**Unit One: Byzantium and Russia**

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| **Stage 1—Desired Results** | |
| **Established Goals:**  WH I.6: Describe the rise and achievements of the Byzantine Empire.  Explain influence of the Byzantine Empire on the development of early Russia. | |
| **Understandings:**  ***Students will understand that…***   * Geography impacts the development and strength of a society. * Trade facilitates economic and cultural exchange. * Religion can provide cultural and political unity through a common set of beliefs. * Artistic expression reflects religious beliefs and the goals of the state. | **Essential Questions:**   * What causes a society or civilization, such as the Byzantine Empire, to achieve greatness and to decline? * How does geographical location shape the development of a culture? What made Byzantium the crossroads of civilization? How did the Dnieper River impact the development of Kiev? * What role does religion play in shaping a society? How did Eastern Orthodoxy develop over time and shape the evolution of the Byzantine Empire and Kievan Russia? * What causes “cultural diffusion” and to what extent does it shape a society? |
| ***Students will know…***   * Basic geography, including topography and major waterways. * Key vocabulary associated with each society. * Key events in the rise of both Byzantium and early Russia. | ***Students will be able to…***   * Explain the strategic importance of the Byzantine Empire and of Kievan Russia. * Analyze the role that trade played in bringing about cultural diffusion. * Compare and contrast the forces that led to the rise and fall of Byzantium and early Russia. * Explain key artistic characteristics of major works from each society. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Investigate primary and secondary sources in order to formulate a position as to how the Byzantine Empire was able to survive one thousand years beyond the fall of the Western Roman Empire. * Create a visual depicting the importance of geography, trade, and cultural diffusion in the development of Kievan Russia. | **Other Evidence:**   * Oral or written response to one of the essential questions. * Test on facts about the rise and fall of the Byzantine Empire and Early Russia. * Ability to use key vocabulary in oral or written expression. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Introduce students to the concept of “PRIMES” and/or to the concept of the “universal cultural pattern” at the start of the unit. * Use of maps to highlight importance of geography. * Create a timeline of key events in the rise of early Russia. * Graphic organizers will facilitate organization and understanding of written documents related to cultural diffusion between the two societies. * Visual presentation of key artistic achievements, including architecture and religious images. * Introduce students to the outline format and process in order to support clear and coherent essay writing. * Review the structure of a five-paragraph essay and introduce the department writing rubric. | |

**Unit Two: Islam and the Muslim Expansion**

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| **Stage 1—Desired Results for Unit on Islam and the Muslim Expansion** | |
| **Established Goals:**  **WH 1.2: Describe significant aspects of Islamic belief.**  **WH 1.3: Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia.**  **WH 1.4: Describe the central political, economic, and religious development in major periods of Islamic history.**  **WH 1.5: Analyze the influence and achievements of Islamic civilization during its “Golden Age.”** | |
| **Understandings:**  ***Students will understand that…***   * Religion can provide a foundation for a society. * Geography and the scarcity of resources can shape the values of a society. * Interaction through trade and/or war can foster cultural diffusion. * Artistic expression reflects religious beliefs. * Differing interpretations of Islam have led to conflict, past and present. | **Essential Questions:**   * How does a religion form and spread? What forces helped to shape Islam? * What causes a society or civilization to achieve greatness and to decline? * How does geographical location shape the development of a culture? How did the climate and topography of the Arabian Peninsula contribute to the development of Islam? * How does religion become a way of life for people? * How do war and trade foster cultural diffusion? |
| ***Students will know…***   * The basic tenets of Islam. * What factors allowed for the rapid expansion of Islam and the geographical extent of the empire at its height. * The achievements of the Muslim Empire and its lasting legacy. | ***Students will be able to…***   * Explain the basic tenets of Islam and its connection to the Judeo-Christian tradition. * Identify the geographic stages of expansion in the Islamic Empire. * Understand and describe the achievements of Islam in the areas of the arts, mathematics, architecture, medicine, science, and literature. * Explain how Muslim cultural achievements influenced other societies. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Conduct independent and collaborative research around the achievements of Islam in the areas of the arts, mathematics, architecture, medicine, science, and literature in order to teach classmates about a specific area of Islamic achievement. * Convey information about a specific area of Islamic achievement through role play, the creation of a museum display, or creation of a news article. | **Other Evidence:**   * Oral or written response to one of the Essential questions. * Self assessment and reflection on Islam research project. * Ability to use key vocabulary in oral or written expression. * Assessment on facts related to the basic tenets of Islam and the expansion of Islam. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Introduce and review MLA bibliographic format and citation process. * Introduce the scoring rubrics associated with the Islam research project. * Create a timeline of key events in the development and expansion of Islam. * Examine Qur’anic verses in order to understand the values of Islamic culture. * Selected use of video clips to support visual learners and reinforce key concepts from our study. * Integrate maps into homework or class time to visually clarify expansion of the Islamic world. | |

