



**FRESNO UNIFIED SCHOOL DISTRICT
SCHOOL SUPPORT SERVICES
CURRICULUM AND PROFESSIONAL DEVELOPMENT**

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

GRADE 7 COURSE OUTLINE

Department	H-SS		Course Title			World History and Geography 7				
Course Codes:	Reg	M250	SDAIE	M253	Bil	M252	Imm	M254	GATE	M251
Grade Level(s)	7			Course Length		One Year				
Credits/semester	10/2	Graduation Requirement			Yes	Elective Credit				
Meets HS Grad. Requirement			N/A		Meets UC “a-g” Requirement				N/A	
Meets NCAA Requirement			N/A		Prerequisites		None			

COURSE DESCRIPTION

The 7th grade year is a study of world history and geography during the medieval and early modern eras. Students study the development and changes of complex civilizations. They identify and explore the similarities and patterns of these civilizations. Emphasis is placed on the fact that many of the civilizations developed concurrently and impacted each other. All units include an examination of the impact of religion, economics, politics, and social history on the medieval and early modern eras. The Five Themes of Geography (location, movement, region, place, and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of these civilizations.

GOALS

- Analyze the relationships between social, political, historical perspective, geography and economic events as outlined in the content standards.
- Explain that present day history is a result of the struggles and triumphs of men and women who lived in other times and places.
- Understand historical events from multiple perspectives through the use of primary and secondary sources, and non-fiction and historical literature.
- Discuss controversial issues in an objective, respectful and empathetic manner.
- Demonstrate cause and effect relationships of historical events and their impact on the Medieval World.
- Use technology as a research tool.
- Apply skills and content to the real world and develop an interest in pursuing history/social science related careers.
- Use designated strategies to develop and enhance their academic literacy.

CALIFORNIA CONTENT STANDARDS

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

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

PERFORMANCE STANDARDS

The California State Board of Education has identified the following levels for the California Standards Test (CST) in History-Social Science grade 8. The 6-8 CST is comprised of content from grade 6 (22%), grade 7 (31%) and grade 8 (47%). The objective of the Fresno Unified School District is to have all students achieve at or above the Minimum Proficiency Performance Standard. The Fresno Unified School District has common assessments that are required. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level.

6-8 California Standards Test: History-Social Science 2005						
CLUSTERS (RS)	1 (16)	2 (14)	3 (10)	4 (22)	5 (13)	TOTALS (75)
MINIMUM PROFICIENCY: RS	8.96	8.1	5.1	13.2	7.67	37
MINIMUM PROFICIENCY: %	56%	58%	51%	60%	59%	57%

NOTE: Cluster 1 content is from grade 6; clusters 2-3 are from grade 7 and clusters 4-5 are from grade 8.

	Not Proficient	Below Basic	Basic	Proficient	Advanced Proficient
Quarterly Benchmark Assessment	Below 60%	60-69%	70-79%	80--89%	90%
Teacher Created Tests and Quizzes					
Classwork, Homework, Notebooks					
Class Projects					

