Grade 8

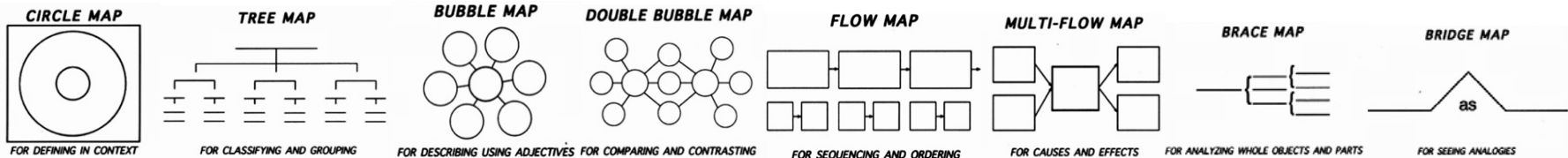## World History and Geography to 1500 A.D. (C.E.)

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.
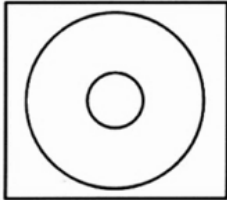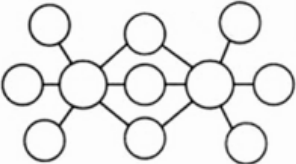
Skills

WHI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
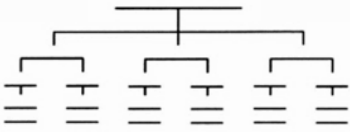   a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;
   b) using geographic information to determine patterns and trends to understand world history;
   c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;
   d) evaluating sources for accuracy, credibility, bias, and propaganda;
   e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;
   f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;
   g) analyzing multiple connections across time and place;
   h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
   i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and
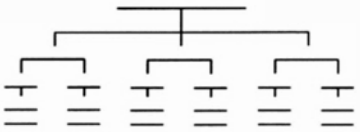   j) investigating and researching to develop products orally and in writing.
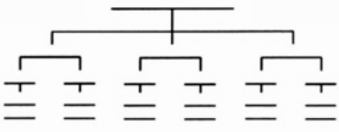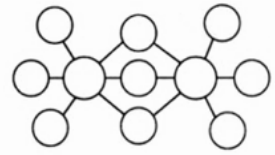
Thinking Map Images for Copying and Pasting
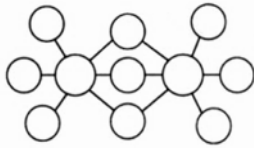
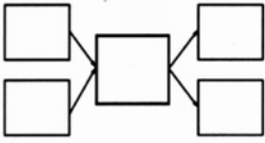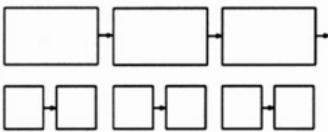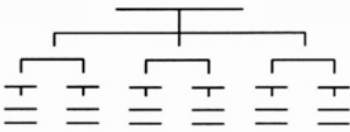|	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars ([Instructions for linking to a Google Doc](#))	Resources (for instruction, assessment, and intervention)
Q1	WH1.2a The student will apply social science skills to understand the Paleolithic Era to the agricultural revolution by a) explaining the impact of geographic environment on hunter-gatherer societies; Life in early hunter-gatherer societies was shaped by their physical environment.	Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago. Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas. Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history; **CIRCLE MAP** FOR DEFINING IN CONTEXT	Key Terms: - Homo sapiens - Hunter-Gatherers - Paleolithic Era - Neolithic Era - Agricultural Revolution - Eurasia WH1.2a Early Man Resources
	WHI.2b The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by b)describing characteristics of hunter-gatherer societies, including their use of tools and fire; Early human societies, through the development of culture,	Hunter-gatherer societies during the Paleolithic Era (Old Stone Age): - Were nomadic, - Migrating in search of food, water, shelter - Invented the first tools, including simple weapons - Learned how to make and use fire - Lived in clans - Developed oral language - Created "cave art"	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1c interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;	Key Terms: - Old Stone Age - Nomadic - Migration - Clan - Culture - Oral language - Cave Art WH1.2b The Paleolithic Era Resources

began the process of overcoming the limits set by the physical environment.		**CIRCLE MAP** FOR DEFINING IN CONTEXT	
WH1.2c The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by c) analyzing how technological and social developments gave rise to sedentary communities; and The beginning of agriculture, including permanent settlements, was a major step in the advancement of human social organization.	Societies during the Neolithic Era (New Stone Age): - Developed agriculture (domesticated plants) - Domesticated animals - Used advanced tools - Made pottery - Developed weaving skills	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1c interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **DOUBLE BUBBLE MAP** FOR COMPARING AND CONTRASTING	Key Terms: - New Stone Age - Domestication (plants and animals) - Agricultural Revolution - Agriculture - Sedentary Communities - Pottery - Weaving WH1.2c The Neolithic Era Resources

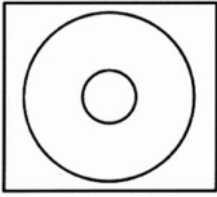|				
			TREE MAP FOR CLASSIFYING AND GROUPING	
	WH1.2d The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by d) analyzing how archaeological discoveries are changing current understanding of early societies. Archaeologists continue to find and interpret evidence of early humans and their lives.	Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts. Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts. Stonehenge is an example of an archaeological site in England that was begun during the Neolithic Age and completed during the Bronze Age. Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists. Çatalhöyük is an example of a Neolithic settlement currently under excavation in Anatolia.	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history; **BRIDGE MAP** as FOR SEEING ANALOGIES	Key Terms: - Archaeologist - Artifacts - Fossil - Carbon Dating - Stonehenge - Bronze Age - Aleppo - Jericho - Çatalhöyük - Anatolia - Fertile Crescent WH1.2d Archeology Resources
	WH1.3a The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the	River valley civilizations (about 3500 to 500 B.C. [B.C.E.]): - Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia) - Egyptian civilization: Nile River Valley and Nile Delta	WH1. 1b Using geographic information to determine patterns and trends to understand world history;	Key Terms: - Civilization - Permanent settlements - Mesopotamia - Irrigation - Silt - Loess

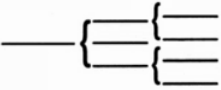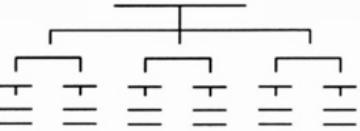|			
civilizations of the Hebrews and Phoenicians, by a) locating these civilizations in time and place and describing their major geographic features; During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent. River valleys provided water and rich soil	(Africa) - Indian civilization: Indus River Valley (South Asia) - Chinese civilization: Huang He Valley (East Asia) These river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples. Other early civilizations (about 2000 to 500 B.C. [B.C.E.]): - Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia). - Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).	**TREE MAP** *FOR CLASSIFYING AND GROUPING*	WH1.3a Early Civilizations (Geography) Resources
WH1.3b The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by b)describing the development of social, political, and economic	Development of social patterns: - Hereditary rulers: Dynasties of kings, pharaohs - Rigid class system where slavery was accepted Development of political patterns: - World's first states (i.e., city-states, kingdoms, empires) - Centralized government, often based on religious authority	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history;	Key Terms: - Dynasty - Hereditary rulers - City-state - Empire - Kingdom - Pharaoh - Theocracy - Agricultural Surplus - Cradles of Civilization - Ten Commandments - Code of Hammurabi

patterns, including slavery River valleys were the "Cradles of Civilization." Early civilizations made major contributions to social and economic progress development.	- Written law codes (e.g., Ten Commandments, Code of Hammurabi) Development of economic patterns: - Use of metal (e.g., bronze, iron) tools and weapons - Increasing agricultural surplus: Better tools, plows, irrigation - Increasing trade along rivers and by sea (Phoenicians) - Development of the world's first cities - Development of the practice of slavery within most cultures in the ancient world, taking various forms	WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **TREE MAP** FOR CLASSIFYING AND GROUPING **DOUBLE BUBBLE MAP** FOR COMPARING AND CONTRASTING	- Class system WH1.3b Early Civilization Resources (Political and Economic)
WH1.3c The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by c)explaining the development and interactions of religious	Development of religious traditions: - Polytheism was practiced by most early civilizations. - Monotheism was developed by the Hebrews. - Mesopotamian religion continued to influence Hebrew monotheism, but that influence decreased over time.	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history;	Key Terms: - Monotheism - Polytheism - Temple - Priest WH1.3c Ancient Religions Resources

