper, timber, and steel swords. By 1300, East Asia was an interconnected region dominated economically and culturally by China.²¹

Essential Questions:

- Cause and Consequences: How did Chinese culture influence Japan?
- Cause and Consequences: How did geography influence Japan's development?
- Cause and Consequences: What influence did samurai customs and values have on the government and society of medieval Japan?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- Samurai and Shoguns

Suggested Activities and Materials:

Students will ...

- Investigate and analyze placards of daily life in Feudal Japan to determine the characteristics of Japanese society during the Medieval Period.
 - TCI: Activity 3.3. "Kabuki Dramas of Life in Feudal Japan"
- Read and analyze *The Tale of Genji* in order to determine its portrayal of women living in feudal Japan and its lasting impact on Japanese culture.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. The Tale of Genji, p. R44.
 - Craig Emmot. *Summary of the Tale of Genji*. Web. 2001-2015. <<http://www.taleofgenji.org/summary.html>>
 - The Tale of Genji. *UNESCO Global Heritage Pavilion*. Web. 2000. <http://webworld.unesco.org/genji/en/part_1/10-56.shtml>
 - Judy Simon. The Heian Period in Japan. *University of California, Los Angeles*. Web. 2016. <<https://centerx.gseis.ucla.edu/history-geography/documents/Lives%20of%20women%20in%20the%20Heian%20Period.pdf>>
- Examine the development of the warrior class and determine its role in feudal Japan.
 - Samurai and Bushido. *History*. Web. 2016. <<http://www.history.com/topics/samurai-and-bushido>>
 - Gempel War in Medieval Japan. *University of California, Berkeley: History-Social Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/gempei-war-medieval-japan>>
- Analyze the historical significance of Prince Shotoku and evaluate his impact of Japanese culture.
 - Shomara Gooden. Prince Shotoku. *University of California, Los Angeles*. Web. 2016. <<https://centerx.gseis.ucla.edu/history-geography/documents/Prince%20Shotoku.pdf>>
- Evaluate how contact with Korea influenced Japanese religion, specifically Buddhism.
 - Buddhism in Medieval Japan. *University of California, Berkeley: History-Social Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/buddhism-medieval-japan>>
- Analyze the ancient to medieval artwork to determine what changed and what remained the same in Japan's history.
 - Guide to Japanese Historic Periods. *Art of Asia*. Web. 2016. <<http://archive.artsmia.org/art-of-asia/history/japan-historical-periods.cfm>>

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapter 8.

²¹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
- 7.5.1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
- 7.5.2 Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
- 7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
- 7.5.4 Trace the development of distinctive forms of Japanese Buddhism.
- 7.5.5 Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
- 7.5.6 Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

Unit 7: Feudalism in Europe

Duration: 4 Weeks

Description: In the fourth and fifth centuries, the Western Roman Empire fragmented, causing the population to fall, cities to shrink, and agriculture to contract. As the empire shrank, Germanic armies and migrants overran Europe, dividing the region into small rudimentary kingdoms. Local leaders and landholders were much more effective rulers of their small territories. In the Middle Ages, all power was local, not centralized in a state. Over the next few centuries, there was little trade, and most cities disappeared. Local power, established in parts of Western Christendom through feudal relations, was the key to defeating the invaders. In feudalism, kings and powerful regional rulers offered protection and farm estates to less powerful knights in return for loyalty and military service. In the tenth century, serfs and free peasants employed new technologies to cultivate new farmland and boost agricultural production. In the Middle Ages, people called the Christian parts of Europe “Christendom,” which shows that an important part of their identity was being Christian. Since kings and states were so weak, the Church, whose hierarchy of clerics extended from the Pope down to the village priest, became the largest, most integrated organization in Europe.²²

Essential Questions:

- Causes and Consequences: How did feudalism create stability during a time of chaos?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- DBQ - [Samurai and Knights: Were the Similarities Greater than the Differences?](#)

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - The Development of Feudalism

Suggested Activities and Materials:

²² This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

Students will ...

