

First Nine Weeks

Grade:9

**Subject: World History and Geography
to 1500 A.D. (C.E.)**

**Year: August 2017
CIP Pacing Guide**

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
7-8	2a-2d (Early Humans/Stone Age)	<p>Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago.</p> <p>Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.</p> <p>Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.</p> <p>Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)</p> <ul style="list-style-type: none"> • were nomadic, migrating in search of food, water, shelter • invented the first tools, including simple weapons • learned how to make and use fire • lived in clans • developed oral language • created “cave art.” 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • Homo sapiens • Nomadic • Paleolithic Era • Migrated • Clans • Domesticated • Archaeologists • Artifacts • Excavation • Stonehenge • Neolithic Era • Bronze Age • Aleppo • Jericho • Catalhuyuk

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		<p>Societies during the Neolithic Era (New Stone Age)</p> <ul style="list-style-type: none"> • developed agriculture (domesticated plants) • domesticated animals • used advanced tools • made pottery • developed weaving skills. <p>Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts.</p> <p>Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts.</p> <p>Stonehenge is an example of an archaeological site in England that was begun during the Neolithic Age and completed during the Bronze Age.</p> <p>Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists.</p> <p>Çatalhöyük is an example of a Neolithic settlement currently.</p>		

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		<p><u>Essential Skills:</u></p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>		

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		<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>		
12-13	<p>3a-3e</p> <ul style="list-style-type: none"> • Geographic regions of first river valleys • Mesopotamia • Egypt • Indus River Valley • China • Hebrews • Phoenicians • Nubians 	<p>River valley civilizations (about 3500 to 500B.C.[B.C.E.]</p> <ul style="list-style-type: none"> • Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia) • Egyptian civilization: Nile River Valley and Nile Delta (Africa) • Indian civilization: Indus River Valley (South Asia) 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • Delta • Irrigation • Fertile Crescent • Hereditary • Dynasty • Agricultural surplus • Pharaohs • Ten Commandments • Hammurabi’s Code • Barter • Polytheism • Monotheism • Torah • Exile • Diaspora • Abraham

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		<ul style="list-style-type: none"> • Chinese civilization: Huang He Valley (East Asia) <p>These river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.</p> <p>Other early civilizations (about 2000 to 500 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia). • Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia). • Nubia was located on the upper (southern) Nile River (Africa). <p>Development of social patterns</p> <ul style="list-style-type: none"> • Hereditary rulers: Dynasties of kings, pharaohs • Rigid class system where slavery was accepted 		<ul style="list-style-type: none"> • Moses • Pictograms • Hieroglyphics • Cuneiform • Alphabet • City-states • Kingdoms • Empires

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		<p>Development of political patterns</p> <ul style="list-style-type: none"> • World’s first states (i.e., city-states, kingdoms, empires) • Centralized government, often based on religious authority • Written law codes (e.g., Ten Commandments, Code of Hammurabi) <p>Development of economic patterns</p> <ul style="list-style-type: none"> • Use of metal (e.g., bronze, iron) tools and weapons • Increasing agricultural surplus: Better tools, plows, irrigation • Increasing trade along rivers and by sea (Phoenicians) • Development of the world’s first Cities • Development of the practice of slavery within most cultures in the ancient world, taking various forms 		

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		<p>Development of religious traditions</p> <ul style="list-style-type: none"> • Polytheism was practiced by most early civilizations. • Monotheism was practiced by the Hebrews. <p>Origins of Judaism</p> <ul style="list-style-type: none"> • Abraham • Moses • Jerusalem <p>Beliefs, traditions, and customs of Judaism</p> <ul style="list-style-type: none"> • Belief in one God (monotheism) • Torah, which contains the written records and beliefs of the Jews • Ten Commandments, which state moral and religious conduct <p>Spread of Judaism</p> <ul style="list-style-type: none"> • Exile • Diaspora <p>Language and writing</p> <ul style="list-style-type: none"> • Pictograms: Earliest written symbols • Hieroglyphics: Egypt • Cuneiform: Sumer • Alphabet: Phoenicia 		

