



ACADEMIC COURSE OUTLINE

Department	History/Social Science	Course Title		Medieval World History		Course Code			2138	
Grade Level	7	Short Title		Medieval World History		Grad Requirement Subject			Yes	
Course Length	2 semesters	Credits per Semester	5	Approved for Honors	No	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.<sup>1</sup>

**Course Framework Essential Questions:**

- How did the distant regions of the world become more interconnected through medieval and early modern times?
- What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions?
- How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?

**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 Times, 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

<sup>1</sup> 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 seagoing 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.<sup>2</sup>
- 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?<sup>3</sup>

#### 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

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

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

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.
- 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.
  - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - 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.
- 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 aid comprehension.
  - Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style and objective tone.
  - 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 the audience has 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**

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

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 (CR)***

#### **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 0: Historian Toolkit and The World at 300 CE****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: Afro Eurasia 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?

**Essential Questions**

- How do we know what we know about the past?
- How did the environment influence human migration, medieval ways of life, and the development of societies?
- How did societies interact with each other? How did connections between societies increase over time?
- Equity: Who is worthy of power, influence and respect in a society? Who is not?
- Content, Literacy, Inquiry and Civics: Who is behind the information we receive (evidence) and how does that affect the message?

**Required Assignments:****Mini-Research Project: Primary Sources.**

- **Hands-On Chapter Project: Historian's Toolkit.** Students will apply critical thinking and analysis skills to determine the reliability and credibility of sources. Students will research and investigate both Web sites and print sources and demonstrate the ability to distinguish fact from opinion, identify primary and secondary sources, understand bias, and determine the reliability of sources. Students will identify and note details, observe and reflect on a primary source to determine if the source is reliable and pertains to the research question. Hands-On Chapter Project is accessible via print or the McGraw-Hill course digital platform.
  - Historian's Toolkit. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019.  
<https://docs.google.com/document/d/1Q6CTD6cJuGS7coQWBOL24hPY3lQ3E4TB/edit?usp=sharing&oid=109446094975762345496&rtpof=true&sd=true>
  - Students will understand and apply key vocabulary words (i.e., primary & secondary sources, point of view, and bias). In collaborative groups, students will list 3-5 primary and secondary sources that they own or are from our society.
    - Historian's Toolkit. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. HT19-HT23.
  - Teacher's Guide: Analyzing Primary Sources. Library of Congress. (2022).  
[https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing\\_Primary\\_Sources.pdf](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf)

- Historical Source Analysis Graphic Organizer. University of California, Irvine History Project. (2022).  
[https://drive.google.com/file/d/1Xy90iPS7hmhVJPbL6\\_oVqtxWugFGUv4H/view?usp=sharing](https://drive.google.com/file/d/1Xy90iPS7hmhVJPbL6_oVqtxWugFGUv4H/view?usp=sharing)

### Suggested Activities:

- Students will analyze and determine the main idea of *What is History?*.
  - *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Historian's Toolkit, HT4-5.
- Students will discover the multiple meanings of history and recognize why it is important to study history.
  - Snapshot Autobiography. Stanford History Education Group. (2022).<sup>4</sup>  
<https://sheg.stanford.edu/history-lessons/snapshot-autobiography>
- Students will 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. (2022).<sup>5</sup>  
<http://sheg.stanford.edu/evaluating-sources>
- Students will apply an understanding of historical interpretation by explaining competing sources of evidence.
  - Augustus: What Kind of Leader Was Augustus? Stanford History Education Group. (2022).<sup>6</sup>  
<http://sheg.stanford.edu/augustus>
- Students will identify the difference between BC/AD and BCE/CE and apply new learnings to a timeline.
  - Common Questions About Dates. Khan Academy. (2022).  
<https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/brief-histories-apah/a/common-questions-about-dates>
- Students will identify the ways in which archaeologists uncover history and determine how historians use the archaeological record to interpret past events.
  - Introduction to Archaeology. Big History Project. (2014).  
<https://www.youtube.com/watch?v=ZVSVHvJRy8U>
  - Observing Artifacts: Ancient Civilizations. Studylib.net. (2013-2022).  
<https://studylib.net/doc/7083746/observing-artifacts---uc-berkeley-history>
- Students will watch a video and create a partial MultiFlow map with the causes of cultural diffusion and exchange.
  - The Modern Revolution. Big History Project. (2022).  
<https://www.youtube.com/watch?v=U6qTSxKLTlc>

### Materials:

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Historian's Toolkit (HT).

Unit 0 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

**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; CR5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

<sup>4</sup> Teachers must create a free login to access resources on this site.

<sup>5</sup> Teachers must create a free login to access resources on this site.

<sup>6</sup> Teachers must create a free login to access resources on this site.



## Unit 1: Rome and the Rise of Christianity

**Duration:** 2-3 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 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.

### Essential Questions:

- Why do civilizations rise and fall?
- What are the characteristics of a leader?
- How do religions develop?
- How do new ideas change the way people live?

### Required Assignments:

- Students will read and analyze primary and secondary sources in order to write an argumentative essay. Students will complete the following Document Based Question.
  - What Were the Primary Reasons for the “Fall” of Rome? Mini-Q’s in World History, Volume 2, Unit 1. DBQ Project. (2013).<sup>7</sup>

[https://drive.google.com/file/d/1o9LUG\\_RCqNMd0lmXizmwTn6FimRRAuha/view?usp=sharing](https://drive.google.com/file/d/1o9LUG_RCqNMd0lmXizmwTn6FimRRAuha/view?usp=sharing)

### Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 1 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 1, pp. 5D.
- Students will describe how the Greeks influenced the Romans.
  - “Greek Influence on the Roman Empire” by Larry Slawson. Owlcation. (2022).
- Students will distinguish the boundaries of the Roman Empire how the region influenced the spread of Christianity
  - *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 1, pp. 6-7.
- Students will identify and evaluate Rome’s contributions to our society today.
  - *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 1, Lesson 1, pp. 16-17.

<sup>7</sup> Teachers must login to the LBUUSD Portal to access resources.

- Students will evaluate the evidence and decide whether Rome had a positive or negative influence on the world.
  - The Roman Empire. Teach with Magic. (2022).  
<https://www.mrroughton.com/roman-empire>
- Students will analyze how the economy influenced the fall of the Roman Empire.
  - Why did Rome Fall? Sky History. (2022).  
<https://www.history.co.uk/shows/barbarians-rising/articles/why-did-ancient-rome-fall>
  - 8 Reasons why Rome Fell. History.com. (2019).  
<https://www.history.com/news/8-reasons-why-rome-fell>
- Students will discuss how the Byzantine Empire came to power.
  - Byzantine Empire. World History Encyclopedia. (2022).  
[https://www.worldhistory.org/Byzantine\\_Empire/](https://www.worldhistory.org/Byzantine_Empire/)
  - The Rise and Fall of the Byzantine Empire. TED-Ed. (2018).  
<https://www.youtube.com/watch?v=Okph9wt8l0A>
- Students will explain why the Christian church split into eastern and western branches.
  - Jul. 16, 1064 CE: Great Schism. National Geographic. (2022).  
<https://education.nationalgeographic.org/resource/great-schism>
- Students will describe how Christianity affected Europe using relevant evidence.
  - Rome and the Rise of Christianity. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 1, pp. 5-47.