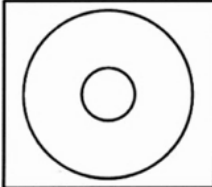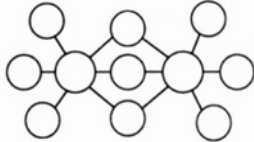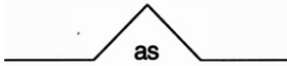|			
traditions Religion was a major part of life in all early civilizations.		WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **DOUBLE BUBBLE MAP** FOR COMPARING AND CONTRASTING	
WH1.3d The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by d) describing the origins, beliefs, traditions, customs, and spread of Judaism; and The Monotheism attributed to Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become	Origins of Judaism: - Abraham - Moses Beliefs, traditions, and practices of Judaism: - Belief in one God (monotheism) - Torah, which contains the written records and beliefs of the Jews - Ten Commandments, which state moral and religious	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; WH1. 1g analyzing multiple connections across time and place;	Key Terms: - Judaism - Hebrews - Covenant - Diaspora - Exile - Abraham - Moses - Torah - Yahweh WH1.3d The Ancient Hebrews Resources

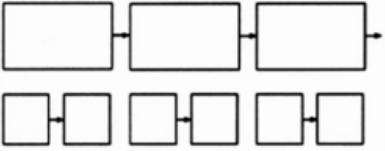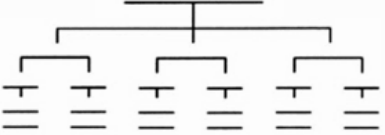|				
	monotheists.	conduct - Covenant Spread of Judaism: - Exile - Diaspora	**MULTI-FLOW MAP** FOR CAUSES AND EFFECTS **FLOW MAP** FOR SEQUENCING AND ORDERING	
	WH1.3e The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by e)explaining the development of language and writing. Language and writing were important cultural innovations because they facilitated the preservation and spread of knowledge.	Language and writing: - Pictograms: Earliest written symbols - Hieroglyphics: Egypt - Cuneiform: Sumer - Alphabet: Phoenicia - Sanskrit: India - Oracle bone script: China	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history; **TREE MAP** FOR CLASSIFYING AND GROUPING	Key Terms: - Pictograms - Hieroglyphics - Cuneiform - Alphabet - Sanskrit - Oracle bone script WH1.3e Early Civilizations Writing Systems Resources
	WH1.4a The student will apply social science skills to understand the		WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain	Key Terms: - Tolerance - Bureaucracy - Imperial

civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by a)locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy; Zoroastrianism was the main Persian religion, although other religions were tolerated. Built on and Indus, Mesopotamian, and Nile River civilizations, Persia developed the largest empire in the World.	Persian Empire Present day Iran: - Tolerance of conquered peoples - Development of an imperial bureaucracy - Construction of road system - Practice of Zoroastrianism Religion of Persia Belief in two opposing forces in the universe	information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **CIRCLE MAP** FOR DEFINING IN CONTEXT	- Royal Road - Zoroastrianism - Zoroaster WH1.4a Persian Empire Resources
WH1.4b The student will apply social science skills to understand of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by b) locating India in time and place, including its origins, and	Physical barriers, such as the Himalayas, the Hindu Kush, and the Indian Ocean, made invasion difficult. Mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent. The Indus and Ganges were the important rivers in the Indian subcontinent.	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history; WH1.1c interpreting charts, graphs,	Key Terms: - Sub-continent - Indigenous people - Nonindigenous people - Aryan - Dominance - Caste System - Varna - Jati - Vedas - Mauryan Empire - Gupta Empire - Asoka

				WH1.4b The Caste System and the Empires of India Resources

early development and the debate over the Aryan migrations

The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

b)locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;

Classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent. This spread continued with little interruption because of the geographic location. Historians are divided over whether migrations occurred or whether Indian civilization grew from within, but agree that Harappan civilization and the Vedic period shaped Indian society.

Indus River Valley civilization
Harappa and Mohenjo-Daro
Origins of Indian Society:
- Nonindigenous (debate over Aryan) Migration and influences, and dominance vs. indigenous contributions
- "The caste system did not fully emerge until later in Indian history, but its roots are in the varnas and the jati system
- Varnas were idealized in the Vedas to organize society equally by skill.
- As more occupations developed in ancient India, jatis was used to describe divisions by occupation.
- Jatis were governed by birth.
- Over many centuries, both varnas and jatis merged to become known today as a top-down, birth-based caste system."
Mauryan Empire - Asoka:
- Continued political unification of much of India
- Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads
Gupta Empire:
- Golden Age of classical

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and pictures to determine characteristics of people, places, or events in world history;

WH1. 1g interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;

BRACE MAP

FOR ANALYZING WHOLE OBJECTS AND PARTS

TREE MAP

FOR CLASSIFYING AND GROUPING
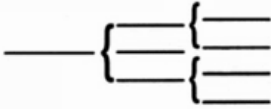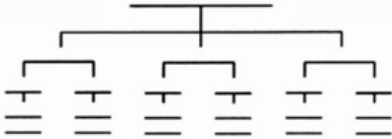
	Indian culture - Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round earth), new - textiles, literature		
	WH1.4c The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by c) describing the origins, beliefs, traditions, customs, and spread of Hinduism Hinduism was an major cultural product of classical India. Hinduism influenced Indian society and culture and is still practiced in India today.	Hinduism: - Belief in many forms of one God - Reincarnation: Rebirth based upon karma - Karma: Knowledge that all thoughts and actions result in future consequences - Vedas and Upanishads: Sacred writings - Spread along major trade routes	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b Using geographic information to determine patterns and trends to understand world history; CIRCLE MAP FOR DEFINING IN CONTEXT	Key Terms: - Hinduism - Brahma - Vishnu - Shiva - Reincarnation - Karma - Moksha - Vedas - Upanishads - Dharma WH1.4c Hinduism Resources
	WH1.4d The student will apply social science skills to understand of the civilizations of Persia, India, and China in terms of	Buddhism: - Founder: Siddhartha Gautama (Buddha) - Four Noble Truths - Eightfold Path to	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;	Key Terms: - Buddhism - Siddhartha Gautama - Four Noble Truths - Eightfold Path to - Enlightenment

chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by d) describing the origins, beliefs, traditions, customs, and spread of Buddhism Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal. Buddhism was strengthened as a major faith when Asoka sent missionaries throughout Asia.	Enlightenment - Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.	WH1. 1b Using geographic information to determine patterns and trends to understand world history; WH1 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; 	- Enlightenment - Nirvana WH14d Buddhism Resources
STANDARD WHI.4e, f The student will apply social science skills to understand of the civilizations of Persia, India, and China in terms of	Migratory invaders raided Chinese settlements from the north. Qin Shi Huangdi built the Great Wall as a line of defense against invasions. China was governed by a succession	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;	Key Terms: - Qin Shi Huangdi - Legalism - Great Wall - Silk Road

chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
e) locating China in time and place, including the development of an empire and the construction of the Great Wall; and
f) describing the impact of Confucianism, Taoism, and Buddhism.

Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China's protection.
Confucianism and Taoism are among the major products of Chinese civilization.

of ruling families called dynasties. Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.

The Silk Road facilitated trade and contact between China and other cultures as far away as Rome.
Products of classical China:
- Civil service system
- Paper
- Porcelain
- Silk
- Impact of Confucianism in forming the social order in China
- Belief that essentially humans are good, not bad
- Respect for elders
- Code of harmony (still used in Chinese society today)
- Emphasis on learning
- Ancestor worship
Impact of Taoism in forming Chinese culture and values:
- Humility
- Simple life and inner peace
- Harmony with nature
- Yin and yang represented opposites for Confucianism and Taoism.
- Chinese forms of Buddhism spread throughout Asia.