- Discuss the historical events, ideas, and figures that shaped the development of feudalism.
 - TCI: Activity 3.2. “The Development of Feudalism in Western Europe.”
- Examine how Feudalism served as a mechanism for controlling access to and the use of ecosystem goods and services in medieval Europe.
 - Managing Nature’s Bounty: Feudalism in Medieval Europe. *California Education and the Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=52>>
- Evaluate the significance of Sicily as a site of encounter and discuss its role feudal Europe.
 - Sites of Encounter in the Medieval World Lesson #1: Sicily. *History Blueprint*. 2014. <<http://chssp.ucdavis.edu/programs/historyblueprint/soe-1-sicily-final-1.pdf>>
- Examine the slides in order to reflect on the foundations of the Catholic Church and evaluate its influence on Western Europe during the Medieval period.
 - TCI: Activity 4.1. “The Role of the Church in Medieval Europe”
- Analyze the various documents provided on the website to evaluate the power of the Catholic Church in feudal Europe.
 - The Medieval Church. Medieval Church.org.uk. Web. <<http://www.medievalchurch.org.uk/>>
- Analyze the different aspects of daily life in Medieval Europe.
 - The Middle Ages. *Annenberg Foundation*. Web. 2016. <<http://www.learner.org/interactives/middleages/>>
 - Perspectives on Medieval Cities. *Florilegium Urbanum*. Web. 2016. <<http://users.trytel.com/~tristan/towns/florilegium/flor01.html>>
- Identify the role of women in the Catholic Church during the Medieval Period.
 - Women’s religious communities, 400-1600 CE. *Monastic Matrix*. Web. 2016. <<http://monasticmatrix.osu.edu/>>
 - Epistolae: Medieval Women’s Letters. *Columbia University*. Web. 2016. <<https://epistolae.ccnmtl.columbia.edu/>>
- Evaluate the importance of Majorca as a site of encounter and determine its effects on world history.
 - Sites of Encounter in the Medieval World Lesson #5: Majorca. *History Blueprint*. 2014. <<http://chssp.ucdavis.edu/programs/historyblueprint/soe-5-majorca-final.pdf>>
- Determine the causes of the Hundred Years’ War in Europe and evaluate the historical significance of Joan of Arc.
 - Witnesses to Joan of Arc and the Hundred Years’ War. *National Endowment for the humanities: Edsitement*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/witnesses-joan-arc-and-hundred-years-war>>

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapters 9.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- 7.6.1 Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
- 7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
- 7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

- 7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
- 7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
- 7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

Unit 8: Sites of Encounter in Medieval World, 1100-1490

Duration: 4 Weeks

Description: During the late middle ages there were tremendous innovations in agriculture and technology which allowed for growth in population and increased interconnectedness. The Mongol empire played a prominent role in these changes. Students will examine the positive and negative effects of the Mongols' conquest. While Europe had one of the least developed economies, it was one of the fastest growing as Europeans desire for products from Asia increased.²³

Essential Questions:

- Continuity and Change: How did the Crusades, the Black Death, and the Hundred Years War change life in Europe?
- Cause and Consequences: How did the Mongol Empire conquer and unify Afroeurasia?
- Cause and Consequences: How did the Indian Ocean Trade Network effect Afroeurasian societies?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Medieval Europe and the Ottoman Empire
- TDQ - The Mongol Empire

Suggested Activities and Materials:

Students will ...

Middle East Suggested Activities:

- Analyze the documents in order to determine the impact of Christian soldiers entering Muslim controlled Jerusalem.
 - The First Crusade. *Stanford History Education Group*. Web. 2016.
<http://sheg.stanford.edu/upload/V3LessonPlans/First%20Crusade%20Lesson%20Plan_0.pdf>²⁴
- Evaluate the significance of Cairo as a site of encounter and explore the Islamic trade and pilgrimage network.
 - Sites of Encounter in the Medieval World Lesson #3: Cairo. *History Blueprint*. 2014.
<<http://chssp.ucdavis.edu/programs/historyblueprint/soe-3-cairo-lesson.pdf>>²⁵
 - Focus on steps 1-3 in the above resource.

Afro-Eurasian Trade Network Suggested Activities:

²³ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

²⁴ You must create a free login to access resources on this site.

²⁵ You must create a free login to access resources on this site.