### Materials:

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 1.

### Unit 1 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

### 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 2: Medieval Europe****Duration:** 4 weeks**Description:**

There were patterns within the rise and fall of the Roman Empire. In the 400s CE, the Franks, from modern-day France and Germany, conquered much of Europe. Eventually, Frankish king, Charlemagne, was crowned Roman Emperor. To maintain a strong empire, Charlemagne unified people under one religion (Christianity), improved education and implemented a strong central government. After Charlemagne's death, the empire was weakened by outside invaders, particularly Vikings. Concurrently, the Roman Catholic church spread Christianity through missionaries, establishing universities, and influencing art, architecture, and literature. In 962 CE, Germanic forces were able to push out invaders from Western Europe and a new Roman Emperor was crowned. The feudal system brought a sense of order to the revived Roman Empire. The new feudal order brought innovations in agriculture, trading, technology, and government. In England, leaders worked to limit the power of the church and give more rights to the people. Habeas corpus, trial by jury, and the Magna Carta protected citizens from the government. In Eastern Europe, Slavs established villages and settled in Kiev and Moscow. After years of being under Mongol rule, Ivan III became Czar and unified the Russian Empire in 1480 CE. During the 1000s, Muslim Turks attacked the Byzantine Empire leading to the first of four Crusades. For a time, Europe enjoyed prosperity but famine and the Black Death brought anti-semitism, declining economy, and divisions in religion and politics. Around this time, other conflicts arose in England and France (Joan of Arc) and between Muslims and non-Muslims in Spain (Reconquista).

**Essential Questions:**

- Why does conflict develop?
- How does religion impact society?
- What do people do in order to create stability?

**Required Assignments:**

- After completing the Unit 2 lessons, students create a “foldable” in order to analyze the influence of kings, society and the church in Medieval Europe. Students will then write a paragraph answering: Which group (kings, society, church) had the greatest impact on Medieval Europe?
  - *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. pp. 459.

**Suggested Activities:**

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 2 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 2, pp. 53D.
- Students will evaluate how geography shaped the development of European life after the fall of Rome
  - Medieval Europe Geography. World History with Mrs. Lafferty. (2022). <https://sites.google.com/a/medwayschools.org/laffertyhistory1/medieval-europe-geography>
- Students will understand the role of the Church in Medieval Europe.
  - The Medieval Church. World History Encyclopedia. (2019). [https://www.worldhistory.org/Medieval\\_Church](https://www.worldhistory.org/Medieval_Church)
  - Hot Themes in World History: Exchange and Interaction in Medieval Europe: How did monks and monasteries influence medieval Europe? (Lesson #1, pp. 7-9). University of California, Irvine. (2005). [https://drive.google.com/file/d/1xN29\\_e\\_TEvujBI-279v4Mp3nFLtk5Uzd/view?usp=sharing](https://drive.google.com/file/d/1xN29_e_TEvujBI-279v4Mp3nFLtk5Uzd/view?usp=sharing)
- Students will discuss and analyze the balance of power between the Pope and Charlemagne.

- Charlemagne. History.com. (2019).  
<https://www.history.com/topics/middle-ages/charlemagne>
- Students will evaluate the effectiveness of Charlemagne's rule and support claims with relevant evidence.
  - Charlemagne-Kids Britannica. Encyclopedia Britannica. (2022).  
<https://kids.britannica.com/kids/article/Charlemagne/352939>
- Students will evaluate the strengths and weaknesses of feudalism and how feudalism served as a mechanism for controlling access to goods and services.
  - Feudalism- Kids Britannica. Encyclopedia Britannica. (2022).  
<https://kids.britannica.com/students/article/feudalism/274299>
- Students will compare and contrast the lives of social classes in Medieval Europe in a "foldable".
  - How Knights Work. How Stuff Works. (2022).  
<https://history.howstuffworks.com/historical-figures/knight1.htm>
  - Peasants-Feudalism: Rights and Responsibilities. Weebly.com. (2022).  
<https://feudalism-rights-resposibilities.weebly.com/peasants.html#:~:text=The%20Peasants&text=Most%20of%20the%20people%20on, pay%20rent%20for%20the%20land.>
  - Foldable: Medieval Europe. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. pp. 459.
- Students will evaluate the development of intellectual communities in medieval Europe.
  - Hot Themes in World History: Exchange and Interaction in Medieval Europe. How do intellectual communities form? (Lesson #2 pp. 20-34). University of California, Irvine. (2005).  
[https://drive.google.com/file/d/1xN29\\_e\\_TEvuiBI-279v4Mp3nFLtk5Uzd/view?usp=sharing](https://drive.google.com/file/d/1xN29_e_TEvuiBI-279v4Mp3nFLtk5Uzd/view?usp=sharing)
- Students will explain the causes and effects of the Crusades.
  - Middle Ages: The Crusades. Technological Solutions Inc. (2022).  
[https://www.ducksters.com/history/middle\\_ages\\_crusades.php](https://www.ducksters.com/history/middle_ages_crusades.php)
- Evaluate the significance of Sicily as a site of encounter and discuss its role in feudal Europe.
  - Site of Encounter: Norman Sicily. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 2, Lesson 3, pp. 89.
  - Sites of Encounter: Lesson #1: Sicily. History Blueprint. (2014).  
<http://chssp.ucdavis.edu/programs/historyblueprint/soe1sicilyfinal1.pdf>
- Students will explain how the rise of strong governments contributed to an increase in technology and commerce.
  - Europe in the Middle Ages—Technology, Culture, and Trade. Wondrium Daily, (2016).  
<https://www.wondriumdaily.com/rise-europe-middle-ages>
- Students will determine the causes of the Hundred Years' War in Europe, highlighting the historical significance of Joan of Arc.
  - Witnesses to Joan of Arc and the Hundred Years' War. National Endowment for the Humanities: Edsitement. (2019).  
<https://edsitement.neh.gov/lesson-plans/witnesses-joan-arc-and-hundred-years-war>
- Students will understand how Habeas Corpus, trial by jury, and the Magna Carta limited the power of the King of England.
  - Henry II and The Magna Carta and Parliament. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 2, Lesson 3, pp. 80-83.
  - Magna Carta. History for Kids. (2022).  
<https://www.historyforkids.net/magna-carta.html>
- Students will analyze a variety of primary and secondary documents in order to understand the causes and effects of the Bubonic Plague. Students will also argue the extent to which the plague demonstrates how interconnected the world was during the medieval period.
  - Black Death. Dorling Kindersley Limited (2022).  
<https://www.dkfindout.com/us/history/black-death/>
  - Hot Themes in World History: Exchange and Interaction in Medieval Europe. How was the World Interconnected before 1492? (Lesson #3, pp. 35-48). University of California, Irvine

(2005).