WH1. 1b Using geographic information to determine patterns and trends to understand world history;

WH1. 1c interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;

WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history;

FLOW MAP

FOR SEQUENCING AND ORDERING

TREE MAP

FOR CLASSIFYING AND GROUPING

- Mandate of Heaven
- Dynastic Cycle
- Civil Service System
- Paper
- Porcelain
- Silk
- Confucianism
- Confucius
- Daoism (Taoism)
- Lao Tzu (Laozi)
- Yin Yang
- Code of harmony
- Humility

WH1.4e Classical Chinese Civilization

WH1.4e Daoism and Confucianism

WH1. 4 Unit Review Resources
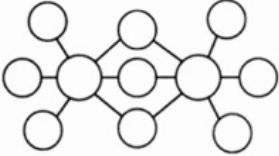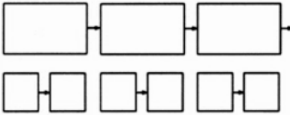
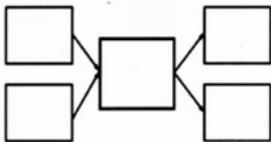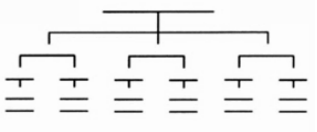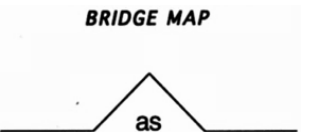|		BRIDGE MAP	
		as
		FOR SEEING ANALOGIES	

	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)

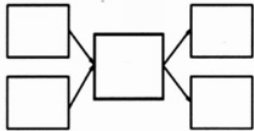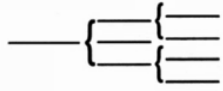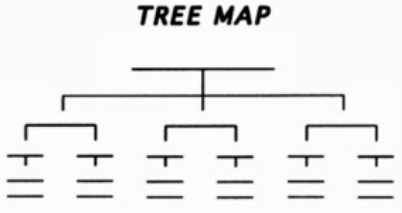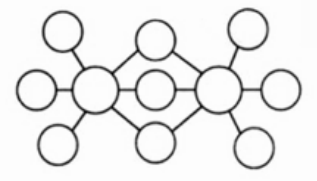|				
Q2	WH1. 5a The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization. Classical Greek civilizations emerged after the river valley civilizations. Greece became the first major civilization of Europe.	Locations and places: - Aegean Sea - Mediterranean Sea, Black Sea, Dardanelles - Balkan and Peloponnesus peninsula, - Asia Minor - Athens, Sparta, Troy Macedonia Major geographic features: - Southeastern most region on the European continent - Surrounded by water on three sides, with smaller peninsulas protruding out from the mainland - Mountains served as natural barriers and boundaries and prevented large-scale farming - Deep bays and natural harbors along the coastlines	WH1. 1b Using geographic information to determine patterns and trends to understand world history; **BRACE MAP** FOR ANALYZING WHOLE OBJECTS AND PARTS	Key Terms: - Dardanelles - Peloponnesus - Macedonia - Balkan Peninsula - Arable Land WH1.5a Greek Geography Resources
	WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by b) describing the social and religious structure of ancient Greece; Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece.	Greek mythology: - Based on polytheistic religion - Offered explanations of natural phenomena, human qualities, and life events Greek gods and goddesses: - Zeus, Hera, Apollo, Artemis, Athena, Aphrodite - Symbols and images in Western literature, art, and architecture Social structure: - Society divided between	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; **TREE MAP** FOR CLASSIFYING AND GROUPING	Key Terms: - Natural Phenomena - Human Qualities - Life Events - Zeus - Hera - Apollo - Athena - Artemis - Aphrodite WH1.5b Greek Mythology Resources

Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.

Greek society consisted of men, women, and slaves with defined roles. | free and enslaved populations
- People became slaves by being captured as prisoners of war, born to enslaved parents, or by failing to repay their loans and debts
- Enslaved people did not have power, political rights or status
- Most families owned slaves as household servants or laborers | | |
| WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by

c) describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;

Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became an inspiration for modern democracies.

Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy) | Citizenship in the Greek polis: -
- Greek cities promoted civic and commercial life. Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Women and foreigners had no political rights.
- Slaves had no political rights.

Athens:
- Stages in the evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy
- Tyrants who worked for reform: Draco, Solon
- Origin of democratic principles: Direct democracy, public debate, duties of the citizen

Sparta:
- Oligarchy (rule by a small | WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;

WH1. 1b Using geographic information to determine patterns and trends to understand world history;

WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history;

TREE MAP

FOR CLASSIFYING AND GROUPING | Key Terms:
- Polis
- Civic
- Commercial
- Monarchy
- Aristocracy
- Tyranny
- Democracy (Direct)
- Oligarchy
- Draco
- Solon
- Militaristic

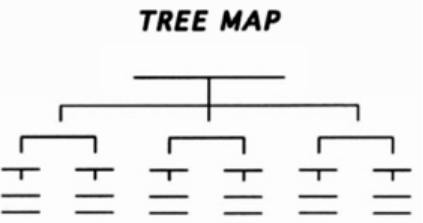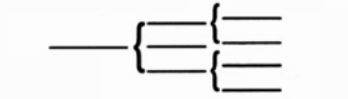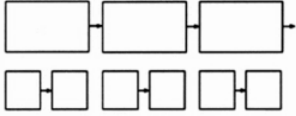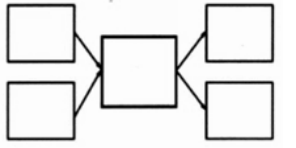WH1.5c Greek Citizenship and Athens Vs. Sparta |

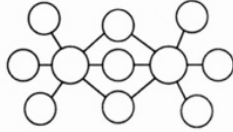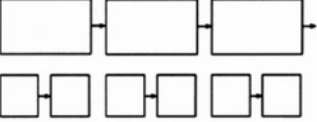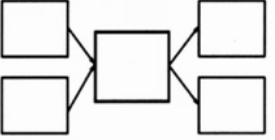|				
		group) - Rigid social structure - Militaristic and aggressive society	**DOUBLE BUBBLE MAP** FOR COMPARING AND CONTRASTING	
	WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by d) evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars; The Greeks defeated the Persian empire and preserved their political independence. Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War. The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black seas	Importance of Persian Wars (499–449 B.C. [B.C.E.]): - Persian wars united Athens and Sparta against the Persian Empire. - Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea. - Athens preserved its independence and continued innovations in government and culture. Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars): - Pericles extended democracy; most adult males had an equal voice. - Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction. Importance of Peloponnesian War (431–404 B.C. [B.C.E.]): - Caused in part by competition for control of the Greek world: Athens and the Delian League	WH1. 1b Using geographic information to determine patterns and trends to understand world history; WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **FLOW MAP** FOR SEQUENCING AND ORDERING **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	Key Terms: - Persian Wars - Darius - Xerxes - Battle of Marathon - Salamis - Golden Age of Pericles - Pericles - Parthenon - Peloponnesian War - Delian League - Peloponnesian League - Macedonian Conquest WH1.5d Persian Wars, Golden Age of Pericles, and the Peloponnesian War Resources

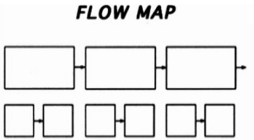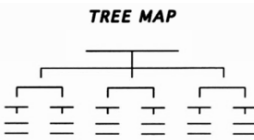|				
		- versus Sparta and the Peloponnesian League - Weakened Athens and Sparta, setting the stage for Macedonian conquests of Greece and the end of Greek democracy		
	WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by f) citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. Athenian culture during the classical era became one of the foundation stones of Western civilization.	Contributions of Greek culture to Western civilization: - Drama: Aeschylus, Sophocles - Poetry: Homer (Iliad and Odyssey) - History: Herodotus, Thucydides - Sculpture: Phidias - Architecture: Types of columns, including the Doric (Parthenon), Ionic, and Corinthian - Science: Archimedes, Hippocrates - Mathematics: Euclid, Pythagoras - Philosophy: Socrates, Plato, Aristotle	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1c interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history; **TREE MAP** FOR CLASSIFYING AND GROUPING **BRIDGE MAP** as FOR SEEING ANALOGIES	Key Terms: - Drama - Aeschylus - Sophocles - Tragedy - Homer - Herodotus - Thucydides - Phidias - Doric - Ionic - Corinthian - Archimedes - Hippocrates - Euclid - Pythagoras - Socrates - Plato - Aristotle - Philosophy WH1.5f The Advances of Classical Greece
	WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by	Phillip of Macedonia and Alexander the Great: - Phillip of Macedonia's conquest returned Greece to a monarchy - Alexander the Great's conquests, which stretched	WH1. 1b Using geographic information to determine patterns and trends to understand world history; WH1. 1f explaining how indirect cause-and-effect relationships	Key Terms: - Phillip of Macedonia - Alexander the Great - Hellenistic Culture - Near East WH1.5e The Macedonian

e) evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; Athenian culture during the classical era became one of the foundation stones of Western civilization.	to western India, spread Greek influence in Egypt and the Near East	impacted people, places, and events in world history; **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	Conquests
WHI.6 The student will apply social science skills to understand ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by a) locating Roman civilizations in time and place and describing their major geographic features; The Italian peninsula was protected by the sea and the arc of the Alps mountains. After the collapse of Alexander the Great's empire, Rome gradually emerged as the dominant civilization around the Mediterranean and in Europe.	Locations and places: - Rome: Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers - Italian Peninsula - Alps: Protection - Mediterranean Sea: Protection, sea-borne commerce	WH1. 1b Using geographic information to determine patterns and trends to understand world history; **BRACE MAP** FOR ANALYZING WHOLE OBJECTS AND PARTS	Key Terms: - Mediterranean Basin - Italian Peninsula - Sea-borne commerce - Alps WH1.6a The Geography of Ancient Rome Resources
WHI.6 The student will apply social science skills to understand ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by b) describing the social and religious structure of ancient	Roman society included: - Patricians, wealthy individuals whose families were eligible to hold public offices, - Plebeians poorer individuals who could not hold office - Slaves individuals captured	WH1.1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1f comparing and contrasting historical, cultural, economic, and political perspectives in world	Key Terms: - Patricians - Plebeians - Jupiter - Juno - Venus - Diana - Apollo - Minerva