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18-19	<p>4a-4f</p> <ul style="list-style-type: none"> • Persia • India • China 	<p>Persian Empire</p> <ul style="list-style-type: none"> • Tolerance of conquered peoples • Development of an imperial bureaucracy • Construction of road system • Practice of Zoroastrianism <ul style="list-style-type: none"> – Religion of Persia – Belief in two opposing forces in the universe <p>Physical barriers, such as the Himalayas, the Hindu Kush, and the Indian Ocean, made invasion difficult.</p>	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • Tolerance • Bureaucracy • Zoroastrianism • Harappa • Mohenjo-Daro • Caste system • Political unification • Textiles • Reincarnation • Karma • Vedas • Upanishads • Siddhartha Gautama

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		<p>Mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent.</p> <p>The Indus and Ganges were the important rivers in the Indian subcontinent.</p> <p>Indus River Valley civilization</p> <ul style="list-style-type: none"> • Harappa and Mohenjo-Daro <p>Aryans (Indo-Aryans)</p> <ul style="list-style-type: none"> • Migration, assertion of dominance • Caste system, which influenced all social interactions and choices of occupations <p>Mauryan Empire - Asoka</p> <ul style="list-style-type: none"> • Continued political unification of much of India • Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads <p>Gupta Empire</p> <ul style="list-style-type: none"> • Golden Age of classical Indian culture • Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round earth), new textiles, Literature 		<ul style="list-style-type: none"> • Four Noble Truths • Eightfold Path • Enlightenment • Asoka • Qin Shi Huangdi • Mandate of Heaven • Silk Road • Civil service • Confucius • Code of politeness • Ancestor worship • Yin and Yang • Taoism

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		<p>Hinduism</p> <ul style="list-style-type: none"> • 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 <p>Buddhism</p> <ul style="list-style-type: none"> • Founder: Siddhartha Gautama (Buddha) • Four Noble Truths • Eightfold Path to Enlightenment <p>Asoka’s missionaries and their writings spread Buddhism from India to China and other parts of Asia.</p> <p>Migratory invaders raided Chinese settlements from the north.</p> <p>Qin Shi Huangdi built the Great Wall as a line of defense against invasions. China was governed by a succession 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.</p>		

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		<p>The Silk Road facilitated trade and contact between China and other cultures as far away as Rome.</p> <p>Contributions of classical China</p> <ul style="list-style-type: none"> • Civil service system • Paper • Porcelain • Silk <p>Impact of Confucianism in forming the social order in China</p> <ul style="list-style-type: none"> • Belief that humans are good, not bad • Respect for elders • Code of politeness (still used in Chinese society today) • Emphasis on education • Ancestor worship <p>Impact of Taoism in forming Chinese culture and values</p> <ul style="list-style-type: none"> • Humility • Simple life and inner peace • Harmony with nature <p>Yin and yang represented opposites for Confucianism and Taoism.</p> <p>Chinese forms of Buddhism spread throughout Asia.</p>		

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Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
16-17	5a-5g <ul style="list-style-type: none"> Ancient Greece and its impact on Western Civilization 	<p>Locations and places</p> <ul style="list-style-type: none"> Aegean Sea Balkan and Peloponnesus peninsula, Europe, Asia Minor Mediterranean Sea Black Sea, Dardanelles Athens, Sparta, Troy Macedonia <p>Economic and social development</p> <ul style="list-style-type: none"> Agriculture (limited arable land) Commerce and the spread of Hellenic culture Shift from barter to money economy (coins) <p>Political development</p> <ul style="list-style-type: none"> Mountainous terrain both helped and hindered the development of city-states. Greek cities were designed to promote civic and commercial life. Colonization was prompted by over population and the search for arable land. <p>Greek mythology</p> <ul style="list-style-type: none"> Based on polytheistic religion Offered explanations of natural phenomena, human qualities, and life events 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> Peninsula Commerce Hellenic Culture Colonization Arable Land Polytheistic Natural Phenomena Zeus Hera Apollo Artemis Athena Aphrodite Polis Citizenship Citizens Civic Participation Political Rights Monarchy Aristocracy Tyranny Democracy Reform Direct Democracy Public Debate Oligarchy