[https://drive.google.com/file/d/1xN29\\_eTEvujBI-279v4Mp3nFLtk5Uzd/view?usp=sharing](https://drive.google.com/file/d/1xN29_eTEvujBI-279v4Mp3nFLtk5Uzd/view?usp=sharing)

- Understanding the Black Death. Stanford History Education Group. (2020).<sup>8</sup>

<https://sheg.stanford.edu/history-lessons/understanding-black-death>

- The Black Death in Florence. Stanford History Education Group. (2022).<sup>9</sup>

<https://sheg.stanford.edu/history-lessons/black-death-florence>

- Students will analyze the causes and effects of the Reconquista in Spain and the effects on different groups in Spanish society.
  - Reconquista and Spanish Inquisition. Education-portal.com. (2022).  
<https://mrcaseyhistory.files.wordpress.com/2014/03/reconquista-and-spanish-inquisition-article.pdf>

**Materials:** *IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 2.

Unit 2 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgQxzQ4y_x5WcGEA4/edit?usp=sharing)

### 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 Europe and the Eurasian landmass, 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).
  - 7.6.6 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 the global population.
  - 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").
  - 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.

<sup>8</sup> Teachers must create a free login to access resources on this site.

<sup>9</sup> Teachers must create a free login to access resources on this site.



**Unit 3: Islamic Civilizations across Afroeurasia****Duration:** 3 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. Throughout the unit, Students will understand the various ways Islam contributed to academic scholarship, technology, science, math, art, literature, and social structures that still impact the world today.

**Essential Questions**

- How did geography affect the spread of Islam?
- How did the spread of Islam affect the connectedness of Afroeurasia?
- How did cities foster the spread of ideas?
- How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? What impact did this expansion have on the environment?
- What were the effects of sites of encounter and exchange (i.e., Baghdad, Sicily and Cairo) and how did people of different cultures interact?
- How did the Muslim empires and institutions help different regions of Afroeurasia become more interconnected?

**Required Assignments:**

Teacher ask students to read and analyze primary and secondary sources in order to write an explanatory essay. Students will complete one of the following Document Based Questions.

- Why Did Islam Spread so Quickly? Mini-Q's in World History, Volume 2, Unit 3. The DBQ Project. (2012).<sup>10</sup>  
<https://drive.google.com/file/d/1ms465wHBJSReodRdSaobUFUIWyxPoWN1/view?usp=sharing>  
 OR
- Mansa Musa's Hajj: A Personal Journal. Mini-Q's in World History, Volume 2, Unit 5. The DBQ Project. (2012).<sup>11</sup>  
<https://drive.google.com/file/d/1mhv6GILc1qiE1rJn6d0EGBQyoJys27e6/view?usp=sharing>

**Suggested Activities:**

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 3 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 3, pp. 117D.
  - Chapter 9, Lesson 3 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 9, Lesson 3, pp. 321E.
- Students will 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

<sup>10</sup> Teachers must login to the LBUUSD Portal to access resources.

<sup>11</sup> Teachers must login to the LBUUSD Portal to access resources.

Medieval period.

- Primer on Islam: The Many Faces of Islam. International Association of Religion Journalists. (2022).  
<https://www.theiarj.org/religion-resources/primer-on-islam/>
- Students will compare and contrast Muslim and Christian ideologies by creating a double bubble thinking map.
  - Muhammad and His Message. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 3, Lesson 1, pp.123-125.
  - Christianity. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 1, Lesson 4, pp. 35-37
  - 8 Thinking Maps & Signal Words. Thinking Maps. (2020).  
<https://drive.google.com/file/d/1-x78naccXSCXdVoQGVazFQfK13imyYaU/view?usp=sharing>
- Students will examine and determine the causes for the rapid expansion of Islam.
  - Expansion of the Early Islamic Empire. Stanford History Education Group. (2014).<sup>12</sup>  
<http://sheg.stanford.edu/expansionislamicempire>
- Students will analyze the Muslim achievements during the Golden Age and evaluate the impact of their contributions on medieval world history. Students, in collaborative groups, will create posters based on each subsection. Posters can then be analyzed during a Gallery Walk, whether as groups or individually.
  - Muslim Contributions. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 3, Lesson 3, pp.138-140.
- Students will evaluate the significance of Baghdad and Cairo as sites of encounter and explore the Islamic trade and pilgrimage network.
  - Sites of Encounter in the Medieval World Lesson #3: Cairo. University of California, Davis. (2014).<sup>13</sup>  
<http://chssp.ucdavis.edu/programs/historyblueprint/soe3cairolesson.pdf>
  - Sites of Encounter: Baghdad. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 3, Lesson 2, pp. 132.
- Students will determine how the Turks, Safavids, and Mughals incorporated Islam into their empires by completing a tree map.
  - The Muslim Gunpowder Empires. Historyhaven.com. (2022).  
<http://www.historyhaven.com/APWH/unit%203/Muslim%20Empires.htm>
  - 8 Thinking Maps & Signal Words. Thinking Maps. (2020).  
<https://drive.google.com/file/d/1-x78naccXSCXdVoQGVazFQfK13imyYaU/view?usp=sharing>
- Students will compare the Shi'ites (Shia) and the Sunni and their influence in modern times using relevant and specific evidence.
  - Islam: Divisions and Schools of Thought. Encyclopedia Britannica Inc. (2022).<sup>14</sup>  
<https://school.eb.com/levels/middle/article/Islam/275097#203027.toc>
  - Iraq War. A Controversial War. Encyclopedia Britannica Inc. (2022).<sup>15</sup>  
<https://school.eb.com/levels/middle/article/Iraq-War/574392#303103.toc>
- Students will describe the origins and beliefs of Sikhism.
  - Sikhism. Encyclopedia Britannica Inc. (2022).<sup>16</sup>  
<https://school.eb.com/levels/middle/article/Sikhism/277061>

**Materials:** *IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 3 and Chapter 9, Lesson 3, pp. 342 - 348.

<sup>12</sup> Teachers must create a free login to access resources on this site.

<sup>13</sup> Teachers must create a free login to access resources on this site.

<sup>14</sup> Teachers and students must login via the LBUUSD Portal to access resources on this site.

<sup>15</sup> Teachers and students must login via the LBUUSD Portal to access resources on this site.

<sup>16</sup> Teachers and students must login via the LBUUSD Portal to access resources on this site.

## Unit 3 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

**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: India and Southeast Asia in the Middle Ages**

**Duration:** 4 weeks (3 weeks, India & 1 week, Southeast Asia)

**Description:**

India and Southeast Asia experienced the rise and fall of many civilizations. During the Golden Age of India, the Gupta Dynasty made advancements in science, technology, math, religion, and literature. For 400 years, no kingdom achieved power in India until the 800s when the Chola Dynasty came to power and used Hinduism to influence culture and the world. Hinduism and Buddhism impacted civil rights in India and ideas of spiritual equality began to emerge in poetry and music. Buddhist teachings diffused to other parts of Asia and split into two sects: Theravada Buddhism and Mahaya Buddhists. Rulers of the Srivijaya and Khmer Empires adopted ideas from both belief systems, including architecture, temples, and styles of government. During the 700s CE, Turks conquered most of the Hindu states and spread Islam to India. New Delhi became the capital of one of the strongest kingdoms of the Islamic World. Delhi fell to a warlord and political division ensued, giving rise to the Mughal Empire. In 1555, Akbar (of the Mughal Empire) blended Hindu and Islamic culture. The empire came to an end in 1858.