Rome Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.	as prisoners of war, born to enslaved parents, or who failed to repay their loans and debts Roman mythology: - Explanations of natural phenomena, human qualities, and life events - Based on the Greek polytheistic religion Roman gods and goddesses: - Jupiter, Juno, Apollo, Diana, Minerva, and Venus - Symbols and images in literature, art, and architecture	history; 	
WHI.6 The student will apply social science skills to understand ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by c) describing the social structure and cultural development of the Roman Republic; Although women, most aliens	Social structure in the Roman Republic: - Patricians: Powerful nobility (few in number) - Plebeians: Majority of population - Slaves: Not based on race, individuals captured as prisoners of war, born to enslaved parents, and by failing who failed to repay their loans and debts	WH1. 1a Synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1c interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history; WH1. 1g Analyzing multiple	Key Terms: - Citizenship - Alien - Republic (Representative Democracy) - Senate - Consuls - Assemblies - Twelve Tables - Pantheon - Coliseum - Forum

(non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a model for modern democracy. Conquests and trade spread Roman cultural and technological achievements throughout the Empire. Western civilization was influenced by the cultural achievements of ancient Rome.	Citizenship: - Patrician and plebeian men - Selected foreigners - Rights and responsibilities of citizenship (e.g., taxes, military service) Features of democracy: - Representative democracy - Assemblies - The Senate - Consuls - Laws of Rome codified as Twelve Tables Contributions of Ancient Rome: - Art and architecture: Pantheon, Colosseum, Forum - Technology: Roads, aqueducts, Roman arches - Science: Achievements of Ptolemy - Medicine: Emphasis on public health (public baths, public water systems, medical schools) - Language: Latin, Romance languages - Literature: Virgil's Aeneid - Law: The principle of "innocent until proven guilty" (from the Twelve Tables)	connections across time and place; **TREE MAP** FOR CLASSIFYING AND GROUPING **BRACE MAP** FOR ANALYZING WHOLE OBJECTS AND PARTS	- Aqueducts - Ptolemy - Geocentric Theory - Roman Arches - Public Baths - Romance Languages - Latin - Virgil - Aeneid WH1.6c Roman Republic and Citizenship WH1.6c The Advances of Rome
WHI.6 The student will apply social science skills to understand ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on	Punic Wars: Rome vs. Carthage (264–146 B.C. [B.C.E.]): - Rome and Carthage were in competition for trade. - Hannibal invaded the	WH1. 1b Using geographic information to determine patterns and trends to understand world history;	Key Terms: - Punic Wars - Carthage - Hannibal - Scipio

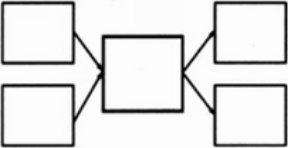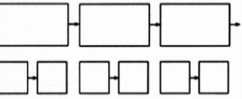|			
Western civilization by d) describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar; After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.	Italian Peninsula. - Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome. Evolution of the Roman Empire and spread of Roman culture: - Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean) - Western Europe (Gaul, British Isles) Causes for the decline of the Roman Republic: - Spread of slavery in the agricultural system - Migration of small farmers into cities and unemployment - Civil war over the power of Julius Caesar - Devaluation of Roman currency; inflation - First triumvirate Julius Caesar: Seizure of power, assassination	WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **FLOW MAP** FOR SEQUENCING AND ORDERING **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	- Julius Caesar - First Triumvirate - Inflation - Devaluation WH1.6d The Punic Wars WH1.6d Julius Caesar and the Fall of the Roman Republic
WHI.6 The student will apply social science skills to understand ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by e) describing and evaluating the political structure of the Roman Empire under the rule of	Augustus Caesar: Civil war, defeat of Marc Anthony, Rome's first emperor Empire: Unified and enlarged, using imperial authority and the military Failure to provide for peaceful succession of Emperors	WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history;	Key Terms: - Augustus Caesar (Octavian) - Marc Anthony - Imperial Authority - Pax Romana - Rule of law WH1.6e The Rise of Augustus Caesar and the Origins of the

Augustus Caesar; f) assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and

The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire. | The Pax Romana:
- Two centuries of peace and prosperity under imperial rule
- Expansion and solidification of the Roman Empire, particularly in the Near East

Economic impact of the Pax Romana:
- Established uniform system of money, which helped to expand trade
- Guaranteed safe travel and trade on Roman roads
- Promoted prosperity and stability

Social impact of the Pax Romana:
- Returned stability to social classes
- Increased emphasis on the family

Political impact of the Pax Romana:
- Created a civil service
- Developed a uniform rule of law | WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;

 |

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| WHI.6 The student will apply social science skills to understand ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by g) evaluating the fall of the Western Roman Empire and the Germanic invasions. | Causes for the decline of the Western Roman Empire:
- Geographic size: Difficulty of defense and administration
- Economy: The cost of defense and devaluation of Roman currency
- Military: Increasing reliance on foreigners to serve in | WH1. 1b using geographic information to determine patterns and trends to understand world history;

WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; | Key Terms:
- Civil conflict
- Germanic Tribes
- Germanic Invasions
- Constantine
- Constantinople
- Byzantium
- Diocletian
- Byzantine Empire (Eastern Roman Empire) |

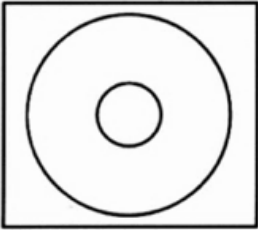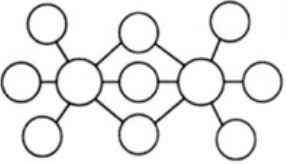| | Over a 300 year period, the western part of the Roman Empire steadily declined because of internal and external problems. | and to lead the Roman army
- Declining Roman populations as a result of epidemic diseases
- Political problems: Civil conflict and weak administration
- Invasion: Germanic migrations and settlement

Division of the Roman Empire:
- Creation of a second capital by Constantine at Byzantium, and renaming it Constantinople
- Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor
- Eastern Roman Empire (Byzantine Empire) | WH1. 1g analyzing multiple connections across time and place;

FLOW MAP

FOR SEQUENCING AND ORDERING

TREE MAP

FOR CLASSIFYING AND GROUPING | WH1.6g The Fall of the Roman Empire |
| | | | | |

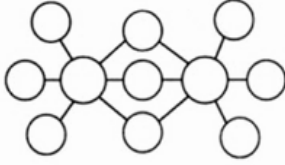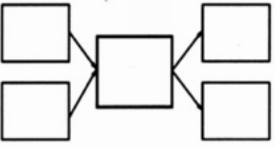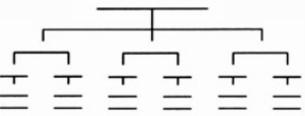|	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)