**Unit Three: Societies of Africa**

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| **Stage 1—Desired Results** | |
| **Established Goals:**  **WH 1.17: Describe the different ways in which Islam […] influenced indigenous African cultures.**  **WH 1.18: Identify the locations and time periods of the empires of Ghana, Mali, and Songhay.**  **WH 1.19: Describe important political and economic aspects of the African empires.**  **WH 1.20: Describe the development and effects of the trans-African slave trade to the Middle East…** | |
| **Understandings:**  ***Students will understand that…***   * The African continent is extremely diverse in its geography, economy, government structure, and cultural achievements. * African societies were key contributors in the network of trade throughout the Middle Ages. * Oral history is a valid and meaningful form of preserving the historical record. * Modern media portrayals of Africa often distort or over-simplify the diversity of experience. | **Essential Questions:**   * How did geography and natural resources contribute to the development of distinct societies in Africa? * How do societies preserve their past? How does the African tradition of oral history challenge the concept of history as a formal written record? * How do new ideas and traditions blend to create a new cultural identity? |
| ***Students will know…***   * Key achievements and leading figures of the societies of West African kingdoms, Swahili coastal city-states, and Great Zimbabwe. * There was geographical and demographic diversity across the African continent. * That key resources drove the development of both regional and global economies in the African world. | ***Students will be able to…***   * Describe the gold-salt trade of West Africa and trans-Indian Ocean trade networks of the Swahili Coast. * Compare and contrast the impact that geography had on the development of western empires and eastern city-states. * Explain how elements of Islamic culture were adapted by African societies. * Compare the political structure and organization of the three distinct areas of Africa being studied. * Evaluate the validity of the “dark continent” theory of Africa. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Simulate and/or create a visual depiction of the gold-salt trade system of West African kingdoms. * Create a travel brochure for an East African city-state describing the trade, local traditions, and benefits of living in this area. * Role-play the tale of Sundiata Keita. * Create a bio-poem and/or a visual depiction of the achievements of either Sundiata or Mansa Musa. | **Other Evidence:**   * Assessment on facts related to the three distinct areas of our study. * Oral or written response to one of the essential questions. * Ability to use key vocabulary in oral or written expression. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Integrate maps into homework or class time to visually clarify location and development of three regions of our study. * Selected readings from *Through African Eyes* to further support learning goals. * Excerpts from the Epic of Sundiata to answer the question *Are oral histories legitimate historical sources?* * Selected use of video clips (including *Caravans of Gold, Africa: A History Denied)* to support visual learners and reinforce key concepts from our study. * Use of graphic organizers to compare key leaders of West African kingdoms and to compare achievements, economies, and structure of the three distinct regions. | |