**Essential Questions:**

- How did Islam help different regions of Afroeurasia become interconnected?
- How do new patterns emerge from blending cultural differences?
- What advances in science, art, and technology shape culture?

**Required Assignments:**

- After completing the Unit 4 lessons, students create a "Foldable" to describe each empire and the important events and developments of each. Under Hinduism and Buddhism, list the growth of each



religion and how that growth changed India. Under Islam in India, describe the growth of the religion and its effect on India. On the back, students will list the developments in trade, India's trading partners, and explain how this network affected India's culture.

- Foldable: India in the Middle Ages. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. TE pp. 460.

### Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 4 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 4, pp. 149D.
- Students will identify the major dynasties and key leaders in India during the Middle Ages
  - Gupta Empire
    - Gupta Dynasty. Khan Academy. (2022).  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/v/gupta-dynasty>
    - Gupta Dynasty. Encyclopedia Britannica Inc. (2022).  
<https://www.britannica.com/topic/Gupta-dynasty>
  - Chola Empire
    - Chola Dynasty. Encyclopedia Britannica. (2022).  
<https://www.britannica.com/topic/Chola-dynasty>
- Students will describe the major accomplishments of the Chola Empire.
  - The Chola Empire. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 4, Lesson 1, pp.157-158.
- Students will explain developments, spread, and practices of Hinduism and Buddhism.
  - Hinduism and Buddhism. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 4, Lesson 2, pp. 159-164.
  - The History of Hinduism. Khan Academy. (2022).  
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/a/hinduism-in-indian-culture>
  - The Rise of Hinduism. Newsela. (2022).<sup>17</sup>  
<https://newsela.com/read/lib-ushistory-hinduism/id/33031/>
- Students will determine and explain the geographic reason why Calicut developed as a cultural and economic site of encounter.
  - Site of Encounter: Calicut. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 4, Lesson 2, pp. 164.
- Students will trace the spread of Islam in India.
  - Islam in India. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 4, Lesson 3, pp.166-167.
  - Arts in the Islamic World. Khan Academy. (2022).  
<https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic-world-art/beginners-guide-islamic-art/a/arts-of-the-islamic-world>
- Students will describe the characteristics of the culture, language and religion of Cambodia
  - Countries of the World: Cambodia. Newsela. (2022).<sup>18</sup>  
<https://newsela.com/read/lib-countries-of-the-world-cambodia/id/2001024557/>
- Students will describe the art and architecture of the Khmer (Angkor) Empire over time
  - Cambodian performing arts stories provide a different vision of the world. Newsela. (2022).<sup>19</sup>  
<https://newsela.com/read/lib-ushistory-hinduism/id/33031/>

<sup>17</sup> Teachers must login using their district account to access resources.

<sup>18</sup> Teachers must login using their district account to access resources.

<sup>19</sup> Teachers must login using their district account to access resources.

- Explain the role of religion and how it impacted the social structure in the Khmer Empire
  - Angkor. Encyclopedia Britannica Inc. (2022).<sup>20</sup>  
<https://school.eb.com/levels/middle/article/Angkor/7569>

**Materials:** *IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 4.

Unit 4 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

#### **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.

- 7.2.4 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.

### **Unit 5: Imperial China**

**Duration:** 4 weeks

#### **Description:**

After the fall of the Han Dynasty in 220 CE, China experienced a collapse into separate kingdoms. Starting in 581 CE, the Sui, Tang, and Song Dynasties were able to unify and expand China through building projects, a strong central government, and trade. They also experienced a time of economic growth, technological advances, and a Golden age of arts and literature. Empress Wu of the Tang Dynasty became the only woman in Chinese history to rule the country on her own. During the Tang Dynasty, Buddhism also began to thrive in China. At first, the leaders showed tolerance to the belief system but by 845 CE, they began destroying Buddhist temples which threatened Confucianism. Consequently, Buddhism spread to Japan and Korea. In China, Confucianism evolved and impacted political and social systems until the invasion of the Mongols. Mongol leaders such as Genghis Khan, Batu, and Kublai Khan conquered China and pressed into Vietnam, Korea, and Japan. They promoted the exchange of ideas, as evidenced by their interactions with Marco Polo, and encouraged religious tolerance. By 1368, Chinese resentment of Mongol rule swept through China. Zhu Yuanzhang reunited China and began the Ming Dynasty. Ming Emperors focused on rebuilding China through previously successful methods: civil service exams, census and taxes, rebuilding infrastructure, and agriculture. During the Ming Dynasty, arts flourished and exploration intensified cultural diffusion.<sup>21</sup>

#### **Essential Questions**

- How does geography influence the way people live?
- How do new ideas change the way people live?
- What are the characteristics of a leader?

#### **Required Assignments:**

- Quarter 3 Document Based Question: Option 1 (Option 2 may be completed in Unit 6)

<sup>20</sup> Teachers and students must login via the LBUUSD Portal to access resources on this site.

<sup>21</sup> This description comes from the History/Social Science Framework for California Public Schools, 2016.

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

- Should We Celebrate the Voyages of Zheng He? Mini-Q's in World History. Volume 2, Unit 7. DBQ Project. (2011).<sup>22</sup>

<https://drive.google.com/file/d/1xOO-H-S7Vy7uphBVxTdB6ayydXyve396/view?usp=sharing>

- After completing the Unit 5 lessons, students will create a “Foldable”. Make this Foldable and label the four tabs: *China Reunites*, *Chinese Society*, *The Mongols in China*, and *The Ming Dynasty*. For each lesson, list the important events that shaped the history of China. Students will then write a paragraph answering: Identify the scientific and technological advances and the impact it had on Imperial China.
  - Foldable: Imperial China. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. pp. 461.

### Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 5 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 5, pp. 175D.
- Students will understand the impact of the Tang Dynasty
  - The Tang Dynasty. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 5, Lesson 1, pp.180-181.
- 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. University of California, Davis. (2014).
  - <http://chssp.ucdavis.edu/programs/historyblueprint/soe2quanzhoufinal.pdf>
    - This lesson also includes resources that help students determine whether medieval is an appropriate term for China in the middle ages.
- Students will explain why belief systems change.
  - Buddhism in China and “Revival of Confucian Ideas. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 5, Lesson 1, pp.182-185.
- Students will evaluate the influence of Confucianism and Daoism on Chinese government and law.
  - Stanford History Education Group. (2021).<sup>23</sup>  
<https://sheg.stanford.edu/history-lessons/confucianism-and-daoism>
- Students will analyze pictures about trade and exchange in order to explain the importance of the Silk Road.
  - Silk Road Simulation. OER Project. (2022).  
<https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Origins/Era4/Silk-Road-Simulation?Id=4941&share=link>
- Students will 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.
  - Chinese Inventions Packet. Wyoming City Schools. (2022).  
<https://www.yumpu.com/en/document/view/43775448/chinese-inventions-packet-wyoming-city-schools>
    - 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. (2011).  
<https://drive.google.com/drive/folders/1Z9BnGHML2ZPjuJmYyEyhWTO8bwoPSx5av?usp=sharing>
- Students explain how the Mongol empire expanded so quickly and affected trade.
  - *Growth of the Mongol Empire 1206-1294*. EarthDirect. (2013).