Q 3	STANDARD WHI.7a The student will apply social science skills to understand the development of Christianity by a) describing the origins, beliefs, traditions, practices, customs, and spread of Christianity in time and place; The followers of Jesus spread Christianity throughout the Roman Empire presenting a powerful challenge to Roman polytheism.	Origins of Christianity Had its roots in Judaism Was led by Jesus of Nazareth, who was proclaimed the Messiah Conflicted with polytheistic beliefs of Roman Empire Beliefs, traditions, and practices of Christianity: Monotheism, Jesus as both Son and incarnation of God, Life after death, New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians, Christian doctrines established by early church councils Spread of Christianity: Popularity of the message, Early martyrs inspired others, Carried by the Apostles, including Paul, throughout the Roman Empire	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1.1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **TREE MAP** FOR CLASSIFYING AND GROUPING	Key Terms: - Jesus of Nazareth - Messiah - New Testament - Christianity - Incarnation - Church Councils - Martyrs - Apostles - Paul WH1.7a Christianity
	STANDARD WHI.7b The student will apply social science skills to understand the development of Christianity by b) explaining the unifying role of the Church in Europe after the collapse of Rome; and As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and	Impact of the Church of Rome in the late Roman Empire The Emperor Constantine converted to Christianity and made it legal. Christianity later became the official state religion. The Church became a source of	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;	Key Terms: - Moral authority - Heresy - Arianism - Donatism WH1.7b The Role of the Church after the Fall of Rome
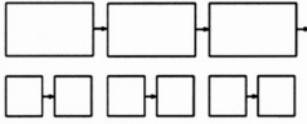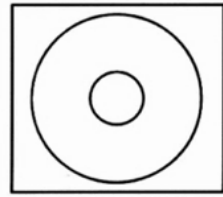
	influence.	moral authority. The Church became the main unifying force of Western Europe. Heresies such as Arianism and Donatism sometimes divided Christians.	**MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	
	STANDARD WHI.7c The student will apply social science skills to understand the development of Christianity by c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe. During the Middle Ages, the Pope crowned the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.	Influence of the Roman Catholic Church Secular authority declined, while Church authority grew. Monasteries preserved Greco-Roman cultural achievements. Missionaries carried Christianity and Latin alphabet to Germanic tribes. The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.) Parish priests served religious and social needs of the people.	WH1. 1g analyzing multiple connections across time and place; **FLOW MAP** FOR SEQUENCING AND ORDERING	Key Terms: - Secular authority - Monastery - Monk - Missionaries - Catholic Church - Pope - Charlemagne - Pope Leo III - Parish priest - Sacraments WH1.7c The Catholic Church and the Middle Ages
	STANDARD WHI.8a The student will apply social	Location of Constantinople	WH1. 1b using geographic information to determine patterns	Key Terms: - Ottoman conquest

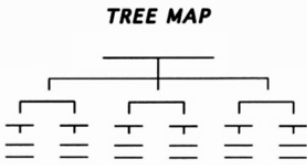|			
science skills to understand the Byzantine Empire and eastern Europe from about 300 to 1000 A.D. (C.E.) by explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place; The capital of the Eastern Roman Empire was established at Constantinople to provide political, economic, and military advantages.	Protection of the eastern frontier Distance from Germanic invasions in the western empire Crossroads of trade Easily fortified site on a peninsula bordered by natural harbors Role of Constantinople Seat of the Byzantine Empire until Ottoman conquest Preserved classical Greco-Roman culture Center of trade	and trends to understand world history **TREE MAP** FOR CLASSIFYING AND GROUPING	- Greco-Roman Culture WH1.8a The Geography of the Byzantine Empire & the Role of Constantinople
STANDARD WHI.8b The student will apply social science skills to understand of the Byzantine Empire eastern Europe from about 300 to 1000 A.D. (C.E.) by b) identifying describing Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy; Through his codification of Roman law,	Byzantine Emperor Justinian Codification of Roman law (impact on European legal codes) Reconquest of former Roman territories Expansion of trade	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b using geographic information to determine patterns and trends to understand world history	Key Terms: - Justinian - Justinian's Code - Hagia Sophia - Theodora - Bubonic Plague WH1.8b Justinian Resources

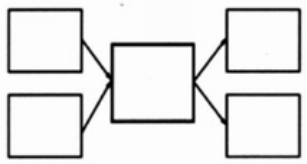|				
	Justinian provided the basis for the law codes of Western Europe. Although Justinian reconquered territory, the costs of his wars and the first appearance of the Bubonic plague left the Byzantine Empire weakened.		**CIRCLE MAP** FOR DEFINING IN CONTEXT	
	STANDARD WHI.8c The student will apply social science skills to understand of the Byzantine Empire and eastern Europe from about 300 to 1000 A.D. (C.E.) by c) characterizing the role Byzantine art and architecture and played in the preservation of Greek and Roman traditions; Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of Architecture. Greek and Roman traditions were preserved in the Byzantine Empire.	Byzantine achievements in art and architecture Inspiration provided by Christian religion and imperial power Icons (religious images) Mosaics in public and religious structures Hagia Sophia (a Byzantine domed church) Byzantine culture Continued flourishing of Greco-Roman traditions Greek language (as contrasted with Latin in the West) Greek Orthodox Christianity Greek and Roman knowledge	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; **DOUBLE BUBBLE MAP** FOR COMPARING AND CONTRASTING	Key Terms: - Hagia Sophia - Mosaics - Icon - Orthodox Christianity WH1.8c The Culture of the Byzantine Empire

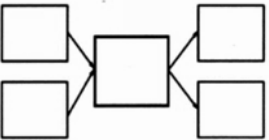|				
		preserved in Byzantine libraries		
	STANDARD WHI.8d The student will apply social science skills to understand of the Byzantine Empire and eastern Europe from about 300 to 1000 A.D. (C.E.) by d) explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division.	Eastern Church: - Centered in Constantinople - Close to seat of power after Constantinople became capital - Use of Greek language in the liturgy Western Church: - Centered in Rome - Farther from seat of power after Constantinople became capital - Use of Latin language in the liturgy Division between Western and Eastern Churches Authority of the Pope eventually accepted in the West Authority of the Patriarch accepted in the East Practices such as celibacy eventually accepted in the West	WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; DOUBLE BUBBLE MAP FOR COMPARING AND CONTRASTING	Key Terms: - The Great Schism - Pope - Patriarch - Celibacy - Liturgy - Eastern Church - Western Church WH1.8d The Great Schism Resources
	STANDARD WHI.8e The student will apply social	Influence of Byzantine culture on Eastern Europe and Russia	WH1. 1b using geographic information to determine patterns	Key Terms - Cyrillic Alphabet

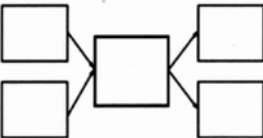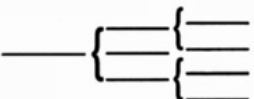|			
science skills to understand of the Byzantine Empire and Russia eastern Europe from about 300 to 1000 A.D. (C.E.) by e) analyzing and explaining the influence of Byzantine culture on Eastern Europe. Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.	Trade routes between Black Sea and Baltic Sea Adoption of Orthodox Christianity by Russia and much of Eastern Europe Adoption of Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet) Church architecture and religious art	and trends to understand world history WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	- St. Cyril - Slavic - Onion Dome WH1.8e Russian Culture & Byzantine Influence
STANDARD WHI.9a The student will apply social science skills to understand of the Islamic civilization from about 600 to 1000 A.D. (C.E.) by a) describing the origin, location, beliefs, traditions, practices, and spread of Islam with emphasis on the Sunni Shi'a division and the Battle of Tours; The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith. Muhammad and his followers spread Islam. Islamic traditions and customs practices developed over centuries and created a distinctive Muslim culture.	Origins of Islam Muhammad, the Prophet Mecca and Medina on the Arabian Peninsula: Early Muslim cities Locations - Arabian Peninsula - Mecca and Medina Spread of Islam: - Across Asia and Africa and into Spain - Geographic extent of first Muslim Islamic empire - Beliefs, traditions, and customs practices of Islam - Monotheism: Allah (Arabic word for God) - Qur'an (Koran): The word	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1. 1g analyzing multiple connections across time and place; **TREE MAP** FOR CLASSIFYING AND GROUPING	Key Terms: - Islam - Muslim - Muhammad - Allah - Mecca - Medina - Arabian Peninsula - Five Pillars of Islam - Quran (Koran) - Arabic - Judeo-Christian - Prophet - Ali - Sunni - Shi'a (Shiite) - Jerusalem - Damascus - Baghdad - Abbasids - Battle of Tours WH1.9a The Beliefs of Islam Resources