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		<p>Greek gods and goddesses</p> <ul style="list-style-type: none"> • Zeus, Hera, Apollo, Artemis, Athena, Aphrodite • Symbols and images in Western literature, art, and architecture <p>Social structure and citizenship in the Greek polis</p> <ul style="list-style-type: none"> • Citizens (free adult males) had political rights and the responsibility of civic participation in government. • Women and foreigners had no political rights. • Slaves had no political rights. <p>Athens</p> <ul style="list-style-type: none"> • Stages in the evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy • Tyrants who worked for reform: Draco, Solon • Origin of democratic principles: Direct democracy, public debate, duties of the citizen <p>Sparta</p> <ul style="list-style-type: none"> • Oligarchy (rule by a small group) • Rigid social structure • Militaristic and aggressive society 		<ul style="list-style-type: none"> • Aggressive • Persian Wars • Peloponnesian Wars • Delian League • Peloponnesian League • Golden Age of Pericles • Parthenon • Aeschylus • Sophocles • Homer • Herodotus • Thucydides • Phidias • Doric, Ionic (Ionian), Corinthian • Archimedes • Hippocrates • Euclid • Pythagoras • Socrates • Plato • Aristotle • Phillip II of Macedon • Alexander the Great • Hellenistic Age

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		<p>Importance of Persian Wars (499–449 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Persian wars united Athens and Sparta against the Persian Empire. • Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea. • Athens preserved its independence and continued innovations in government and culture. <p>Importance of Peloponnesian War (431–404 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Caused in part by competition for control of the Greek world: Athens and the Delian League versus Sparta and the Peloponnesian League • Resulted in slowing of cultural advance and the weakening of political power <p>Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)</p> <ul style="list-style-type: none"> • Pericles extended democracy; most adult males had an equal voice. • Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction. 		

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		<p>Contributions of Greek culture to Western civilization</p> <ul style="list-style-type: none"> • Drama: Aeschylus, Sophocles • Poetry: Homer (<i>Iliad</i> and <i>Odyssey</i>) • History: Herodotus, Thucydides • Sculpture: Phidias • Architecture: Types of columns, including the Doric (Parthenon), Ionic, and Corinthian. • Science: Archimedes, Hippocrates • Mathematics: Euclid, Pythagoras • Philosophy: Socrates, Plato, Aristotle <p>Philip II, King of Macedon</p> <ul style="list-style-type: none"> • Conquered most of Greece <p>Alexander the Great</p> <ul style="list-style-type: none"> • Established an empire from Greece to Egypt and the margins of India • Extended Greek cultural influences <p>Hellenistic Age</p> <ul style="list-style-type: none"> • Blend of Greek and oriental elements • Spread of Hellenistic culture through Trade <p><u>Essential Skills:</u> Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WH.1b)</p>		

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		<p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p>		
18-19	6a-6k <ul style="list-style-type: none"> • Ancient Rome and it's impact on Western Civilization 	<p>Locations and places</p> <ul style="list-style-type: none"> • Rome: Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers • Italian Peninsula • Alps: Protection • Mediterranean Sea: Protection, seaborne Commerce 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p>	<ul style="list-style-type: none"> • Mediterranean Basin • Italian Peninsula • Alps • Sea-borne commerce • Polytheistic • Jupiter • Juno • Apollo • Diana • Minerva

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		<p>Roman mythology</p> <ul style="list-style-type: none"> • Based on the Greek polytheistic religion • Explanations of natural phenomena, human qualities, and life events <p>Roman gods and goddesses</p> <ul style="list-style-type: none"> • Jupiter, Juno, Apollo, Diana, Minerva, and Venus • Symbols and images in literature, art, and architecture <p>Social structure in the Roman Republic</p> <ul style="list-style-type: none"> • Patricians: Powerful nobility (few in number) • Plebeians: Majority of population • Slaves: Not based on race <p>Citizenship</p> <ul style="list-style-type: none"> • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (e.g., taxes, military service) <p>Features of democracy</p> <ul style="list-style-type: none"> • Representative democracy • Assemblies • The Senate • Consuls • Laws of Rome codified as Twelve Tables 		<ul style="list-style-type: none"> • Venus • Patricians • Plebeians • Slaves/Slavery • Representative Democracy • Assemblies • Senate • Consuls • Twelve Tables • Punic Wars • Hellenistic World • Gaul • British Isles • Civil War/Civil Conflict • Devaluation • Inflation • Triumvirate • Assassination • Augustus Caesar • Marc Antony • Emperor • Imperial Authority • Succession • Pax Romana • Expansion • Solidification • Uniform • Prosperity • Stability