MEDIEVAL WORLD HISTORY GRADE 7

CURRICULUM GUIDE: SEMESTER 1 & 2



**FRESNO UNIFIED
SCHOOL DISTRICT**

**JIM LLOYD
HISTORY-SOCIAL SCIENCE**

MEDIEVAL WORLD HISTORY & GEOGRAPHY
GRADE 7
FUSD CURRICULUM GUIDE: SEMESTER 1

WEEK	STANDARD	LENGTH	CST QUESTIONS	UNIT	FOCUS TOPICS	TEXT	RESOURCES	ASSESSMENT
1-4	7.1	4 Weeks 18 Days	1	Intro to Geography & Fall of Rome	Lasting Contributions Roman Law Spread of Christianity Geog & territorial cohesion Military Power, Social issues Rise of Byzantine Empire Eastern vs Western Civ	HOLT: <u>WLD HIST</u> Chapter 1 pp. 1-15; Chapter 2 pp. 20-41	One Stop Planner (OSP) Chapter 1-2 TCI Europe After the Fall of the Roman Empire	Quarter 1 Assessment
5-8	7.2	4 Weeks 20 days	2	Islam	Pre-Islamic Life (incl. geog) Origins of Islam Connections w/Judaism & Christianity Spread of Islam Role of trade-Contributions Beyond	HOLT: <u>WLD HIST</u> Chapter 3 pp. 48-53; Chapter 4 pp. 76-99	One Stop Planner (OSP) Chapter 3-4 TCI Rise of Islam Message in Arabic	
9-11	7.4	3 Weeks 15 Days	2	Africa	Niger River Ghana & Mali Kinship/Oral Tradition Caravan Trade Influence of Islam	HOLT: <u>WLD HIST</u> Chapter 5 pp. 106-121; Chapter 6 pp. 126-153	One Stop Planner (OSP) Chapter 5-6 TCI Empires & Kingdoms of Sub-Saharan Africa	Quarter 2 Assessment
12-14	7.3	3 Weeks 15 Days	2	China	Spread of Buddhism Ag, Tech & Commercial Dev. Trade Influence of Discoveries Development of State & Social Structures	HOLT: <u>WLD HIST</u> Chapter 7 pp. 160-189;	One Stop Planner (OSP) Chapter 7 TCI Imperial China & Feudal Japan	
15-17	7.5	3 Weeks 13 Days	2	Japan	Isolation/Proximity Prince Shotoku Feudalism Japanese Buddhism Golden Age	HOLT: <u>WLD HIST</u> Chapter 8 pp. 194-217;	One Stop Planner (OSP) Chapter 8 TCI Imperial China & Feudal Japan	

**MEDIEVAL WORLD HISTORY &
GEOGRAPHY: GRADE 7
FUSD CURRICULUM GUIDE: SEMESTER ONE**

AUGUST						
Week	UNIT	M	T	W	T	F
1	Geography & Fall of Rome 7.1				Lasting Contributions, Roman Law	
2		Spread of Christianity			Geography & Terr. Cohesion	

SEPTEMBER						
Week	UNIT	M	T	W	T	F
3	Fall of Rome 7.1		Rome: Military Power, Social Issues			
4		Rise of Byzantine Empire			Eastern vs Western	
5	Islam 7.2	Pre-Islamic Life			Origins of Islam	
6		Origins of Islam			Connections w/ Judaism & Christianity	
7			Spread of Islam			

OCTOBER						
Week	UNIT	M	T	W	T	F
8	Islam 7.2		Role of trade-Contribution Beyond			QT 1 Benchmark
9	Africa 7.4	Niger River			Ghana & Mali	
10			Kinship/Oral Tradition		Caravan Trade	
11			Influence of Discoveries			

NOVEMBER						
Week	UNIT	M	T	W	T	F
12	China 7.3	Spread of Buddhism			Ag., Tech. & Comm. Dev.	
13			Importance of Trade			
14		Influence of Discoveries			Development Of State & Social Structures	
		THANKSGIVING BREAK				

DECEMBER						
Week	UNIT	M	T	W	T	F
15	Japan 7.5	Isolation / Proximity				Prince Shotoku
16		Feudalism			Japanese Buddhism	
17		Golden Age			Final Exam: QT 2 Benchmark	
		WINTER BREAK				