- Investigate the Mongol empire and analyze the consequences of their accession to power on the Eurasian continent.
 - Mongol Empire Builders. *World History for Us All*. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape4.php>
- Analyze the travels of Marco Polo to determine if he actually visited China and evaluate his contributions to world history.
 - Law and Order: Marco Polo. *MrRoughton.com*. Web. 2016. <<http://www.mrroughton.com/history-mystery-labs/law-and-order-cathay>>
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. “The Travels of Marco Polo,” p. R43.
- Investigate the spread of the Plague to identify the cause and consequences of its rapid transmission.
 - Black Plague Simulation. *SCORE-Science*. Web. 2016. <<http://scorescience.humboldt.k12.ca.us/fast/teachers/Plague/Pindex.html>>
 - Understanding the Black Death. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/understanding-black-death>>²⁶
 - The Black Death in Florence. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/black-death-florence>>²⁷
- Investigate the emergence of the Indian Ocean Trade Network in order to evaluate the cultural diffusion that occurred in places like India and Southeast Asia.
 - The Story of India. *Public Broadcast System*. Web. 2016 <<http://www.pbs.org/thestoryofindia/teachers/lessons/>>
 - Use lessons 3-5 in the above link.
 - Big Era Six: Panorama Unit. *World History for Us All*. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/six/panorama/Era06_pan.php>
 - Lessons 2-4 focus on the Indian Ocean Trade Network
- Examine the documents and evaluate the historical impact of Zheng He during the Ming Dynasty period.
 - Mini DBQ Project - Should we celebrate the voyages of Zheng He?
- Evaluate the importance of Calicut as a site of encounter and determine its effects on world history.
 - Sites of Encounter in the Medieval World Lesson #6: Calicut. *History Blueprint*. 2014. <<http://historyblueprint.org/soe-6-calicut.pdf>>
- Analyze the contributions of the East African civilizations to the Indian Ocean trade network and the world economy.
 - The Swahili Coast. *The British Museum*. Web. 2010. <http://www.britishmuseum.org/pdf/SwahiliCoast_StudentsWorksheets.pdf>
 - The Great Zimbabwe. *The British Museum*. Web. 2010. <http://www.britishmuseum.org/pdf/GreatZimbabwe_StudentsWorksheets.pdf>
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. “Description of Great Zimbabwe,” p. R42.
- Compare and contrast maps of medieval cities from around the world to determine the similarities and differences.
 - *Historic Cities: 1400-1700*. Web. 2016. <http://historic-cities.huji.ac.il/historic_cities.html>

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapters 10 and 7.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR

²⁶ You must create a free login to access resources on this site.

²⁷ You must create a free login to access resources on this site.

5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- 7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
- 7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
- 7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

Unit 9: Americas

Duration: 3 Weeks

Description: This unit on civilizations in the Americas begins with students investigating how the Maya, Aztecs, and Inca each adapted to their environment to create thriving civilizations. In the Americas, there were many different cultures. In two areas, Mesoamerica and the area along the Andean mountain spine, there were states and empires with large cities supported by advanced agricultural techniques and widespread regional trade. In 300 CE, the Maya were building a powerful culture of city-states, and Teotihuacán in central Mexico was one of the largest cities in the world. These two centers traded with each other. In the Andes region, the state of Tiahuanaco extended its trade networks from modern-day Peru to Chile. While these two regions were probably not in contact with each other, trade routes crossed much of North and South America. To begin their study of civilizations in the Americas, students investigate how the environment affected the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region. As students examine how advances in agriculture and technology made the growth of Maya, Aztec and Incan empires possible this leads to students examining how leaders gain and control power over people and territories. Next, students investigate how Mesoamerican religion changed over time. Students compare the Aztec empire with the Inca state that arose in Andean South America.²⁸

Essential Questions:

- Cause and Consequences: How did geography affect the development of empires in Mesoamerica and the Andean region?
- Cause and Consequences: How do leaders gain more power over people and territories?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- The Aztecs

Suggested Activities and Materials:

Students will ...

- Analyze how the diverse geography and natural resources of Central and South America set the stage for the rise of the first urban societies in this part of the world.
 - Sun Gods and Jaguar Kings. *California Education and the Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=53>>
- Explore Maya adaptations to life in the rainforest, social and political systems, and cultural achievements of the Classical era.