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		<p>Punic Wars: Rome vs. Carthage (264–146 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Rome and Carthage were in competition for trade. • Hannibal invaded the Italian Peninsula. • Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome. <p>Evolution of the Roman Empire and spread of Roman culture</p> <ul style="list-style-type: none"> • Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean) • Western Europe (Gaul, British Isles) <p>Causes for the decline of the Roman Republic</p> <ul style="list-style-type: none"> • Spread of slavery in the agricultural system • Migration of small farmers into cities and unemployment • Civil war over the power of Julius Caesar • Devaluation of Roman currency; Inflation <p>The origin and evolution of Imperial Rome</p> <ul style="list-style-type: none"> • First triumvirate • Julius Caesar: Seizure of power, assassination 		<ul style="list-style-type: none"> • Civil Service • Uniform rule of law • Christianity • Judaism • Jesus of Nazareth • Messiah • Monotheism • Son of God • Incarnation of God • New Testament • Doctrine • Church Councils • Martyrs • Apostles • Paul • Emperor Constantine • State religion • Moral Authority • Loyalty • Unifying force • Pantheon • Colosseum • Forum • Roads • Aqueducts • Arches • Ptolemy • Public Health • Latin • Romance Languages • Virgil • Administration

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		<p>Augustus Caesar: Civil war, defeat of Marc Anthony, Rome's first emperor</p> <ul style="list-style-type: none"> • Empire: Unified and enlarged, using imperial authority and the military • Failure to provide for peaceful succession of Emperors <p>The Pax Romana</p> <ul style="list-style-type: none"> • Two centuries of peace and prosperity under imperial rule • Expansion and solidification of the Roman Empire, particularly in the Near East <p>Economic impact of the Pax Romana</p> <ul style="list-style-type: none"> • Established uniform system of money, which helped to expand trade • Guaranteed safe travel and trade on Roman roads • Promoted prosperity and stability <p>Social impact of the Pax Romana</p> <ul style="list-style-type: none"> • Returned stability to social classes • Increased emphasis on the family <p>Political impact of the Pax Romana</p> <ul style="list-style-type: none"> • Created a civil service • Developed a uniform rule of law 		<ul style="list-style-type: none"> • Non-Romans • Byzantium • Constantinople • Western Roman Empire • Eastern Roman Empire • Byzantine Empire

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		<p>Origins of Christianity</p> <ul style="list-style-type: none"> • Had its roots in Judaism • Was led by Jesus of Nazareth, who was proclaimed the Messiah • Conflicted with polytheistic beliefs of Roman Empire <p>Beliefs, traditions, and customs of Christianity</p> <ul style="list-style-type: none"> • Monotheism • Jesus as both Son and incarnation of God • Life after death • New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians • Christian doctrines established by early church councils <p>Spread of Christianity</p> <ul style="list-style-type: none"> • Popularity of the message • Early martyrs inspired others • Carried by the Apostles, including Paul, throughout the Roman Empire <p>Impact of the Church of Rome in the late Roman Empire</p> <ul style="list-style-type: none"> • The Emperor Constantine converted to Christianity and made it legal. • Christianity later became the official state religion. • The Church became a source of moral authority. 		

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		<ul style="list-style-type: none"> • Loyalty to the Church became more important than loyalty to the Emperor. • The Church became the main unifying force of Western Europe <p>Contributions of ancient Rome</p> <ul style="list-style-type: none"> • Art and architecture: Pantheon, Colosseum, Forum • Technology: Roads, aqueducts, Roman arches • Science: Achievements of Ptolemy • Medicine: Emphasis on public health (public baths, public water systems, medical schools) • Language: Latin, Romance languages • Literature: Virgil’s <i>Aeneid</i> • Religion: Roman mythology; adoption of Christianity as the imperial religion • Law: The principle of “innocent until proven guilty” (from the Twelve Tables) <p>Causes for the decline of the Western Roman Empire</p> <ul style="list-style-type: none"> • Geographic size: Difficulty of defense and administration • Economy: The cost of defense, and devaluation of Roman currency • Military: Army membership started to include non-Romans, resulting in decline of discipline 		