<sup>22</sup> Teachers must login to the LBUUSD Portal to access resources.

<sup>23</sup> Teachers must create a free login to access resources on this site.

[https://youtu.be/v\\_NPgMMazF4](https://youtu.be/v_NPgMMazF4)

- Wait For It...The Mongols!: Crash Course World History #17. CrashCourse. (2012).  
<https://www.youtube.com/watch?v=szxPar0BcMo>
- Students trace how the Ming rulers brought peace and prosperity to China.
  - The Ming Dynasty. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 5, Lesson 4, pp. 204-205.
- Students will analyze the ancient to medieval artwork to determine what changed and what remained the same in China's history.
  - Chinese Art. The British Museum. (2022).  
[http://www.britishmuseum.org/learning/schools\\_and\\_teachers/resources/all\\_resources/resource\\_chinese\\_art.aspx](http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_chinese_art.aspx)
  - Art of Asia: Chinese Dynasty Guide. Minneapolis Institute of Art. (2022).  
[https://new.artsimia.org/art-artists/curatorial-departments/department-of-asian-art?\\_gl=1\\*w54c6h\\*\\_ga\\*MjE0MjM0MDQwLjE2NTgzNTg3NDk.\\*\\_ga\\_T0BL8ZBKC1\\*MTY1ODM1ODc0OS4xLjEuMTY1ODM1ODc2Ni4w](https://new.artsimia.org/art-artists/curatorial-departments/department-of-asian-art?_gl=1*w54c6h*_ga*MjE0MjM0MDQwLjE2NTgzNTg3NDk.*_ga_T0BL8ZBKC1*MTY1ODM1ODc0OS4xLjEuMTY1ODM1ODc2Ni4w)

### Materials:

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 5.

Unit 5 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCggQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCggQxzQ4y_x5WcGEA4/edit?usp=sharing)

### 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, woodblock printing, the compass, and gunpowder.
  - 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.

**Unit 6: The Civilizations of Korea and Japan****Duration:** 3 weeks**Description:**

The history of Korea, China, and Japan have an interconnected history. Korea began with three kingdoms, which developed into distinct powerful kingdoms ( the Silla Kingdom, the Koryo kingdom, and Yi Dynasties). These kingdoms exchanged military and government ideas with Japan and China, resulting in both positive and negative outcomes. In Japan, geography impacted the development of civilization. The Yamato Clan rose to power and Jimmu, of this clan, became the first emperor of Japan. Gradually, the emperors emphasized animism (Shinto Religion) and used a strong government and constitution to rule Japan. During the Nara Period, emperors built Shinto shrines and ranked government officials. Eventually, the emperors began to lose their power and nobles gained control. These nobles used Samurai who followed a strict code of loyalty (Bushido) to fight for them. In the 1200's, Japan divided, half being led by the emperor and half being led by a Shogun. The Shoguns adapted Buddhism to fit into Shinto practices. They developed martial arts, meditation, and tanka poetry. After about 100 years, uprisings swept through Japan leading to a feudal system which had many similarities to the feudal system in Europe.

**Essential Questions:**

- Why do people form governments?
- How does geography influence the spread of religion?
- How do new ideas change the way people live?

**Required Assignments:**

- Quarter 3 Document Based Question: Option 2 (if Option 1 was not completed during Unit 5)  
Students will read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.
  - Samurai and Knights: Were the Similarities Greater Than the Differences?  
Mini-Q's in World History. Volume 2, Unit 7. DBQ Project. (2011).<sup>24</sup>  
<https://drive.google.com/file/d/1unXOyNUSdl8eTof9SlxOLjkKkhI6v4gQ/view?usp=sharing>

**Suggested Activities:**

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 6 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 6, pp. 221D.
- Students will describe how Korea built a distinct civilization.
  - Korea. Encyclopedia Britannica Inc. (2022).<sup>25</sup>  
<https://school.eb.com/levels/middle/article/Korea/275315>
- Students will explain why Korea is considered a bridge between China and Japan.
  - Korea: History and Culture. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 6, Lesson 1, pp. 225-230.
- Students will describe the ways in which Korea was influenced by China and Japan.
  - Korea: History and Culture. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 6, Lesson 1, pp. 225-230.
  - Hidden Korea. PBS. (2022).  
<https://www.pbs.org/hiddenkorea/history.htm>
- Students will watch a video and explain how geography shaped Japan's society.

<sup>24</sup> Teachers must login to the LBUSD Portal to access resources.

<sup>25</sup> Teachers and students must login via the LBUSD Portal to access resources on this site.



- How Geography Shaped Japan. KnowledgeHusk. (2015).  
<https://youtu.be/fdqq6arAJPc>
- Students will discuss why nature (animism) was important to the Japanese
  - Animism-Spiritual Explorers. NHK-World Japan. (2021).  
<https://www.youtube.com/watch?v=Kh6C9p2UpKs>
  - Shinto. Khan Academy. (2022).  
<https://www.khanacademy.org/humanities/art-asia/art-japan/japanese-art/v/shinto>
- Students will explain the flourishing of culture during the time of the shoguns.
  - Medieval Japan. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 6, Lesson 3, pp. 238-242.
- Students will explain how leaders rose to power in Feudal Japan.
  - Medieval Japan. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 6, Lesson 3, pp. 238-239.

**Materials:**

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 6.

Unit 6 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

**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: The Americas****Duration:** 3 weeks**Description:**

Most scientists agree that the Americas were settled by prehistoric people from Asia. Complex societies then emerged in Mesoamerica (the Olmec and the Toltec) each with their unique culture and architecture. North of Mesoamerica other groups adapted to their environment incorporating regional differences into way of life. For example, the Anasazi settled in the cliffs of the Southwest where vegetation was scarce, while the Adena and Hopewell people built mounds into the soft Earth to create ceremonial tombs that wound along the plains. In North America, the Inuit, the Navajo, the Chinook, the Iriquois, and the Pawnee all used the environment around them to develop unique cultures. The similarities and differences in culture, art, architecture, and agriculture of each Native American group was a reflection of how they acclimated to their region. Unique cultures also emerged in South America. The Inca and Mayan Empires were complex civilizations with governments, belief systems, planned cities, and societal structures.

**Essential Questions:**

- What makes culture unique?
- How does geography influence the way people live?

**Required Assignments:**

- Students will read and analyze primary and secondary sources in order to write an argumentative essay. Teachers should not have students complete the full DBQ process.
  - The Maya: What were their Most Remarkable Achievements? Mini-Q's in World History, Volume 2, Unit 2. The DBQ Project. (2013).<sup>26</sup>  
<https://drive.google.com/file/d/1QUllooSF-NV7Pprysv38KNlr7tiSnIzck/view?usp=sharing>  
 OR
  - The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice? Mini-Q's in World History, Volume 2, Unit 8. The DBQ Project. (2011).<sup>27</sup>  
<https://drive.google.com/file/d/1vrEUCe3md1f36sKWKE4UHCox90akRXzh/view?usp=sharing>

**Suggested Activities:**

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 7 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 7, pp. 251D.
- 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.
  - Geography of the Americas. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 7, Lesson 1, pp. 255-259.
  - How did use and control over water affect the expansion of agriculture, trade, and empire under the Aztecs? University of California, Irvine. (2022).  
[https://historyproject.uci.edu/files/2016/11/7th-Grade\\_Aztecs-and-Water.docx](https://historyproject.uci.edu/files/2016/11/7th-Grade_Aztecs-and-Water.docx)
- Students will explore Maya adaptations to life in the rainforest, social and political systems, and cultural achievements of the Classical era.
  - The Maya. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 7, Lesson 2, pp. 266-268.