²⁸ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- TCI: Activity 2.1. “The Maya”
- Assume the roles of Sapa Inca, Inca governors, and peoples conquered by the Inca to experience some of the methods used by the INCAs to expand and maintain their empire.
 - TCI: Activity 3.2. “Life Under Inca Rule”
- Match images and written descriptions of Inca achievements to create symbols representing the accomplishments and place them on a map of the empire.
 - TCI: Activity 3.3 “Celebrating the Achievements of the Inca Civilization”
- Examine codex images depicting various aspects of life in the Aztec empire and read corresponding written descriptions to create and illustrated journal describing what they have learned.
 - TCI: Activity 4.2. “Creating Illustrated Journals About Aztec Daily Life”
- Investigate the early societies of the Americas and compare the various cultures with early civilizations from around the world.
 - Early Complex Societies in the Americas 1800 – 500 BCE. *World History for Us All*. Web 2016. <<http://worldhistoryforusall.sdsu.edu/eras/era3.php>>
- Analyze the gold artistry of the Mesoamericans and evaluate what it reveals about their cultural and religious beliefs.
 - Dave Neumann. “How does the gold artistry of the Mesoamericans reveal their cultural and religious beliefs?” *The History Project*. Web. 2012. <<http://historyproject.uci.edu/7thgraderesources/>>
 - After clicking on the link, scroll down to select and download the lesson.
- Analyze the provided sources to evaluate the whether Aztecs should be known for Agriculture or Human Sacrifice.
 - Mini DBQ Project The Aztec: Should Historians Emphasize Agriculture of Human Sacrifice?

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapters 11-12.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- 7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
- 7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
- 7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
- 7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.
- 7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Unit 10: Global Convergence, 1450-1750

Duration: 2 Weeks

Description: In this unit, students trace how increasing interconnection and trade, competition between states (and their people), and technological innovations lead to voyages of exploration. Students then discover the impact of human expansion in the voyages of exploration on the environment, trade networks,

and global interconnection. Moreover, students weigh the effects of colonialism on the colonized people and discuss the reasons for European use colonialism to interact with Native Americans.²⁹

Essential Questions:

- Cause and Consequences: What impact did the voyages of exploration have on the environment, trade networks, and global interconnectedness?
- Cause and Consequences: What were the effects of colonialism on the colonized people?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- Impact of Exploration

Suggested Activities and Materials:

Students will ...

- Evaluate the impact of the arrival of the Spanish in Mesoamerica and determine its respective consequences, including the Columbian Exchange.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. An Aztec Account of the Conquest of Mexico, p. R49.
 - European Exploration and the Americas. *The California History-Social Science Project*. Web. 2016. <<http://historyproject.uci.edu/7thgraderesources/>>
 - After clicking on the link, scroll down to select and download the lesson.
 - Broken Jade and Tarnished Gold. *California Education and the Environment Initiative*. Web. 2016. <<http://www.calrecycle.ca.gov/eei/UnitDocs/Grade07/773/773TMFF.pdf>>
 - The Columbian Exchange and its Consequences. *World History for Us All*. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/six/landscape/Era06_landscape2.php>
 - Big Era Six: Panorama Unit. *World History for Us All*. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/six/panorama/Era06_pan.php>
 - Lesson 5 focuses on the Columbian Exchange
 - Lesson 6 focuses on the Atlantic Slave Trade.
- Examine historical images and primary sources to create brief dramatizations of events during the Spanish conquest.
 - TCI: Activity 4.3. “Reenacting Scenes of the Conquest from Two Perspectives”
- Evaluate the relative importance of a variety of factors, such as weapons, horses, and alliances, that help explain why the Spanish were able to conquer the Aztecs and the Inca.
 - TCI: Activity 4.4 “Few Over Many: The Conquest of the Aztecs and the Inca.”
- Evaluate the historical impact of the meeting between Moctezuma and Cortes.
 - Moctezuma and Cortes. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/moctezuma-and-cortes>>³⁰
- Analyze the meeting between Atahualpa and Francisco Pizarro to determine its historical impact.
 - Atahualpa and the Bible. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/atahualpa-and-the-bible>>³¹

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapter 15.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR

²⁹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

³⁰ You must create a free login to access resources on this site.

³¹ You must create a free login to access resources on this site.

5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).
- 7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
- 7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
- 7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and mapmakers.
- 7.11.4 Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
- 7.11.5 Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
- 7.11.6 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Unit 11: Impact of Ideas, 1500-1750

Duration: 4 Weeks

Description: Over the course of this unit, students examine how world religions changed and spread during the early modern period. In particular, students consider how the Reformation divided the Christian Church, millions of people, and European states. Moreover, students analyze the effects of the Renaissance and the Scientific Revolution, as well as the ways that modern ideas or technologies came to be. Finally, students consider the ways that the social contract and other political ideas of the Enlightenment were revolutionary.³²

Essential Questions:

- Cause and Consequences: What were the effects of the Renaissance and the Scientific Revolution?
- Continuity and Change/Historical Perspectives: How did the Reformation divide the Christian church, millions of people, and European states?
- Continuity and Change: How were the social contract and other political ideas of the Enlightenment revolutionary?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - How Did the Renaissance Change Man's View of Man? or Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- The Scientific Revolution
- TDQ- The Origins of the Renaissance
- TDQ- The Italian Renaissance
- TDQ- Trouble for the Catholic Church

³² This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- **TDQ- Democratic Ideas Develop**

Suggested Activities and Materials:

Students will ...