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		<ul style="list-style-type: none"> • Moral decay: People’s loss of faith in Rome and the family • Political problems: Civil conflict and weak administration • Invasion: Attacks on borders <p>Division of the Roman Empire</p> <ul style="list-style-type: none"> • Move of the capital by Constantine from Rome to Byzantium, renaming it Constantinople • Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor • Eastern Roman Empire (Byzantine Empire) <p><u>Essential Skills:</u></p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p>		

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8-9	7a-7e <ul style="list-style-type: none"> Byzantine Empire and Russia 	<p>Location of Constantinople</p> <ul style="list-style-type: none"> Protection of the eastern frontier Distance from Germanic invasions in the western empire Crossroads of trade Easily fortified site on a peninsula bordered by natural harbors <p>Role of Constantinople</p> <ul style="list-style-type: none"> Seat of the Byzantine Empire until Ottoman conquest Preserved classical Greco-Roman culture Center of trade <p>Byzantine Emperor Justinian</p> <ul style="list-style-type: none"> Codification of Roman law (impact on European legal codes) Reconquest of former Roman territories Expansion of trade <p>Byzantine achievements in art and architecture</p> <ul style="list-style-type: none"> Inspiration provided by Christian religion and imperial power Icons (religious images) Mosaics in public and religious structures Hagia Sophia (a Byzantine domed church) 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> Constantinople Eastern frontier Germanic Invasions Crossroads Fortified Peninsula Harbors Greco-Roman Culture Justinian Codification Reconquest Christian Religion Imperial Power Icons Mosaics Hagia Sophia Greek Language Greek Orthodox Christianity/Eastern Christianity Seat of Power Liturgy Western Church Rome Latin Language

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		<p>Byzantine culture</p> <ul style="list-style-type: none"> • Continued flourishing of Greco-Roman traditions • Greek language (as contrasted with Latin in the West) • Greek Orthodox Christianity • Greek and Roman knowledge preserved in Byzantine libraries <p>Eastern Church</p> <ul style="list-style-type: none"> • Centered in Constantinople • Close to seat of power after Constantinople became capital • Use of Greek language in the liturgy <p>Western Church</p> <ul style="list-style-type: none"> • Centered in Rome • Farther from seat of power after Constantinople became capital • Use of Latin language in the liturgy <p>Division between Western and Eastern Churches</p> <ul style="list-style-type: none"> • Authority of the Pope eventually accepted in the West • Authority of the Patriarch accepted in the East • Practices such as celibacy eventually accepted in the West <p>Influence of Byzantine culture on Eastern Europe and Russia</p> <ul style="list-style-type: none"> • Trade routes between Black Sea and Baltic Sea • Adoption of Orthodox Christianity by Russia & much of East Europe 		<ul style="list-style-type: none"> • Pope • Patriarch • Celibacy • Black Sea • Baltic Sea • Slavic Languages • St. Cyril • Cyrillic Alphabet

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		<ul style="list-style-type: none"> • Adoption of Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet) • Church architecture and religious art <p><u>Essential Skills:</u> Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p>		

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
8-10	2a-7e	Remediation Instruction on lower performing items on Benchmark and/or Project-Based Assessment on WHI SOLs 2-7		
10-11	8a-8d <ul style="list-style-type: none"> • Islamic Civilization 	<p>Origins of Islam</p> <ul style="list-style-type: none"> • Muhammad, the Prophet • Mecca and Medina on the Arabian Peninsula: Early Muslim cities <p>Spread of Islam</p> <ul style="list-style-type: none"> • Across Asia and Africa and into Spain • Geographic extent of first Muslim Empire <p>Beliefs, traditions, and customs of Islam</p> <ul style="list-style-type: none"> • Monotheism: Allah (Arabic word for God) • Qur'an (Koran): The word of God • Five Pillars of Islam • Acceptance of Judeo-Christian prophets, including Moses and Jesus <p>Geographic influences on the origin and spread of Islam</p> <ul style="list-style-type: none"> • Diffusion along trade routes from Mecca and Medina • Expansion despite great distances, desert environments, and mountain barriers • Spread into the Fertile Crescent, Iran, and Central Asia facilitated by weak Byzantine and Persian empires 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • Muhammad • Prophet • Mecca • Medina • Arabian Peninsula • Monotheism • Allah • Qur'an (Koran) • Five Pillars of Islam • Judeo-Christian • Moses • Jesus • Facilitate • Ali • Sunni • Shi'a • Jerusalem • Damascus • Baghdad • Battle of Tours • Mongols • Dome of the Rock • Kaaba • Mosaics