<sup>26</sup> Teachers must login to the LBUUSD Portal to access resources.

<sup>27</sup> Teachers must login to the LBUUSD Portal to access resources.

- Maya. Encyclopedia Britannica Inc. (2022).<sup>28</sup>  
<https://school.eb.com/levels/middle/article/Maya/275746>
- Students will assume the roles of a Sapa Inca (ruler), Inca governors, and peoples conquered by the Inca to experience some of the methods used by the Incas to expand and maintain their empire.
  - Sapa Inca Pachacuti. Encyclopedia Britannica Inc. (2022).<sup>29</sup>  
<https://school.eb.com/levels/middle/article/Pachacuti-Inca-Yupanqui/609558>
  - Inca Empire: Government. Technological Solutions Inc. (2022).  
<https://www.ducksters.com/history/inca/government.php#:~:text=Governors%20of%20a%20Quarter%20%2D%20The.These%20men%20were%20powerful%20nobles.>
  - Inca Government: Inca Nobles. World History Encyclopedia. (2022).  
[https://www.worldhistory.org/Inca\\_Government/](https://www.worldhistory.org/Inca_Government/)
- Students will match images and written descriptions of Maya, Aztec and Inca achievements to create symbols representing the accomplishments and place them on a map of the empire.
  - The Maya, The Aztec, & The Inca. *Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 7, Lesson 2, pp. 266-272.
- Students will investigate the early societies of the Americas and compare the various cultures with early civilizations from around the world.
  - Life in the Americas. *Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 7, Lesson 2, pp. 258-275.
- Students will describe the achievements of Early American people.
  - MesoAmerica. Weebly.com. (2022).  
<https://ancientmesoamerica.weebly.com/culture-and-achievements.html>
- Students will evaluate the encounter between the Spanish and the Aztec
  - Spanish Conquest of the Aztecs. Jabzy Web. (2022).  
<https://www.youtube.com/watch?v=8OaDpRKnE7Y>
  - What was the effect of the Spanish on the Aztec Empire? Seattle Pi. (2022).  
<https://education.seattlepi.com/effect-spanish-aztec-empire-5634.html>
- Students will analyze the gold artistry of the Mesoamericans and evaluate what it reveals about their cultural and religious beliefs.
  - How does the gold artistry of the Mesoamericans reveal their cultural and religious beliefs? University of California, Irvine. (2012).  
<http://historyproject.uci.edu/7thgraderesources/>

**Materials:**

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 7.

**Unit 7 Curriculum Document**

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

**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.

<sup>28</sup> Teachers and students must login to the LBUUSD Portal to access resources.

<sup>29</sup> Teachers and students must login to the LBUUSD Portal to access resources.



- 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 MesoAmerican achievements in astronomy and mathematics, including the development of the calendar and the MesoAmerican knowledge of seasonal changes to the civilizations' agricultural systems.

## Unit 8: African Civilization

**Duration:** 3 weeks

### Description:

The geography of Africa impacted the development of civilizations and their unique cultures. West African society began during the Ghana and Mali empires. Mansa Musa, a powerful Mali ruler, doubled the size of his Empire and encouraged Muslim art and education. Trade networks developed connecting Ghana, Mali, and Songhai to the rest of Afroeurasia. Each African civilization developed unique ways of governance and incorporated Islam into their everyday lives. Ibn Battuta, an Arab lawyer, journeyed to West Africa and was interested in the way Islam had influenced African civilization. African society also had distinct elements that resulted from the Bantu Migrations in about 3000 BCE. These migrations influenced family structures, education, and the role of women. Queen Dahia al-Kahina and Queen Nzinga were two women that served in leadership roles within the African civilizations. Queen Nzinga led the fight against Portuguese invaders for almost 30 years. The Portuguese later enslaved African captives that would lead to the beginning of the trans-Atlantic slave trade. The enslaved Africans used their cultural identity in music and oral history as an anchor for hope that is still evident in popular culture today.

### Essential Questions:

- How do civilizations develop?
- Why do people trade?
- How do religion and culture shape society?

### Required Assignments:

- African storytellers used oral history to keep traditions alive. Traditions and values were also remembered in folktales. Read the African folktale, “Concerning the Hawk and the Owl”. Have students research folktales from other parts of Africa, the world, or their own culture. Through their research, students will answer the following question: What does the folktale reveal about that culture and their values? Students will create a poster or song to present the information.
  - The World’s Literature: Concerning the Hawk and the Owl. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 8, pp. 313-315.

### Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 8 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 8, pp. 287D.
- Students will indicate how the Bantu Migrations impacted Africa.
  - Big Era Four: Landscape Unit 4.3.: Migration and Change in Africa South of the Sahara 1000 BCE - 200 BCE. UCLA History, Public History Initiative. (2021).

<https://whfua.history.ucla.edu/eras/era4.php>

- Students will analyze primary and secondary sources in order to determine how Mansa Musa affected Africa's development.
  - Mansa Musa. Stanford History Education Group. (2014).<sup>30</sup>  
[sheg.stanford.edu/history-lessons/mansa-musa](https://sheg.stanford.edu/history-lessons/mansa-musa).
  - Mansa Musa, one of the wealthiest people who ever lived (4-minute video) TED-Ed. (2015).  
<https://youtu.be/O3YJMaL55TM>
- Students will analyze maps and visuals to interpret information about trade and its impact on Africa.
  - Trade Routes of North Africa. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 8, Lesson 1, pp. 295.
- Students will analyze how trade in Africa affects the exchange of ideas.
  - The Story of Africa. BBC World Service. (2021).  
[www.bbc.co.uk/worldservice/africa/features/storyofafrica/index\\_section7.shtml](http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section7.shtml).
  - Trade and the Spread of Islam in Africa. The Metropolitan Museum of Art. (2022).  
[https://www.metmuseum.org/toah/hd/tsis/hd\\_tsis.htm](https://www.metmuseum.org/toah/hd/tsis/hd_tsis.htm)
- Students will evaluate Mali as a site of encounter.
  - Hot Themes in World History: Medieval African Kingdoms 1200-1400 CE. Sites of Encounter: Mali. University of California, Irvine. (2005).  
[ucdavis.app.box.com/s/wrm20dy6drto597ri43ws4x1q1y5dpnz](http://ucdavis.app.box.com/s/wrm20dy6drto597ri43ws4x1q1y5dpnz).
  - [Medieval African Kingdom 1200-1400](#)
- Students will describe the development of the Ghana Empire and its impact on the gold and salt trade
  - Ancient Africa: Empire of Ancient Ghana. Technological Solutions Inc. (2022).  
[https://www.ducksters.com/history/africa/empire\\_of\\_ancient\\_ghana.php](https://www.ducksters.com/history/africa/empire_of_ancient_ghana.php)
- Students will describe the rise of the Mali Empire.
  - Mali. Encyclopedia Britannica Inc. (2022).<sup>31</sup>  
<https://school.eb.com/levels/middle/article/Mali-Empire/571184>
- Students will examine primary and secondary documents to realize and evaluate the impact of Islam on Africa.
  - Ibn Battuta. Stanford History Education Group. (2022).<sup>32</sup>  
[sheg.stanford.edu/history-lessons/ibn-battuta](https://sheg.stanford.edu/history-lessons/ibn-battuta).
- Students will demonstrate understanding of Africa's influence on pop culture.
  - Culture in Africa. *Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 8, Lesson 3, pp. 311-312.
- Students will understand and trace the importance of African written and oral traditions
  - Storytelling. Encyclopedia Britannica Inc. (2022).<sup>33</sup>  
<https://school.eb.com/levels/middle/article/storytelling/277912#284880.toc>
- Students will analyze primary-source quotes on the slave trade to evaluate the position of the speaker.
  - The European Slave Trade. *Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 8, Lesson 3, pp. 309-310.
- Students will compare and contrast in addition to evaluating the role of African women using multiple sources.
  - Portrayals of West African Women.  
<https://docs.google.com/document/d/1JVxzKVPo2OtWB1iuncsbbb8810BTMDI9Y4X0RWeN5aQ/edit?usp=sharing>