Renaissance Suggested Activities:

- View and discuss slides depicting the breakdown of the feudal system and the transition to the Renaissance in Europe.
 - TCI: Activity 1.3. “Europe’s Transition for the Middle Ages to the Renaissance”
- Examine the importance of Florence as a Renaissance city and site of exchange.
 - *Reading Strategies to Meet the Common Core: Strategy 1, Read-Decide-Explain, Textbook* pgs. 436-437 “Florence Shines”
- Compare and contrast the following primary source excerpts in order to evaluate which literary work best encompasses the Renaissance spirit in Europe.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. The Inferno, p.R50.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. The Prince, p. R52.
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. Don Quixote, p. R53.
- Complete a gallery walk to determine how Renaissance artists changed human beings’ understanding of perspective.
 - Nicole Gilbertson. Renaissance Art. *The California History-Social Science Project*. Web. 2016. <<http://historyproject.uci.edu/7thgraderesources/>>
 - After clicking on the link, scroll down to select and download the lesson.

Reformation Suggested Activities:

- Compare the documents and consider how to weigh contrasting accounts of history written by the same person.
 - Martin Luther. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/martin-luther>>³³
- Analyze the teachings of Martin Luther and evaluate his impact on the Christian religion and world history in general.
 - Selected Works of Martin Luther. Project Wittenberg. Web. 2016. <<http://www.projectwittenberg.org/>>
 - *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. The Ninety-Five Theses, p. R55.
- Understand the impact of missionaries spreading the Christian religion throughout the world.
 - *Reading Strategies to Meet the Common Core: Strategy 8, Identify-Analyze-Summarize, Textbook* pgs. 479-480 “The Impact of Missionaries”
- Analyze the consequences of the Reformation on world history and modern society.
 - *Reading Strategies to Meet the Common Core: Strategy 2, Show You Know, Textbook* pgs. 482-484 “Legacy of the Reformation”

Scientific Revolution & Enlightenment Suggested Activities:

- Evaluate the historical impact of Galileo and determine if his status as a heretic was accurate.
 - Galileo: Was Galileo Really a Heretic? *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/galileo>>³⁴

³³ You must create a free login to access resources on this site.

³⁴ You must create a free login to access resources on this site.

- *World History: Medieval and Early Modern Times*, McDougal Littell, © 2006. The Starry Messenger, p. R56.

Textbook:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006. Chapters 13, 14 and 16.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
 - 7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
 - 7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the city's importance in the spread of Renaissance ideas.
 - 7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
 - 7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
 - 7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).
- 7.9 Students analyze the historical developments of the Reformation.
 - 7.9.1 List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
 - 7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
 - 7.9.3 Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
 - 7.9.4 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
 - 7.9.5 Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
 - 7.9.6 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
 - 7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).
- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
 - 7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
 - 7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
 - 7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific

rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, “Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY.”

COURSE MATERIALS:

World History: Medieval and Early Modern Times, McDougal Littell, © 2006.

RESOURCES:

Documents

- Using Formative Assessment for Differentiation LBUSD ELA Curriculum Documents
- CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

District Offices

- History Curriculum Office (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric

Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
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Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%
 - This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
 - Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
 - If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.
2. Classwork, In-class, or Suggested Assignments 30%
 - After processing course material in notes, students create products.
 - Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.
3. Periodic Quizzes and Unit Exams 30%
 - Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
 - Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.
4. Research Products or Performance Tasks 30%

- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Gail Hamilton, Matt Knowlton, Marika Manos, and Kevin Smith

Submission Date: July 1, 2016

School/Office: History Office, OCIPD

Original Board Approval Date: 2001

Revised Board Approval Date: 4/4/06; 7/5/11; 7/18/16

Saved on L/drive, Common, Manos, Course Outlines, 7th World