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Geographic influences on economic, social, and political development</p> <ul style="list-style-type: none"> • Political unity of the first Muslim empire was short-lived. • Arabic language spread with Islam and facilitated trade across Islamic lands. • Slavery was not based on race. <p>Historical turning points</p> <ul style="list-style-type: none"> • Death of Ali: Sunni-Shi'a division • Muslim conquests of Jerusalem and Damascus • Islamic capital moved to Baghdad • Muslim defeat at the Battle of Tours • Fall of Baghdad to the Mongols <p>Cultural contributions and achievements</p> <ul style="list-style-type: none"> • Architecture (Dome of the Rock) • Mosaics • Arabic alphabet • Universities • Translation of ancient texts into Arabic <p>Scientific contributions and achievements</p> <ul style="list-style-type: none"> • Arabic numerals (adapted from India, including zero) • Algebra • Medicine • Expansion of geographic knowledge 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p><u>Essential Skills:</u></p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
12-13	9a-9d <ul style="list-style-type: none"> • Western Europe during the Middle Ages • 500-1000 A.D. (C.E.) 	<p>Foundations of early medieval society</p> <ul style="list-style-type: none"> • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes <p>Influence of the Roman Catholic Church</p> <ul style="list-style-type: none"> • Secular authority declined, while Church authority grew. • Monasteries preserved Greco-Roman cultural achievements. • Missionaries carried Christianity and Latin alphabet to Germanic tribes. • The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.) • Parish priests served religious and social needs of the people. <p>Invasions shattered Roman protection over the Empire.</p> <p>Feudal society during the Middle Ages</p> <ul style="list-style-type: none"> • Fiefs • Vassals • Serfs • Feudal obligations <p>Manorial system during the Middle Ages</p> <ul style="list-style-type: none"> • Rigid class structure • Self-sufficient manors 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • Secular • Monasteries • Greco-Roman • Missionaries • Pope • Charlemagne • Parish priests • Feudal society • Feudal System • Manorial System • Fief • Vassals • Serfs • Feudal obligations • Rigid class structure • Manors • Self-sufficient • Franks • Angles • Saxons • Magyars • Hungary • Vikings • Scandinavia

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Age of Charlemagne</p> <ul style="list-style-type: none"> • Franks emerged as a force in Western Europe. • The Pope crowned the Emperor. • Power of the Church was established in political life. • Roman culture was reinterpreted. • Most of Western Europe was included in the new empire. • Churches, roads, and schools were built to unite the empire. <p>Areas of settlement</p> <ul style="list-style-type: none"> • Angles and Saxons migrated from continental Europe to England. • Magyars migrated from Central Asia to Hungary. • Vikings migrated from Scandinavia to Russia. <p>Influence of the Angles, Saxons, Magyars, and Vikings</p> <ul style="list-style-type: none"> • Manors with castles provided protection from invaders, reinforcing the feudal system. • Invasions disrupted trade, towns declined, and the feudal system was strengthened. 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p><u>Essential Skills:</u></p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
10-11	12a-12d <ul style="list-style-type: none"> • Late Medieval Period • Emergence of Nation-States (England, France, Spain, Russia) 	<p>England</p> <ul style="list-style-type: none"> • William the Conqueror, leader of the Norman Conquest, united most of England. • Common law had its beginnings during the reign of Henry II. • King John signed the Magna Carta, limiting the king's power. • The Hundred Years' War between England and France helped define England as a nation. • Evolution of Parliament. <p>France</p> <ul style="list-style-type: none"> • Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France. • The Hundred Years' War between England and France helped define France as a nation. • Joan of Arc was a unifying factor. <p>Spain</p> <ul style="list-style-type: none"> • Ferdinand and Isabella unified the country and expelled Jews and Moors. • Spanish Empire in the Western Hemisphere expanded under Charles V. <p>Russia</p> <ul style="list-style-type: none"> • Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation. • Power centralized in the hands of the tsar. • The Orthodox Church influenced unification. 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • William the Conqueror • Norman Conquest • England • Common law • Henry II • King John • Magna Carta • Hundred Years War • Parliament • Hugh Capet • Dynasty • Joan of Arc • Ferdinand and Isabella • Moors • Charles V • Ivan the Great • Mongols • Tsar • Orthodox Church • Pope Urban • Jerusalem • Saladin • Constantinople • Ottoman Turks • Black Death (Bubonic Plague) • Scarcity of labor