QTR 1 BENCHMARK: 7.1 – 7.2
 QTR 2 BENCHMARK: 7.4, 7.3, 7.5

MEDIEVAL WORLD HISTORY & GEOGRAPHY
GRADE 7
FUSD CURRICULUM GUIDE: SEMESTER 2

WEEK	STANDARD	LENGTH	CST QUESTIONS	UNIT	FOCUS TOPICS	TEXT	RESOURCES	ASSESSMENT
1-4	7.6	4 weeks	3	Medieval Europe	Eurasia land mass, Spread of Christianity Feudalism Papacy vs. Monarchy Modern Govt Plague	HOLT: <u>WLD HIST</u> Chapter 9 pp. 224-251; Chapter 10 pp. 256-85	One Stop Planner (OSP) Chapter 9-10 TCI Europe After the Fall of Roman	Quarter 3 Assessment
5-7	7.8	3 weeks	2	Renaissance	New interest humanism Influence of cities on trade and Silk road Advance in culture arts, music, literature and science Ren. Spreads North	HOLT: <u>WLD HIST</u> Chapter 11 pp. 292-319;	One Stop Planner (OSP) Chapter 11 TCI Europe's Transition to the Modern World	
8-10	7.9	3 weeks	3	Reformation	Catholic churches Protestant reform M. Luther Spread of religions Religious cooperation & conflict Protestant movement	HOLT: <u>WLD HIST</u> Chapter 12 pp. 324-345;	One Stop Planner (OSP) Chapter 12 TCI Europe's Transition to the Modern World	
11-13	7.10	3 weeks	2	Scientific Revolution	Roots Muslim science, humanism, exploration Scientific theories Copernicus, Galileo, Kepler & Newton Scientific method vs religious beliefs	HOLT: <u>WLD HIST</u> Chapter 13 pp. 350-369;	One Stop Planner (OSP) Chapter 13 TCI Europe's Transition to the Modern World	Quarter 4 Assessment
14-17	7.7	4 weeks	2	Meso-America	Geography Societal roles Defeat by Spanish Achievements	HOLT: <u>WLD HIST</u> Chapter 14 pp. 378-401; Chapter 15 pp. 406-433	One Stop Planner (OSP) Chapter 14 TCI Civilizations of the Americas	
18-21	7.11	4 weeks	3	Exploration & Enlightenment	Cartography & European view Economic & social effects. Discovery & impact Enlightenment thinkers Enlightenment ideals	HOLT: <u>WLD HIST</u> Chapter 16 pp. 440-465 Chapter 17 pp. 470-489	One Stop Planner (OSP) Chapter 16-17 TCI Europe's Transition to the Modern World	

**MEDIEVAL WORLD HISTORY & GEOGRAPHY: GRADE 7
FUSD CURRICULUM GUIDE: SEMESTER TWO**

JANUARY						
Week	UNIT	M	T	W	T	F
			WINTER BREAK			
1	Medieval Europe 7.6	Eurasia land mass			Spread of Christianity	
2			Feudalism			
3			Papacy vs. Monarchy		Modern Government	

FEBRUARY						
Week	UNIT	M	T	W	T	F
4	Medieval Europe 7.6		Plague			
5	Renaissance 7.8	New Interest Humanism			Influence of Cities on Trade	
6			Silk Road		Advance in culture arts, music, literature & science	
7			Renaissance Spreads North			

MARCH						
Week	UNIT	M	T	W	T	F
8	Reformation 7.9		Catholic churches actions vs. Protestant Reform			
9		Martin Luther			Spread of Religions	
10		Religious Cooperation & Conflict			Protestant Movement	
11	Scientific Revolution 7.10	Roots Muslim Science, Humanism,			Exploration	
		SPRING BREAK				

APRIL						
Week	UNIT	M	T	W	T	F
12	Scientific Revolution 7.10		Scientific Theories of Copernicus, Galileo, Kepler & Newton			
13			Scientific Methods vs. Religious Beliefs			
14	Meso America 7.7	Geography			Societal Rules	
15			Mayans			

MAY						
Week	UNIT	M	T	W	T	F
16	Meso America 7.7	Aztecs			Incas	
17		Defeat by Spanish		Achievements		
18	Exploration & Enlightenment 7.11		Cartography & European View			
19		Economic & Social Effects			Discovery & Impact	

JUNE						
Week	UNIT	M	T	W	T	F
20	Enlightenment 7.11	Enlightenment Thinkers & Ideals		Enlightenment Thinkers & the American Revolution		
21		Grade 8 Preview		END OF YEAR		