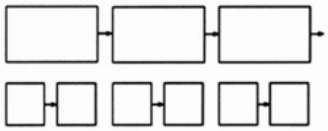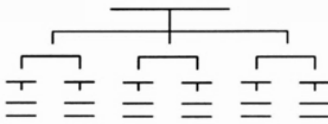|			
Major historical turning points marked the spread and influence of Islamic civilization.	of God - Five Pillars of Islam Acceptance of Judeo-Christian prophets, including Moses and Jesus Acceptance of earlier prophets such as Moses and Jesus Historical turning points Death of Ali: Sunni-Shi'a division Muslim conquests of Jerusalem and Damascus Islamic capital moved to Baghdad by Abbasids Muslim defeat at the Battle of Tours	**FLOW MAP** FOR SEQUENCING AND ORDERING	WH1.9a Historical Events of Islam Resources
STANDARD WHI.9b The student will apply social science skills to understand of the Islamic civilization from about 600 to 1000 A.D. (C.E.) by b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and In the first three centuries after Muhammad's death, Muslim rule	Geographic influences on the origin and spread of Islam Diffusion along trade routes from Mecca and Medina Expansion despite great distances, desert environments, and mountain barriers Spread into the Fertile Crescent, Iran, and Central Asia facilitated by weak Byzantine and Persian empires	WH1. 1b using geographic information to determine patterns and trends to understand world history; **CIRCLE MAP** FOR DEFINING IN CONTEXT	Key Terms: - Political unity - Facilitate WH1.9b Islamic Geography Resources

	expanded rapidly, overcoming geographic barriers, and facilitated by weakened political empires. Political unity and the Arabic language facilitated trade and stimulated intellectual activity.	Geographic influences on economic, social, and political development Political unity of the first Muslim Islamic empire was short-lived Arabic language spread with Islam and facilitated trade across Islamic lands Slavery was not based on race		
	STANDARD WHI.9c The student will demonstrate knowledge apply social science skills to understand of the Islamic civilization from about 600 to 1000 A.D. (C.E.) by c) explaining the cultural and scientific contributions and achievements of Islamic civilization. Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and had a major global impact	Cultural contributions and achievements: - Architecture (Dome of the Rock) - Mosaics - Arabic alphabet - Universities - Translation of ancient texts into Arabic - Scientific contributions and achievements - Arabic numerals (adapted from India, including zero) - Algebra - Medicine - Expansion of geographic knowledge	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; TREE MAP FOR CLASSIFYING AND GROUPING	Key Terms: - Dome of the Rock - Arabic numerals - Algebra - Astrolabe WH1.9c Cultural Achievements of Islam
	STANDARD WHI.10a	Foundations of early medieval	WH1. 1b using geographic	Key Terms:

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by a) locating and describing the societies of Western Europe during the Middle Ages in time and place After the collapse of the Western Roman Empire, Germanic and Scandinavian kingdoms emerged as powerful forces. Germanic civilization was influenced by various cultural forces as they established themselves in Europe.	society: - Classical heritage of Rome - Christian beliefs - Customs of Germanic tribes Location: Scandinavia-Vikings England-Angles and Saxons Present-day France and Germany-Franks	information to determine patterns and trends to understand world history; **BRIDGE MAP** as *FOR SEEING ANALOGIES*	- Middle Ages - Medieval - Scandinavia - Vikings - England - Angles and Saxons - Franks - Germanic Tribes WH1.10a Foundations of the Middle Ages
STANDARD WHI.10b The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by b) describing the social, religious, and cultural development of the Franks with emphasis on the Age of Charlemagne; Frankish kings used military	Social, religious, and cultural development during the Age of Charlemagne Franks emerged as a force in Western Europe The Pope crowned Charlemagne, the emperor Power of the Church was established in political life	WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; **MULTI-FLOW MAP** *FOR CAUSES AND EFFECTS*	Key Terms: - Charlemagne - Pope Leo III - Vernacular - Holy Roman Empire - Alliance - Carolingian Dynasty - Papal WH1.10b The Age of Charlemagne

power to expand their territory. The alliance between Frankish kings and the Church increased papal authority and influence in Western Europe.	Classical Roman Latin was revived as the language of scholars, but disappeared as a language of everyday life, replaced by French, Italian, Spanish, etc Most of Western Europe was included in the new empire Churches, roads, and schools were built to unite the empire		
STANDARD WHI.10c The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by c) explaining the social, religious and cultural development of the Magyars and Anglo-Saxons; Invasions by Angles, Saxons, and Magyars disrupted the social, economic, and political order of Europe.	Social, religious, and cultural development Angles and Saxons migrated to England in the 5th century The Magyars migrated to central Europe in the 10th century Tribal units led by chieftains Invasions disrupted trade, towns declined Gradually converted to Christianity After converting to Christianity, the Angles, Saxons, and Magyars adopted literacy.	WH1. 1b using geographic information to determine patterns and trends to understand world history; WH 1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; MULTI-FLOW MAP FOR CAUSES AND EFFECTS	Key Terms: - Magyars - Tribal units - Chieftains - Literacy WH1.10c The Magyars Resources
STANDARD WHI.10d	Social, religious, and cultural	WH1. 1b using geographic	Key Terms:

The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by d) describing the social, religious, and cultural patterns of the Vikings; and Invasions by Vikings disrupted the social, economic, and political order of Europe.	development The Viking attacks took place mostly in the 9th and 10th centuries Tribal units led by chieftains Lack of arable land led to exploration and invasion Invasions disrupted trade, towns declined Polytheistic religion, gradually converted to Christianity Viking attacks contributed to the collapse of the Frankish Empire founded by Charlemagne Vikings settled in what is today known as Russia, Iceland, and Greenland, and briefly in North America	information to determine patterns and trends to understand world history; WH 1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	- Arable land - Lief Erikson - Norse Mythology WH1.10d The Vikings Resources
STANDARD WHI.10e The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by e) evaluating and explaining the development of feudalism and the manor system.	Invasions shattered Roman protection over the Empire. Feudalism emerged gradually between the Fall of the Western Roman Empire (5th century) and the collapse of the Carolingian Empire (10th century) Feudal society during the Middle Ages: - Fiefs	WH1. 1c interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history; **BRACE MAP** FOR ANALYZING WHOLE OBJECTS AND PARTS	Key Terms: - Western Europe - Feudalism - Feudal obligations - King - Lord - Vassal - Serf - Manor - Manorial System - Self-sufficient - Fief

The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.	- Vassals - Serfs - Feudal obligations Manorial system during the Middle Ages Rigid class structure Self-sufficient manors		- Nobility WH1.10e Feudalism Resources
STANDARD WHI.14a The student will apply social science skills to understand of the social, economic, and political changes and cultural achievements in the high and late medieval periods by a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each; Understanding European monarchies consolidated their power in the high and late medieval period.	England: - William the Conqueror, leader of the Norman Conquest, united most of England. - King John signed the Magna Carta, limiting the king's power. - The Hundred Years' War between England and France helped define England as a nation. - Evolution of Parliament. France: - The Capetian dynasty united most of France, and King Phillip II (Augustus) made Paris the French capital. - The Hundred Years' War between England and France helped define France as a nation.	WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; WH1. 1g analyzing multiple connections across time and place; **FLOW MAP** FOR SEQUENCING AND ORDERING **TREE MAP** FOR CLASSIFYING AND GROUPING	Key Terms: - William the Conqueror - Norman Conquest - King John - Magna Carta - Hundred Years' War - Parliament - Capetian Dynasty - Phillip II (Augustus) - Joan of Arc - Ferdinand and Isabella - Inquisition - Reconquista - Moors - Christopher Columbus - Charles V - Ivan the Great - Tsar (Czar) WH1.14a The Rise of European Monarchies