**Unit Four: Medieval Europe**

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| **Stage 1—Desired Results** | |
| **Established Goals:**  **WH 1.7: Describe the major economic, social, and political developments that took place in medieval Europe.**  **WH 1.8: Describe the developments in Medieval English legal and Constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus.**  **WHI1.9: Describe the religious and political origins of conflicts between Islam and Christianity, including the Muslim wars against Christianity before the European Crusades and the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries.** | |
| **Understandings:**  ***Students will understand that…***   * Religion can be both a force for unification and division within and between societies. * Feudalism often emerges as a government structure in times of political chaos. * Technology drives political, social, and economic change. * Western democracy dates back to developments in the Middle Ages. | **Essential Questions:**   * In the absence of a strong, unifying government, how do people organize themselves politically, socially, or economically? * What role did the Christian Church play in the shaping of medieval European society? * How do politics and religion co-exist? |
| ***Students will know…***   * Key events and terms associated with significant cultural achievements of the Roman Catholic Church, as well as terms related to the Great Schism and the Crusades. * Key events and terms associated with the rise and fall of the feudal and manorial system. * Key contributions and impact of the Agricultural and Commercial Revolutions, as well as developments and evolution in military technology in Europe. * Leading figures and events connected to the birth of democracy and the growth and development of the English and French nations. | ***Students will be able to…***   * Explain conditions and factors that led to the development and eventual weakening of feudalism and the manor system in Europe after the fall of the Western Roman Empire. * Explain how the Church was instrumental in the evolution of European society between 500-1300, as well explain factors that would eventually weaken the power of the Church in Europe. * Analyze the growth and development of the English and French nations. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Simulate the development of feudalism in the Middle Ages. * Develop and create a coat of arms or shield. * Design a concept map that visually traces the economic and social impact of the Agricultural Revolution and the rise of commerce and urbanization. | **Other Evidence:**   * Oral or written response to one of the Essential questions. * Essay that analyzes the decline of feudalism in Medieval Europe. * Ability to use key vocabulary in oral or written expression. * Assessment on facts related to the rise and fall of the feudal and manorial system. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Use of graphic organizer to examine the feudal pyramid and the Agricultural/Commercial Revolution. * Selected use of video clips to support visual learners and reinforce key concepts from our study. * Selected use of images from art and architecture to demonstrate the central role of the Church in the Middle Ages. * Examination of primary and secondary documents related to the central value of chivalry in Medieval Europe. * Organizational scaffolding to clarify the development of Parliament and the Estates General in England and France. | |

**Unit Five: China’s Golden Age (600-1450)**

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| **Stage 1—Desired Results** | |
| **Established Goals:**  **WH 1.23: Summarize the major reasons for the continuity of Chinese Civilization through the 14th Century.**  **WH 1.24: Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy.**  **Explain the concept of the “Middle Kingdom” and its impact on the development of Chinese identity.** | |
| **Understandings:**  ***Students will understand that…***   * China’s political structure, along with its cultural and philosophical values enabled it to endure as the longest continuous civilization. * Geography and cultural values played a significant role in the development of the Chinese identity in relation to the rest of the world. * Achievements during the Tang and Song Dynasties are among the legacies of the Chinese civilization. | **Essential Questions:**   * What factors allowed China to endure as a continuous civilization for centuries? * How did Confucianism, Taoism, and Buddhism shape China’s cultural development? * How did the concept of the “Middle Kingdom” shape China’s development? * To what extent and how did China play a role in the global economy through trade? * What makes a “golden age”? Why are the Tang and Song Dynasties considered to be China’s “Golden Age”? |
| ***Students will know…***   * Core values associated with Confucianism, Taoism, and Buddhism. * Key geographical features that contributed to the historical development of China and the evolution of the concept of the “Middle Kingdom.” * China’s connection to the global economy through trade during the Tang, Yuan, and Ming Dynasties. * Key achievements and contributions of the Tang and Song Dynasties. | ***Students will be able to…***   * Explain the impact of key philosophies on the politics, society, and culture of China. * Identify geographic features of China. * Explain how the concept of the “Middle Kingdom” developed and subsequently shaped China’s relations with foreign powers. * List and explain the significance of key inventions or achievements of China during the “Golden Age.” * Analyze the impact of the Mongol Conquest on China. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Create a “Big Map” that depicts the topography, climate, and resources of China. * Evaluate the rules of the school or the mission statement from a Confucian perspective. * Design bumper stickers that reflect traditional Chinese philosophies. * Debate arguments for and against the continuation of the Ming Treasure ship Voyages. * Create a diary/journal from the perspective of a person involved in the Ming Treasure ship voyages. | **Other Evidence:**   * Oral or written response to one of the Essential questions. * Ability to use key vocabulary in oral or written expression. * Assessment on facts related to the Golden Age of China. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Use of graphic organizer to examine the dynastic cycle, as well as the traditional Chinese philosophies. * Selected use of video clips to support visual learners and reinforce key concepts from our study. * Learning the “dynasty song” to reinforce understanding of historical time periods in China. * Selected use of images from art and literature to demonstrate the achievements of China during its “Golden Age.” * Web activities that highlight the global significance of the Ming Treasure ship voyages. * Use of graphic organizers to help students prepare to debate the continuation of the Ming Treasure ship voyages. | |