### Materials:

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 8

<sup>30</sup> Teachers must create a free login to access resources on this site.

<sup>31</sup> Teachers and students must login to the LBUUSD Portal to access resources.

<sup>32</sup> Teachers must create a free login to access resources on this site.

<sup>33</sup> Teachers and students must login to the LBUUSD Portal to access resources.

## Unit 8 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

**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 states and cities in West Africa.
- 7.4.3 Describe the role of the transSaharan 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 9: New Ideas**

**Duration:** 4 weeks

**Description:**

As the Black Death eased, people were ready for a more joyful future. They began to focus on the arts and learning and began to value human reason. In the early 1300's, Europeans began to realize that there was corruption within the Catholic Church. Christians such as John Wycliffe, Erasmus, Martin Luther, John Calvin, and William Tynsdale were critical of the Catholic Church and believed that the church needed to be reformed. The Reformation that ensued brought revolts and an exchange of one power for another. Henry VIII used the Reformation as an excuse to begin his own church. During this same time period, people began to revisit Greek and Latin languages, especially in Italy. Florence and Venice became Renaissance cities with many artists, sculptors, and writers: da Vinci, Michelangelo, Artemisia Gentileschi, van Eyck, Dürer, and Shakespeare. Business flourished in these cities and a new type of "nobility" emerged centered around trade. While religion was still a focus during the Renaissance, there was a greater appreciation for human reason (Humanism). Humanism influenced the arts, science, government, and society. Humanists such as Dante Aligheri and Geoffrey Chaucer began writing in vernacular and more literature was printed using Gutenberg's Printing Press. Other humanists began to study the world around them using mathematics and experiments. This thinking led to the Scientific Revolution and discoveries, which were made by Copernicus, Kepler, Galileo, Newton, Vesalius, Hooke, Boyle, and Antoine and Marie Lavoisier. Additionally, the preoccupation with "reason" led political leaders to theorize about the best aspects of government: absolutism, constitutional monarchy, bill of rights, separation of powers. Philosophes such as Voltaire, Diderot, Wollstonecraft, and Rousseau appealed to reason to improve society. As thinkers called for more power to the people, some monarchs refused to give up power.

**Essential Questions:**

- How do religions influence systems of power?
- How do people try to improve society?
- Why do people make economic choices?

**Required Assignments:**

- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 10 Inquiry Project: Transforming Society with Technology. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. pp. 359C.  
[https://docs.google.com/document/d/1GBu\\_059r6oO7Tc\\_uti45nkHjA1N\\_OrwhNiaB2KVsrOk/edit?usp=sharing](https://docs.google.com/document/d/1GBu_059r6oO7Tc_uti45nkHjA1N_OrwhNiaB2KVsrOk/edit?usp=sharing)

OR

- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 10 Taking Action: Promoting Change in Your School or Community. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. pp. 359E.

**Suggested Activities:**

*Chapter 9, pp. 324-341, works in conjunction with this unit of study rather than as a stand alone chapter.*

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 10 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 10, pp. 359D.
  - Chapter 9, Lesson 1 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 9, Lesson 1, pp 321D.
- Students will identify and explain the three main differences between Protestant ideas and the Catholic Church.
  - A Reformation in Christianity. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 9, Lesson 1, pp. 324-333.
- Students will locate and map European countries that were significant to the Reformation and explain why they were significant.
  - The Protestant Reformation through Maps. CRSd.org. (2017).  
<https://www.crsd.org/cms/lib/PA01000188/Centricity/Domain/791/C%2023%20Transformation%20of%20Europe%202017%20website.pdf>
- Students will explain the origins of the Reformation.
  - Reformation. Encyclopedia Britannica Inc. (2022).<sup>34</sup>  
<https://school.eb.com/levels/middle/article/Reformation/276678>
  - Counter-Reformation. Encyclopedia Britannica Inc. (2022).<sup>35</sup>  
<https://school.eb.com/levels/middle/article/Counter-Reformation/273832>
- Students will describe how European monarchs used religion to their advantage.
  - A Reformation in Christianity and Catholics and Protestants. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 9, Lessons 1 & 2, pp. 328-341.
- Students will summarize theological, political, and economic ideas of the major figures during the Reformation.

<sup>34</sup> Teachers and students must login to the LBUUSD Portal to access resources.

<sup>35</sup> Teachers and students must login to the LBUUSD Portal to access resources.

- Students will compare the documents and consider how to weigh contrasting accounts of history written by the same person.
  - Martin Luther. Stanford History Education Group. (2022).<sup>36</sup>  
<https://sheg.stanford.edu/history-lessons/martin-luther>
- Students will 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. (2021).  
<http://www.projectwittenberg.org/>
- Students will discuss who ruled the city-states of Italy and how they achieved power.
  - Renaissance in Italy. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 10, Lesson 1, pp. 363-369.
- Students will analyze the accomplishments of the Renaissance.
  - Renaissance. History.com (2022).  
<https://www.history.com/topics/renaissance/renaissance>
- Students will analyze and identify differences between a Middle Ages-style painting and a Renaissance-style painting. Students will complete a gallery walk to determine how Renaissance artists changed human beings' understanding of perspective.
  - Impact of Ideas, 1450-1750: Renaissance Lesson: How did Renaissance artists change our understanding of perspective? University of California, Irvine. (2016).  
<http://historyproject.uci.edu/7thgraderesources>
- Students will evaluate the reasons that motivated a revival in Humanism.
  - Renaissance Humanism. World History Encyclopedia. (2022).  
[https://www.worldhistory.org/Renaissance\\_Humanism/](https://www.worldhistory.org/Renaissance_Humanism/)
- Students will hypothesize which Renaissance innovation had the greatest impact on society. Students will support with relevant evidence.
  - New Ideas. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 10, pp. 362-395.
- Students will discuss the roots and achievements of the Scientific Revolution and evaluate the historical impact of Galileo and determine if his status as a heretic was accurate.
  - Galileo. Stanford History Education Group. (2022).<sup>37</sup>  
<https://sheg.stanford.edu/galileo>
- Students will analyze the ideas of Enlightenment thinkers.
  - *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 10, Lesson 4, pp. 387-395.