QTR 3 BENCHMARK: 7.6; 7.8, & 7.9

QTR 4 BENCHMARK: 7.10; 7.7; 7.11



FRESNO UNIFIED SCHOOL DISTRICT
SCHOOL SUPPORT SERVICES
CURRICULUM AND PROFESSIONAL DEVELOPMENT

GRADE 7

WORLD HISTORY AND GEOGRAPHY:
MEDIEVAL AND EARLY MODERN TIMES

- UNIT I:** CONNECTING WITH PAST LEARNING: THE ANCIENT WORLD AND THE FALL OF ROME (3 weeks)
- STANDARD:** 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- GOAL:** Using archaeology to learn the past, students will study methods and tools used by archaeologists to uncover ancient civilizations. Students will review the development of Rome through the Empire of Augustus in relation to law, language, and other concepts. Their study will conclude by observing the decline of Rome, its cause and effects, and its lasting contributions.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
1. Examine the science of archeology. <ul style="list-style-type: none"> • Define the tasks of an archaeologist. • Examine the tools and methods used to uncover the past (legends, artifacts, fossils, written documents) 2. Archaeological review of early civilizations. <ul style="list-style-type: none"> • Geographical links • Review geographical 	<ul style="list-style-type: none"> • Review of basic geography knowledge: continents, oceans, latitude, longitude • Mapping and map reading skills • Different types of maps • The Five Themes of Geography 	Holt, <u>World History: Medieval to Early Modern Times</u> Chapter 1; pp. 1-15 Chapter 2; pp. 20-41 Holt, <u>World Atlas</u> <u>TCI Resources:</u> Europe During Medieval Times, Lesson 1	<ul style="list-style-type: none"> • KWL • Outline maps physical/political • Parallel timelines • Tree map 	One Stop Planner (OSP) Chapter 1 One Stop Planner (OSP) Chapter 2

<p>features of world map.</p> <ul style="list-style-type: none"> • Build place awareness: An understanding of the importance of geography in history. • Develop location skills: Locate place names related to the study of early civilizations • (Mesopotamia, India, China, Hebrews, Greeks, • Egypt, and Kush). <p>3. Review the development of Rome.</p> <ul style="list-style-type: none"> • Examine the Roman Empire from Augustus • Build understanding of accomplishments and lasting contributions in law, politics, citizenship, language, and technology (architecture and engineering). • Identify the causes of the decline of Rome, the effects of its collapse and list the influences of Rome on American society. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Human-environmental interaction • Trade • Religion • Catholic Church 			
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UNIT II: GROWTH OF ISLAM (4 weeks)

STANDARD: 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

GOAL: Students will study Islam as a civilization and a religion. They will take into consideration how this rise contributed to the development of the western world.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Explore the rise of Islam as a religion focusing on Muhammad's life and ideals, its code of ethics and justice, and the position of Christians and Jews in the Islamic world.</p> <p>2. Recognize the rise of Islam as a civilization. Concentrate on the geo-graphic and economic significance of the trade routes. Consider the importance of the Arabic language in unifying this region's many ethnic groups. View Muhammad as the founder and leader of the Islamic way of life.</p> <p>3. Emphasize the contributions of Islamic scholars in math, science, medicine, geography, astronomy, literature and history.</p> <p>4. Map the spread of Islam carried by the Ottoman Empire into the</p>	<ul style="list-style-type: none"> • Mohammed as a historical leader • Rise and spread of Islam as a way of life • Islam's achievements and impact on other cultures <p>Vocabulary:</p> <ul style="list-style-type: none"> • Nomad • Prophet • Muhammad • Mecca • Median • Mosque • Ramadan • Hajj • Caliph • Baghdad • Tolerance • Muezzin • Qu'ran • Islamic beliefs • silk roads 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 3; pp. 48-53</p> <p>Chapter 4; pp. 76-99</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources:</u> The Rise of Islam, Lessons 7-11</p>	<ul style="list-style-type: none"> • KWL • Outline maps physical/political • Parallel timelines • Tree map • Flow map 	<p>One Stop Planner (OSP) Chapter 3</p> <p>One Stop Planner (OSP) Chapter 4</p>

regions of North and Sub-Saharan Africa, the Middle East, India, Indonesia, Spain, and the Mediterranean area. 5. Study the social structure, giving attention to its political system, legal code and role of women, slaves, and conquered peoples.				
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UNIT III: AFRICAN STATES IN THE MIDDLE AND EARLY MODERN TIMES (3 weeks)