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Key events of the Crusades</p> <ul style="list-style-type: none"> • Pope Urban’s speech • The capture of Jerusalem • Founding of Crusader states • Loss of Jerusalem to Saladin • Sack of Constantinople by western Crusaders <p>Effects of the Crusades</p> <ul style="list-style-type: none"> • Weakened the Pope and nobles; strengthened monarchs • Stimulated trade throughout the Mediterranean area and the Middle East • Left a legacy of bitterness among Christians, Jews, and Muslims • Weakened the Byzantine Empire <p>Mongol armies</p> <ul style="list-style-type: none"> • Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside • Created an empire <p>Constantinople</p> <ul style="list-style-type: none"> • Fell to the Ottoman Turks in 1453, ending the Byzantine Empire • Became capital of the Ottoman Empire 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Impact of the Black Death (Bubonic plague)</p> <ul style="list-style-type: none"> • Decline in population • Scarcity of labor • Towns freed from feudal obligations • Decline of Church influence • Disruption of trade <p>Church scholars</p> <ul style="list-style-type: none"> • Were among the very few who could read and write • Worked in monasteries • Translated Greek and Arabic works into Latin • Made new knowledge in philosophy, medicine, and science available in Europe • Laid the foundations for the rise of universities in Europe <p><u>Essential Skills:</u></p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>		

Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
8-9	13a-13d • Renaissance	<p>Economic effects of the Crusades</p> <ul style="list-style-type: none"> • Increased demand for Middle Eastern products • Stimulated production of goods to trade in Middle Eastern markets • Encouraged the use of credit and Banking <p>Important economic concepts</p> <ul style="list-style-type: none"> • Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy. • Letters of credit served to expand the supply of money and expedite trade. • New accounting and bookkeeping practices (use of Arabic numerals) were introduced <p>Florence, Venice, and Genoa</p> <ul style="list-style-type: none"> • Had access to trade routes connecting Europe with Middle Eastern markets • Served as trading centers for the distribution of goods to northern Europe • Were initially independent city-states governed as republics <p>Machiavelli's <i>The Prince</i></p>	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • Renaissance • Crusades • Stimulated • Credit • Banking • Usury • Interest • Expedite • Accounting • Bookkeeping • Arabic Numerals • Distribution of Goods • City-States • Republics • Machiavelli • Treatise • Absolute Power • Salvation • Worldly Matters • Leonardo da Vinci • Michelangelo • Petrarch • Humanism • Patrons • Northern Renaissance • Merged • Printing Press • Gutenberg Bible

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<ul style="list-style-type: none"> • An early modern treatise on government • Supports absolute power of the ruler • Maintains that the end justifies the means • Advises that one should not only do good if possible, but do evil when necessary <p>Medieval art and literature focused on the Church and salvation, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity.</p> <p>Artistic and literary creativity</p> <ul style="list-style-type: none"> • Leonardo da Vinci: <i>Mona Lisa</i> and <i>The Last Supper</i> • Michelangelo: Ceiling of the Sistine Chapel and <i>David</i> • Petrarch: Sonnets, humanist Scholarship <p>Humanism</p> <ul style="list-style-type: none"> • Celebrated the individual • Stimulated the study of classical Greek and Roman literature and culture • Supported by wealthy patrons 		<ul style="list-style-type: none"> • Disseminate • Erasmus • Sir Thomas More • Religious • Secular