**Unit Six: Japan (600-1450)**

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| **Stage 1—Desired Results** | |
| **Established Goals:**  **WH 1.25: Summarize the major economic, political, and religious development in Japanese history to 1800.**  **WH 1.26: Describe Japan’s cultural and economic relationship to China and Korea.**  **WH 1.27: Describe the influence and consequences of Japanese isolationism to 1800.** | |
| **Understandings:**  ***Students will understand that…***   * Geography and cultural values played a significant role in the development of the Japanese identity. * China had a significant influence on the development of the political and cultural identity of Japan. * Achievements during the Yamoto through the Tokugawa era were significant in shaping modern Japan. | **Essential Questions:**   * How does geographical location shape the development of a culture? How did Japan’s proximity to China impact its development? * How or why does a cultural choose to borrow from another culture? To what extent did Japan adopt, adapt, or reject foreign ideas? * What role does religion play in shaping a society? How did Shintoism and Buddhism shape the Japanese identity? * In the absence of a strong, unifying government, how do people organize themselves politically, socially, or economically? |
| ***Students will know…***   * Key geographic features that contributed to the historic and cultural development of Japan. * Japan borrowed and adapted from both the Chinese and the Western cultural traditions. * Achievements associated with major historical time periods in Japanese history. * Characteristics of Japanese political systems from the Yamato through the Tokugawa eras. | ***Students will be able to…***   * Identify geographic features of Japan. * Explain the impact of cultural diffusion on the politics, economy, and culture of Japan. * Identify and explain significant cultural achievements from the Yamato through the Tokugawa eras. * Explain the rise of the shogun and the role of the samurai. * Identify how the political stability of the Tokugawa period brought about economic and social change. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Conduct independent and collaborative research around the achievements of the Tokugawa period in the areas of the performing and visual arts, architecture, military advancements, and literature in order to teach classmates about a specific area of Tokugawa culture. * Create haiku poetry. | **Other Evidence:**   * Oral or written response to one of the Essential questions. * Ability to use key vocabulary in oral or written expression. * Assessment on facts related to the history of Japan. * Self assessment and written reflection on research project. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Selected use of video clips from PBS *Secret Empire* or History Channel’s *Samurai* to support visual learners and reinforce key concepts from our study. * Introduce scoring rubrics associated with Japan research project. * Create a timeline of key events in the development of Japan. * Selected use of primary literary sources (*Tale of Genji, Pillow Book,* and Zen parables*)* to understand the values of various periods in Japanese history. * Web activities that explore various cultural achievements of the Tokugawa period. * Integrate maps and visual images to clarify cultural values in the Japanese identity. | |

**Unit Seven: European Renaissance and Reformation**

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| **Stage 1—Desired Results** | |
| **Established Goals:**  **WHI.29 Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg.**  **WHI.30 Describe origins and effects of the Protestant Reformation.**  **WHI.31 The influence and ideas of Ignatius Loyola.**  **WHI.32 Explain the role of religion in the wars among European nations in the 15th and 16th centuries.** | |
| **Understandings:**  ***Students will understand that…***   * Values began to shift within Italian societies placing an emphasis on human ability and individual achievement. * European art and literature reflect the changing attitudes and norms. * Humanism and a secular spirit caused individuals to scrutinize religion resulting in the fragmentation of the Christian faith. | **Essential Questions:**   * How was humanism a catalyst for change in European thought? * What new values emerge due to humanism during the Renaissance and how are they reflected in the art and literature of the time? * How do these new values contribute to the emergence of new religious ideas in European society? * What were the responses to new religious thought both within and without the Roman Catholic Church? |
| ***Students will know…***   * Reasons that the Renaissance began in Northern Italy. * The difference between the themes and techniques reflected in Medieval and Renaissance art. * Events and key individuals associated with the Reformation and Counter-Reformation. * The religious and political legacies of the Reformation. | ***Students will be able to…***   * Define humanism and explain how it served to bring about the Renaissance. * Identify Renaissance themes and techniques in the art and literature of the time. * List and explain the causes of the Protestant and Counter-Reformations. * Explain the lasting implications of the Protestant and Counter-Reformations for European society. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Conduct independent research on the life and accomplishments of a Renaissance artist and create a museum display which educates classmates on the artist’s work. * Design propaganda, cartoon strip, or bumper stickers that reflect or chronicle Protestant or Counter-Reformation movements. * Create informational pamphlets or brochures outlining the basic beliefs of Protestant and Counter-Reformation movements. * Create an art history/travel itinerary for major Renaissance artworks | **Other Evidence:**   * Oral or written response to one of the Essential questions. * Ability to use key vocabulary in oral or written expression. * Assessment on facts related to the history of the European Renaissance and Reformation movements. * Analyze the symbolism contained within Lutheran propaganda of the time. * Analysis of Renaissance literature. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Integrate visual images and primary source literature to clarify cultural values in European Renaissance society. * Selected use of video clips from A & E’s *Most Influential People of the Last Millennium,* Discovery Channel’s *Doing DaVinci,* PBS documentary *Martin Luther: Reluctant Revolutionary* or the film *Luther* * Create a timeline of key events from both the Renaissance and Reformation. * Selected use of Khan Academy’s “Smart History” Art History site | |