### Materials:

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 10.

Unit 9 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCgqQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing)

### 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).

<sup>36</sup> Teachers must create a free login to access resources on this site.

<sup>37</sup> Teachers must create a free login to access resources on this site.



- 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.
- 7.8.4 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 CounterReformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
- 7.10 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.

## Unit 10: Age of Exploration and Trade

**Duration:** 3 weeks

### Description:

Increasing interconnection, trade, and competition between countries and technological innovations led to voyages of exploration. Explorers such as Magellan, Columbus, Da Gama, and Da Verrazzano increased the economic capabilities of their countries but often brought devastation to the people they encountered. Human expansion not only impacted the people that were colonized but had effects on the environment, trade networks, and global interconnection. These explorations led to a focus on the interconnectedness of power and wealth, which led to modern capitalism.

### Essential Questions:

- What were the effects of the Renaissance and the Scientific Revolution?
- How did the Reformation divide the Christian church, millions of people, and European states?
- How were the social contract and other political ideas of the Enlightenment revolutionary?

### Required Assignments:

- Research Project: As a culminating activity, students will choose a topic or unanswered question to research and write a 3-5 paragraph essay. Student writing will include a claim supported with relevant evidence. Teacher may supply sample questions.

- Students will describe the interaction between one of the conquistadors and the people they encountered.
  - Spain's Conquest in the Americas. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 11, Lesson 2, pp. 401I.
  - Teacher may choose to differentiate the assessment to best meet the needs of their students:
    - Approaching Level learners will create a graphic organizer or write a paragraph explaining their interactions
    - Beyond Level learners will write a biodrama in the form of a play, script, or dialogue between characters.

### Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
  - Chapter 11 Inquiry Journal. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 11, pp. 401D.
- Students will identify new technologies that allowed exploration and participate in a gallery walk.
  - Technology in the Age of Exploration. Sutroi. (2022).  
<https://www.sutori.com/en/story/technology-in-the-age-of-exploration--sSRPDCpCYZbmcexfW3hNyr2>
  - Technology in the Age of Exploration. Khan Academy. (2022).  
<https://www.khanacademy.org/humanities/whp-origins/era-5-the-first-global-age/x23c41635548726c4:other-materials-origins-era-5/a/technology-in-the-age-of-exploration>
- Students will identify the accomplishments of Magelian, Columbus, Da Gama, Pizarro, and Da Verrazzano.
  - Early Voyages of Discovery. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 11, Lesson 1, p. 406-419.
- Students will identify the conquistadors who conquered Mexico and Peru.
  - Early Exploration of America: Cortes Conquers the Aztec of Mexico. Encyclopedia Britannica Inc. (2022).<sup>38</sup>  
<https://school.eb.com/levels/middle/article/early-exploration-of-the-Americas/543490#298039.toC>
  - Early Exploration of America: Pizarro Conquers the Inca of Peru. Encyclopedia Britannica Inc. (2022).<sup>39</sup>  
<https://school.eb.com/levels/middle/article/early-exploration-of-the-Americas/543490#298040.toC>
- Students will analyze Europe's cultural dominance through colonization.
  - 500 years of European colonialism, in one animated map. Vox.com. (2015).  
<https://www.vox.com/2014/5/8/5691954/colonialism-collapse-gif-imperialism>
- Students will draw conclusions about the advancements in economics that occurred due to trade. Students will understand the impact of the Columbian exchange on the development of capitalism.
  - What is Mercantilism, Creating Joint-Stock Companies, and What is a Cottage Industry? *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 11, Lesson 3, pp. 421-423.
  - Analyzing Sources. *World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 11, pp. 428-429.
  - Early Exploration of America: The Age of Discovery. Encyclopedia Britannica Inc. (2022).<sup>40</sup>  
<https://school.eb.com/levels/middle/article/early-exploration-of-the-Americas/543490>

<sup>38</sup> Teachers and students must login to the LBUUSD Portal to access resources.

<sup>39</sup> Teachers and students must login to the LBUUSD Portal to access resources.

<sup>40</sup> Teachers and students must login to the LBUUSD Portal to access resources.

**Materials:**

*IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times*, McGraw-Hill Education, © 2019. Chapter 11.

Unit 10 Curriculum Document

[https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3\\_rCaGCggQxzQ4y\\_x5WcGEA4/edit?usp=sharing](https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCggQxzQ4y_x5WcGEA4/edit?usp=sharing)

**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.

- 7.11 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 map makers.

**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:**

Textbook: IMPACT California Social Studies: World History & Geography: Medieval & Early Modern Times, Jackson Spielvogel, Ph.D. McGraw-Hill Education, © 2019.

**RESOURCES:***Documents*

- ☐ Using Formative Assessment for Differentiation LBUSD [ELA Curriculum Documents](#)
- ☐ CCSS History/SS, Science, and Technical Subjects 6-12 <http://www.corestandards.org/ELA-Literacy/>
- ☐ ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- ☐ CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ☐ Work-Based Learning Continuum LBUSD Work-Based Learning webpage

*District Offices*

- ☐ History, Social Science, & Ethnic Studies Curriculum Office (562) 997-8000, ext. 2956
- ☐ Research Office (562) 997-8143

**CLASSROOM PERFORMANCE CRITERIA:**

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



	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Homework and Notebook	0 – 59% 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	60 – 69% 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	70 – 79% 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	80 – 89% 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	90 – 100% 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	0 – 59% A score of one on a six-point rubric, or a score of one on a four-point rubric	60 – 69% A score of two on a six-point rubric, or a score of two on a four-point rubric	70 – 79% A score of three or four on a six-point rubric, or a score of two on a four-point rubric	80 – 89% A score of four or five on a six-point rubric, a score of three on a four-point rubric	90 – 100% 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	0 – 59% 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	60 – 69% 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	70 – 79% 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	80 – 89% 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	90 – 100% 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

**Standard Grading Scale:**

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

**Scaled Grading Scale:**

[Link to Presentation on Scaled Grading](#) (LBUSD Research Office, 2019)

<b>Overall Scaled Score Average</b>	<b>Percentage Equivalent</b>	<b>Final Grade</b>
4.20 - 5.00	80 - 100%	A
3.20 - 4.19	60 - 79%	B
2.20 - 3.19	40 - 59%	C
1.20 - 2.19	20 - 39%	D
0.00 - 1.19	0 - 19%	F

**Suggested Grade Weighting:**

1. Homework and Notebooks (District Recommendation) 10% (at the most)
  - 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:	Michelle Fennell, Thy Pech, Erin Hill, Rebecca Sanchez, and Alan Sheppard
Submission Date:	September 21, 2022
School/Office:	History, Social Science & Ethnic Studies Office
Original Board Approval Date:	2001
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Saved on Google Shared Drive, History/Social Science/Ethnic Studies, (2) Course Outlines, 7th Medieval