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Northern Renaissance</p> <ul style="list-style-type: none"> • Growing wealth in Northern Europe supported Renaissance ideas. • Northern Renaissance thinkers merged humanist ideas with Christianity. • The movable type printing press and the production and sale of books (e.g., Gutenberg Bible) helped disseminate ideas. <p>Northern Renaissance writers</p> <ul style="list-style-type: none"> • Erasmus: <i>The Praise of Folly</i> (1511) • Sir Thomas More: <i>Utopia</i> (1516) <p>Northern Renaissance artists portrayed religious and secular subjects</p> <p><u>Essential Skills</u></p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p>		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>		
12-13	<p>10a-10d</p> <ul style="list-style-type: none"> • Civilizations of the Eastern Hemisphere • 1000-1500 A.D. (C.E.) <p>11-11a,b</p> <ul style="list-style-type: none"> • Major Civilizations of the Western Hemisphere (Maya, Aztec, Inca) 	<p>Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)</p> <ul style="list-style-type: none"> • Silk Routes across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade • South China Sea and lands of Southeast Asia <p>Goods</p> <ul style="list-style-type: none"> • Gold from West Africa • Spices from lands around the Indian Ocean • Textiles from India, China, the Middle East, and later Europe 	<p><i>What I Need To Know To Pass the World History and Geography to 1500 A.D. (C.E.) Standards of Learning Test</i></p> <p>Quia Website</p> <p>Moodle Website</p>	<ul style="list-style-type: none"> • Silk Road • Maritime Routes • Trans-Saharan Routes • Gold • Salt • Spices • Textiles • Porcelain • Amber • Paper • Crops • Water Wheels • Windmills • Navigation • Compass • Lateen Sail • Buddhism • Hinduism • Islam • Printing • Paper-Money

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<ul style="list-style-type: none"> • Porcelain from China and Persia • Amber from the Baltic region <p>Technology</p> <ul style="list-style-type: none"> • Paper from China through the Muslim world to Byzantium and Western Europe • New crops from India (e.g., for making sugar) • Waterwheels and windmills from the Middle East • Navigation: Compass from China, lateen sail from Indian Ocean region <p>Ideas</p> <ul style="list-style-type: none"> • Spread of religions across the hemisphere <ul style="list-style-type: none"> – Buddhism from China to Korea and Japan – Hinduism and Buddhism from India to Southeast Asia – Islam into West Africa, Central and Southeast Asia • Printing and paper money from China <p>Location and place</p> <ul style="list-style-type: none"> • Mountainous Japanese archipelago (four main islands) • Sea of Japan or East Sea between Japan and Asian mainland • Proximity to China and Korea 		<ul style="list-style-type: none"> • Archipelago • Shinto • Ethnic Religion • Natural features • State religion • Co-existence • Axum • Zimbabwe • Mali • Songhai • Ghana • Animism <ul style="list-style-type: none"> • Rain Forest • City-states • King • Pyramids • Arid Valley • Emperor • Tribute • Rituals • High Altitude Agriculture • Road System • Polytheistic

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Influence of Chinese culture</p> <ul style="list-style-type: none"> • Writing • Architecture • Buddhism <p>Shinto</p> <ul style="list-style-type: none"> • Ethnic religion unique to Japan • Importance of natural features, forces of nature, and ancestors • State religion; worship of the emperor • Coexistence with Buddhism <p>Axum</p> <ul style="list-style-type: none"> • Location relative to the Ethiopian Highlands and the Nile River • Christian kingdom <p>Zimbabwe</p> <ul style="list-style-type: none"> • Location relative to the Zambezi and Limpopo rivers, Indian Ocean coast • City of “Great Zimbabwe” as capital of a prosperous empire <p>West African kingdoms</p> <ul style="list-style-type: none"> • Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara • Importance of gold and salt to trans-Saharan trade • City of Timbuktu as center of trade and learning • Roles of animism and Islam 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p>Mayan civilization</p> <ul style="list-style-type: none"> • Located in the Mexican and Central American rain forests • Represented by Chichén Itzá • Groups of city-states ruled by kings • Economy based on agriculture and trade • Polytheistic religion: Pyramids <p>Aztec civilization</p> <ul style="list-style-type: none"> • Located in arid valley in central Mexico • Represented by Tenochtitlan • Ruled by an emperor • Economy based on agriculture and tribute from conquered peoples • Polytheistic religion: Pyramids, rituals <p>Incan civilization</p> <ul style="list-style-type: none"> • Located in the Andes Mountains of South America • Represented by Machu Picchu • Ruled by an emperor • Economy based on high-altitude agriculture • Polytheistic religion • Road system <p>Achievements of Mayan, Aztec, and Incan civilizations</p> <ul style="list-style-type: none"> • Calendars • Mathematics • Writing and other record-keeping Systems 		

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary
		<p><u>Essential Skills</u></p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</p> <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms. (WHI.1d)</p>		
20-25	SOL Review			