# Unit Eight: Societies of the Americas and the Age of Exploration

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| **Stage 1—Desired Results** | |
| **Established Goals:**  **WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade.**  **WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and structures, religious practices, economies, art and architecture, and use of slaves.**  **WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America.** | |
| **Understandings:**  ***Students will understand that…***   * Prior to European contact, there existed thriving and stable civilizations in the Americas. * A variety of social, economic, political, and religious factors inspired a spirit of discovery that influenced the Age of Exploration. * Exploration led to lasting and permanent changes in Europe, the Americas, and Africa. * The Columbian Exchange revolutionized the economies and societies of the world. | **Essential Questions:**   * What are the distinguishing achievements of the Aztec and Inca societies? * What motivated the European Age of Exploration? * What was the impact of exploration on Europe, the Americas, and Africa? * What were the immediate and long-term effects of the Columbian Exchange? |
| ***Students will know…***   * The political, economic, and social organization of the Aztec and Inca Empires. * The major achievements and inventions of the Aztec and Inca. * The factors that motivated European explorers. * The impact of the Columbian Exchange on the globe. * The significance of the trans-Atlantic slave trade. | ***Students will be able to…***   * + Compare and contrast the political, economic, and social organization of the Aztec and the Inca.   + Identify the major achievements and inventions of the Aztec and Inca.   + Draw connections between the spirit of the Renaissance and the beginnings of the Age of Exploration.   + Compare and contrast the Age of Exploration in Asia, the Muslim world, and Europe   + Enumerate the goods, people, ideas, and diseases that crisscrossed the Atlantic during the "Columbian Exchange".   + Explain the triangular trade system and the significance of the “Middle Passage” |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Create power point presentations that address the impact of European nations in the Americas. * Create “big maps” that chart exploration routes. * Create a “News Cast from the Past” that highlights events and contributions from the Age of Exploration. | **Other Evidence:**   * Oral or written response to one of the Essential questions. * Ability to use key vocabulary in oral or written expression. * Assessment on facts related to the history of the European Age of Exploration. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Integrate visual images and maps to clarify key moments from the Age of Exploration. * Selected use of video clips from *Amistad,* History Channel’s *Lost Civilizations: the Aztecs* * Selected use of primary source slave narratives. * Selected use of primary and secondary sources related to the Spanish conquest of the New World. | |

# Unit Nine: Absolutism and the Rise of the Nation State

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| **Stage 1—Desired Results** | |
| **Established Goals:**  **WHII.1 Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.** | |
| **Understandings:**  ***Students will understand that…***   * Monarchs utilized divine right to justify their power. * Power became centralized in European nation-states during times of religious and economic instability. | **Essential Questions:**   * How did monarchs rationalize their absolute rule? * What was the impact of rule by divine-right on European nation-states? |
| ***Students will know…***   * Key vocabulary associated with absolute rule. * The positive and negative effects of absolutism on European nation states. * The circumstances that led to European monarchs’ consolidated and increased power. | ***Students will be able to…***   * + Define "absolute monarch" and "divine-right monarchy."   + Compare and contrast the ways that different monarchs justified their rule.   + Examine the positive and negative effects of absolutism on European nation states.   + Explain how monarchs used absolutism to consolidate power both within and without their countries. |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks:**   * Investigate primary and secondary sources in order to understand the benefits and drawbacks of absolute monarchy. * Create life sized illustrations of European absolute rulers visually depicting the ruler’s characteristics, accomplishments and legacies. | **Other Evidence:**   * Oral or written response to one of the essential questions. * Assessment on facts related to the rise of European Absolutism and the nation state. * Ability to incorporate key vocabulary in oral or written expression. |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Use of graphic organizers to compare the powers of absolute leaders of European nation states. * Web activities (including: Versailles Palace website, Google Earth, etc.) that highlight the scope and grandeur of absolute power. * Selected use of video clips (including: *Russia: Land of Tsars)* to support visual learners and reinforce key concepts from our unit of study. | |