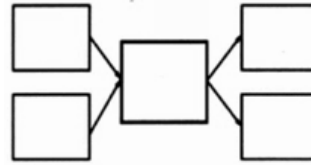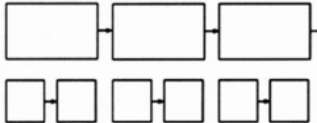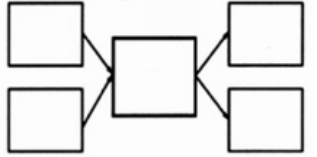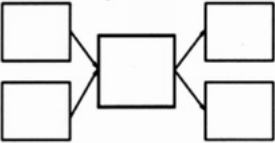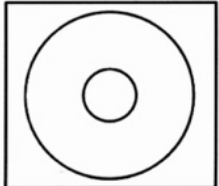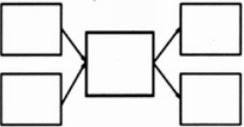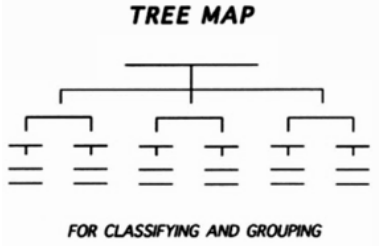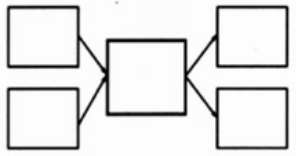|				
		- Joan of Arc was a unifying factor. Spain: - Ferdinand and Isabella unified most of Spain and expelled Jews and Moors. - Spanish Empire in the Western Hemisphere expanded under Charles V. Russia: - Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation. - Power was centralized in the hands of the tsar. - The Orthodox Church influenced unification.	**MULTI-FLOW MAP** *FOR CAUSES AND EFFECTS* **BRIDGE MAP** as *FOR SEEING ANALOGIES*	
	STANDARD WHI.14b The student will apply social science skills to understand of the social, economic, and political changes and cultural achievements in the high and late medieval periods by b) explaining conflicts across Europe and Asia, including the Crusades, and the fall of Constantinople;	Key events of the Crusades: - Pope Urban's speech - The capture of Jerusalem - Founding of Crusader states - Loss of Jerusalem to Saladin - Sack of Constantinople by western Crusaders Effects of the Crusades: - Strengthened monarchs	WH1. 1a synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history; WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1. 1f explaining how indirect cause-and-effect relationships	Key Terms: - Crusades - Pope Urban - Jerusalem - Crusader states - Saladin - Richard the Lionhearted - Holy Land - Ottoman Turks - Disillusionment WH1.14b The Crusades Resources

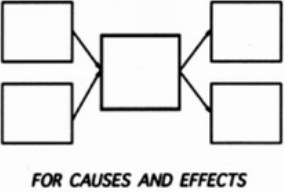|			
The Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.	who gained new powers of taxation in conjunction with the Crusades - Caused disillusionment with popes and nobles who began to launch and fight crusades against fellow Christians - Stimulated trade throughout the Mediterranean area and the Middle East - Left a legacy of bitterness among Christians, Jews, and Muslims - Weakened the Byzantine Empire	impacted people, places, and events in world history **FLOW MAP** FOR SEQUENCING AND ORDERING **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	
Ottoman Turks conquered the Byzantine Empire.	Constantinople: - Fell to the Ottoman Turks in 1453, ending the Byzantine Empire - Became capital of the Ottoman Empire		
STANDARD WHI.14c The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by c) explaining patterns of crisis and recovery related to the Black Death (Bubonic plague); and	Impact of the Black Death (Bubonic plague): - Decline in population - Scarcity of labor - Attempts by lords to restrict wage increases and land acquisitions - Large scale peasant revolts - Massacres of Jewish	WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;	Key Terms: - Black Death - Bubonic Plague - Scarcity of labor - Anti-semitism - Decimate WH1.14c The Black Death Resources

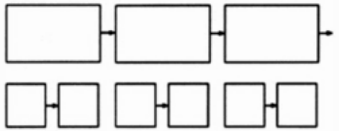| In the fourteenth century, the Black Death (Bubonic plague) decimated the population of much of Asia and then the population of much of Europe.	populations blamed for the "Black Death" - Disruption of trade	**MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	
STANDARD WHI.14d The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by d) evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.	Church scholars: - Were among the very few who could read and write - Worked in monasteries - Translated Greek and Arabic works into Latin Made new knowledge in philosophy, medicine, and science available in Europe Laid the foundations for the rise of universities in Europe in the 13th century	WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **CIRCLE MAP** FOR DEFINING IN CONTEXT **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	Key Terms: - Church scholars - Clergy WH1.14d Education in the Late Middle Ages Resources

	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars ([Instructions for linking to a Google Doc](#))	Resources (for instruction, assessment, and intervention)
Q4	WH1.11a The student will apply social science skills to understand the civilizations and empires of Asia with emphasis on Japan, and China, by a) locating and explaining major global and regional trade routes During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.	Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.): - Silk Routes across Asia to the Mediterranean basin - Maritime routes across the Indian Ocean - Trans-Saharan routes across North Africa - Northern European links with the Black Sea - Western European sea and river trade - South China Sea and lands of Southeast Asia	WH1. 1b using geographic information to determine patterns and trends to understand world history; **BRIDGE MAP** as FOR SEEING ANALOGIES	Key Terms: - Maritime - Silk Routes - Trans-Saharan Routes WH1.11a Trade Routes Resources
	WH1.11b The student will apply social science skills to understand the civilizations and empires of Asia with emphasis on Japan, and China by b) explaining technological advances and transfers, networks of economic interdependence, and cultural interactions; Regional trade networks and long distance trade routes in Asia aided the diffusion and exchange of technology and culture.	Goods: - Spices from lands around the Indian Ocean - Textiles from India, China, the Middle East, and later Europe - Porcelain from China and Persia Technology: - Paper from China through the Muslim world to Byzantium and Western Europe - New crops from India (e.g., for making sugar) - Waterwheels and windmills from the Middle	WH1. 1b using geographic information to determine patterns and trends to understand world history; **TREE MAP** FOR CLASSIFYING AND GROUPING	Key Terms: - Textiles - Lateen sail - Cultural interactions - Networks of economic interdependence WH1.11b Trade Goods and Technology Resources

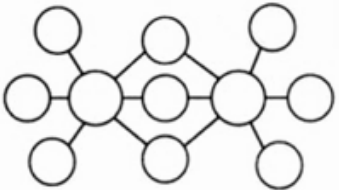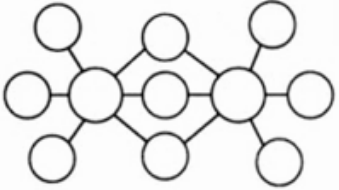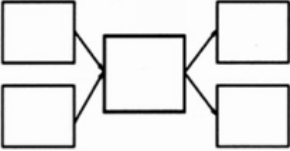|			
		East - Navigation: Compass from China, lateen sail from Indian Ocean region Ideas: - Spread of religions across the hemisphere - Buddhism from China to Korea and Japan - Hinduism and Buddhism from India to Southeast Asia - Islam into West Africa, Central and Southeast Asia - Printing and paper money from China		
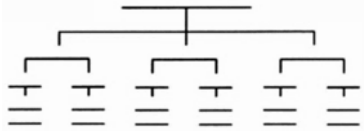
| WH1.11d The student will apply social science skills to understand the civilizations and empires of Asia with emphasis on Japan, and China, by d) evaluating the impact of the Mongol Empire throughout Asia.

Mongol armies invaded Russia, Southwest Asia, and China, creating an empire. | The Mongols: - Nomadic herders - Genghis Khan - Golden Horde - Mongols converted to local religions, such as Islam, after conquest

Mongol armies: - Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside - Created an empire | WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; | Key Terms: - Nomadic Herders - Genghis Khan - Golden Horde - Mongols WH1.11d The Mongols Resources |

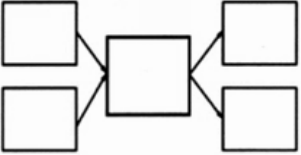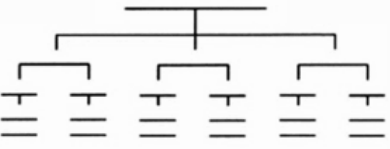|			
WH1.15a The student will apply social science skills to understand of the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by a) determining the economic and cultural foundations of the Italian Renaissance; Italy was the most commercially advanced, urbanized, literate area of high and later medieval Europe. The remains of ancient Rome were most visible in Italy. Italy's wealth, literacy, and pride in the Roman past provided the foundations of the Italian Renaissance.	Economic effects of the Crusades: - Increased access to Middle Eastern products - Stimulated production of goods to trade in Middle Eastern markets - Encouraged the use of credit and banking Important economic concepts: - Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy. - Letters of credit served to expand the supply of money and expedite trade. - New accounting and bookkeeping practices (use of Arabic numerals) were introduced. Cultural Foundations Collapse of Byzantine Empire reignited interest in Greco-Roman culture.	WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	Key Terms: - Usury - Secular - Letters of Credit - Accounting - Urbanized WH1.15a Economics the Renaissance