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

GOAL: By studying the geography of sub-Saharan Africa, the students will become familiar with the setting of the historical Empires of Ghana and Mali.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
1. Construct a geographic survey of Sub-Saharan African Regions based on physical geography, climate, and natural resources of the past. 2. Discover the empires of Ghana and Mali by outlining their trade, commerce, iron technology,	<ul style="list-style-type: none"> • Causes and effects of the Bantu migration in Africa • Kingdom of Ghana • Trading Empires of East Africa • Islamic influence on the development of Sub-Saharan Africa 	Holt, <u>World History: Medieval to Early Modern Times</u> Chapter 5; pp. 106-121 Chapter 6; pp. 126-153 Holt, <u>World Atlas</u>	<ul style="list-style-type: none"> • KWL • Outline maps physical/political • Parallel timelines • Tree map • Flow map 	One Stop Planner (OSP) Chapter 5 One Stop Planner (OSP) Chapter 6

<p>culture, political organization, and the Muslim conquest and influence.</p> <p>3. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>4. Describe the role of trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics and law.</p> <p>5. Trace the growth of Arabic language in government, trade, and Islamic scholarship in West Africa.</p> <p>6. Describe the importance of written and oral traditions in</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Commerce • Ethnicity • Region • Kinship • Slavery • Oral tradition • Region • Social cohesion • Social controls • Topography • Tribalism • Griots • Niger River 	<p><u>TCI Resources:</u> The Culture and Kingdoms of West Africa, Lessons 12-15</p>		
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UNIT IV: CHINA, A.D. 600-1400: T'ang Dynasty, Mongol Ascendancy, and the Ming Dynasty (3 weeks)

STANDARD: 7.3 Students analyze the geographic, political, economic, religious and social structures of the civilizations of China in the Middle Ages.

GOAL: By studying China's Middle Ages, students will become familiar with its Golden Age of technology, invention, economics, and agricultural advancement.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Classify the accomplishments of the Golden Age of technology and invention through a study of city growth, agricultural technology, maritime advancement, and the inventions of the compass, gunpowder, and printing.</p> <p>2. Gain insights into the economics of the Mongol Empire, focusing on the exposure of ideas through the travel and trade of foreign merchants (Marco Polo).</p> <p>3. Analyze how Confucian thought with the help of printing and the influence of scholars, returned China to its traditional values.</p> <p>4. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in China, Korea and Japan.</p> <p>5. Describe the agricultural, technological and</p>	<ul style="list-style-type: none"> • Geographic isolation and its impact on society • Buddhism, Confucianism, and their influence on societal values and political strife • Accomplishments of Song and Tang Dynasties and Influence on the World • Trade and the Silk Road • Spread of culture to Japan <p>Vocabulary:</p> <ul style="list-style-type: none"> • Merit system • Peasants • Bureaucracy • Civil Service • Ethics • Traditions • Urbanization • Social stability • Chinese inventions • civil service • Daoism • Mandate from Heaven • Mongol 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 7; pp. 160-189</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources: Imperial China, Lessons 16-19</u></p>	<ul style="list-style-type: none"> • KWL • Outline maps physical/political • Parallel timelines • Tree map • Flow map 	<p>One Stop Planner (OSP) Chapter 7</p>

<p>commercial developments during the Tang and Song periods. 6. Trace the historic influence of such discoveries as tea, paper, wood-block printing, the compass, and gunpowder. 7. Describe the development of the imperial state and the scholar official class.</p>	<ul style="list-style-type: none"> Confucianism 			
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UNIT V: JAPAN A.D. 592-632 (Shotoku period) (3 weeks)