WH1.15b The student will apply social science skills to understand of the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in The Prince; Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders. Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.	Florence, Venice, and Genoa: - Had access to trade routes connecting Europe with Middle Eastern markets - Served as trading centers for the distribution of goods to northern Europe - Were initially independent city-states governed as republics Machiavelli's The Prince: - An early modern treatise on government - Supports absolute power of the ruler - Maintains that the end justifies the means - Advises that one should not only do good if - possible, but do evil when necessary	WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1. 1g analyzing multiple connections across time and place; **FLOW MAP** FOR SEQUENCING AND ORDERING	Key Terms: - Middle East - Trading Centers - Machiavelli - *The Prince* - Treasties - Absolute power - Medici Family - Italian City-states WH1.15b The Italian City-States and Machiavelli Resources

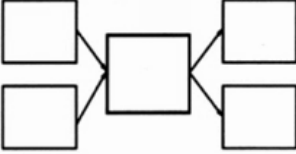|			
WH1.15c The student will apply social science skills to understand of the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular.	Medieval art and literature focused on the Church and salvation, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity. The Italian Renaissance sought to revive the literacy and artistic culture of ancient Rome and Greece. Artistic and literary creativity: - Leonardo da Vinci: Mona Lisa and The Last Supper - Michelangelo: Ceiling of the Sistine Chapel and David Humanism: - Celebrated the individual - Stimulated the study of classical Greek and Roman literature and culture - Supported by wealthy patrons - Petrarch: Father of humanism	WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; **DOUBLE BUBBLE MAP** **FOR COMPARING AND CONTRASTING**	Key Terms: - Patron - Humanism - Leonardo da Vinci - Michelangelo - Petrarch - Raphael - Lorenzo the Magnificent WH1.15c The Italian Renaissance Resources
WH1.15d The student will apply social science skills to understand of the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by d) comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers. With the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. As people of the North adopted the	Northern Renaissance: - Growing wealth in Northern Europe supported Renaissance ideas. - Northern Renaissance thinkers merged humanist ideas with Christianity. - The movable type printing press and the production and sale of books (e.g., Gutenberg Bible) helped disseminate ideas. Northern Renaissance writers: - Erasmus: The Praise of Folly	WH1. 1e comparing and contrasting historical, cultural, economic, and political perspectives in world history; **DOUBLE BUBBLE MAP** **FOR COMPARING AND CONTRASTING**	Key Terms: - Movable Type - Printing Press - Disseminate - Johan Gutenberg - Gutenberg Bible - St. Thomas More - Erasmus - Utopia WH1.15d Northern Renaissance Resources

ideas of the Italian Renaissance, they transformed them to suit their circumstances.	- Sir Thomas More: Utopia - Northern Renaissance increasingly portrayed secular subjects.		
WH1. 11c The student will apply social science skills to understand the civilizations and empires of Asia with emphasis on Japan, and China c) describing explaining Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region culture; and Japanese cultural development was influenced by proximity to China. Shinto and Buddhism coexisted as religious traditions in the Japanese culture.	Location and place: - Mountainous Japanese archipelago (four main islands) - Sea of Japan or East Sea between Japan and Asian mainland - Proximity to China and Korea Influence of Chinese culture: - Writing - Architecture - Buddhism Shinto: - Ethnic religion unique to Japan - Importance of natural features, forces of nature, and ancestors - State religion; worship of the emperor - Coexistence with Buddhism	WH1. 1b using geographic information to determine patterns and trends to understand world history; WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	Key Terms: - Archipelago - Proximity - Sea of Japan (AKA East Sea) - Shinto - Torri - Kami - Bushido - Samurai - Shogan - Feudalism - Coexistence - Pagoda WH1.11c Japan Resources
WH1. 12a The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the west African civilizations of Ghana, Mali, and Songhai by a) locating early civilizations and	Axum: - Location relative to the Ethiopian Highlands and the Nile River Zimbabwe: - Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast	WH1. 1b using geographic information to determine patterns and trends to understand world history	Key Terms: - Axum - Ethiopian Highlands - Zimbabwe - West Africa - Ghana - Mali - Songhai - Sahara - Sub-Saharan

	kingdoms in time and place and describing major geographic features; African civilizations developed in sub-Saharan west and east Africa.	West African kingdoms: - Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara	**BRIDGE MAP** as *FOR SEEING ANALOGIES*	WH1.12a African Geography
	WH1. 12b The student will apply social science skills to understand the civilizations and empires of Africa with emphasis on the African kingdoms of Axum and Zimbabwe and the west African civilizations of Ghana, Mali, and Songhai by b) explaining the development of social, political, economic, religious, and cultural patterns of each region; and Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere. States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.	Axum: - Between the 3rd – 6th century C.E. Became a great market in northeastern Africa Merchants traded with civilizations beyond the Nile River - During the 4th century C. E. became a Christian kingdom became politically and economically linked to Byzantine Roman Egypt Zimbabwe: - City of "Great Zimbabwe" as capital of a prosperous empire - Utilized Indian Ocean trade routes to connect with Asia West African kingdoms: - Importance of gold and salt to trans-Saharan trade - City of Timbuktu as center of trade and learning - Roles of animism and Islam	WH1. 1b using geographic information to determine patterns and trends to understand world history **TREE MAP** *FOR CLASSIFYING AND GROUPING*	Key Terms: - Ezana - Timbuktu - Animism - Mansa Musa WH1.12b African Civilizations
	WH1. 12c The student will apply social	Factors contributing to the European exploration:	WH1. 1f explaining how indirect cause-and-effect relationships	Key Terms: - Henry the Navigator

science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the west African civilizations of Ghana, Mali, and Songhai by c) evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence. The expanding economies of European states stimulated increased trade and a desire for exploration.	- Demand for gold, spices, and natural resources in Europe - Support for diffusion of Christianity - Political and economic competition between European empires - Innovations of European and Islamic origins in navigational arts - Pioneering role of Prince Henry the Navigator European trading posts established along the coast of Africa	impacted people, places, and events in world history; **MULTI-FLOW MAP** **FOR CAUSES AND EFFECTS**	- Trading post - Navigation - Cartography WH1.12c The Age of Exploration in Africa Resources
WH1.13a,b The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by a) locating early civilizations in time and place and describing major geographic features; b) explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.	Mayan civilization: - Located in the Mexican and Central American rain forests - Represented by Chichén Itzá - Groups of city-states ruled by kings - Economy based on agriculture and trade - Polytheistic religion: Pyramids Aztec civilization: - Located in arid valley in central Mexico - Represented by Tenochtitlan - Ruled by an emperor Economy based on agriculture and tribute from conquered peoples - Polytheistic religion:	WH1. 1b using geographic information to determine patterns and trends to understand world history; **TREE MAP** **FOR CLASSIFYING AND GROUPING**	Key Terms: - Rain forest - Mesoamerica - Maya - Inca - Aztec - Chichén Itzá - Pyramids - Tenochtitlan - Tribute - Slash and burn agriculture - Chinampa - Terrace row farming - Quipu - Machu Picchu - Andes Mountains - High altitude agriculture WH1.13a&b Maya, Inca, & Aztec Resources

	Pyramids, rituals Incan civilization: - Located in the Andes Mountains of South America - Represented by Machu Picchu - Ruled by an emperor - Economy based on high-altitude agriculture - Polytheistic religion - Road system Achievements of Mayan, Aztec, and Incan civilizations: - Calendars - Mathematics - Writing and other record-keeping systems			
	WH1. 13c The student will apply social science skills to understand of the major civilizations the Western Hemisphere, including the Mayan, Aztec, and Incan, by c) evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence. The expanding economies of European states stimulated increased trade and a desire for exploration.	Factors contributing to the European exploration Demand for gold, spices, and natural resources in Europe: - Support for diffusion of Christianity - Political and economic competition between European empires - Innovations of European and Islamic origins in navigational tools Establishment of overseas empires and decimation of indigenous populations: - Portugal- Vasco da Gama - Spain-Christopher Columbus, - England-John Cabot	WH1. 1f explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; **MULTI-FLOW MAP** FOR CAUSES AND EFFECTS	Key Terms: - Innovation - Vasco da Gama - John Cabot WH1.13c The Age of Exploration in Latin America

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	Essential Understandings	Essential Knowledge	Skill Focus and Exemplars (Instructions for linking to a Google Doc)	Resources (for instruction, assessment, and intervention)
S O L R e vi e w	Review Religions: SOLs WH1.3d Judaism WH1.4b Hinduism WH1.4c Buddhism WH1.4d Daoism and Confucianism WH1.7a Christianity WH1 8a Islam			SOL Review - Religions