STANDARD: 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

GOAL: Students will recognize the geographic factors which influenced the development of Japanese culture and then compare Japanese and Chinese cultures.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Survey Japan's physical geography, location, and climate. Point out how China and Korea's proximity influenced and contributed ideas, while Japan's isolated location facilitated its Independence. 2. Describe the characteristics of Japanese society and family life. 3. Describe the values, social customs, and</p>	<ul style="list-style-type: none"> Japan's unique geography; isolation from mainland Influence of Chinese culture: Buddhism Feudal Japan; Samurai class structure <p>Vocabulary:</p> <ul style="list-style-type: none"> Hierarchy Isolation Bushido Samurai Daimyo Shogun Customs 	<p>Holt, <u>World History: Medieval to Early Modern Times</u> Chapter 8; pp. 194-217 Holt, <u>World Atlas</u> <u>TCI Resources:</u> Japan During Medieval Times, Lessons 20-22</p>	<ul style="list-style-type: none"> KWL Outline maps physical/political Parallel timelines Tree map Flow map 	<p>One Stop Planner (OSP) Chapter 8</p>

<p>traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code throughout the twentieth century.</p> <p>4. Describe the development of distinctive forms of Japanese Buddhism.</p> <p>5. Study the ninth and tenth centuries' golden age of literature, art and drama and its lasting effects on culture today</p> <p>6. Analyze the rise of a military society in the late twelfth century,</p>	<ul style="list-style-type: none"> • Golden age • Homogeneity • Institution • Insularity • Modernization • Restoration • Japanese feudal society • middle class culture • Shinto • Samurai class 			
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UNIT VI: MEDIEVAL EUROPE (4 weeks)

STANDARD: 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

GOAL: Students will study the economic, social, political, and religious structure of European feudal society, including the growth of towns, trade, technology, and education. The feudal societies of Japan and Europe will then be compared for similarities and difference.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Integrate the economic and political structure of the feudal society in Europe; study the growth of towns, trade, technology, and education.</p> <p>2. Using the daily life, explain the role of women and the conditions of serfdom.</p> <p>3. Examine religion by looking at the role of the Catholic Church and the growth of new religious communities including St. Francis.</p> <p>4. Show how the Crusades, the Moors, and Muslims affected Europe.</p> <p>5. Observe the violation of human rights using the massacre of Jews, Spanish/Portuguese inquisitions, and conflicts between</p>	<ul style="list-style-type: none"> • Magna Carta • Movement of people and the expansion of trade • The use of art and literature to communicate culture and politics of the time • The development of cultural centers <p>Vocabulary:</p> <ul style="list-style-type: none"> • Charlemagne • Chivalry • Christian soldier • clergy • Clovis • Crusades • Early Middle Ages • feudalism • Great Plague • Holy Roman Empire • King Richard • Knight • medieval society • Middle Ages • Monarchy 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 9; pp. 224-251</p> <p>Chapter 10; pp. 256-285</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources:</u> Europe During Medieval Times, Lessons 2-5</p>	<ul style="list-style-type: none"> • KWL • Outline maps • Circle map • Flow map • Multi-flow • Tree map • Bubble map • Double bubble 	<p>One Stop Planner (OSP) Chapter 9</p> <p>One Stop Planner (OSP) Chapter 10</p>

<p>Christians and Moslems. 6. Know the significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought,</p>	<ul style="list-style-type: none"> • Monastery • Nobility • Parliament • political alliance • saint • serf 			
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UNIT VII: RENEWAL IN EUROPE: THE RENAISSANCE (3 weeks)

STANDARD: 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

GOAL: Students will look at Europe during the Renaissance through the eyes of art, literature, religion and politics. They will explore the “rebirth” of Classical Greek and Roman ideas, which marked a change from the medieval past.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Examine the Renaissance Period through its art, literature, (Shakespeare, Cervantes, Machiavelli) architecture, politics, and religion.</p> <ul style="list-style-type: none"> • Give special emphasis to Florence's commerce, creativity, and artistic genius. (Michaelangelo, da Vinci, Botticelli, Raphael, Titan). • Explore other European 	<ul style="list-style-type: none"> • The Renaissance • Growth of trade centers in Italy • New ways of thinking leads to rebirth in arts and learning • The Renaissance spreads beyond Italy <p>Vocabulary</p> <ul style="list-style-type: none"> • Renaissance • Capitalism • Humanism • Individualism • Absolute monarchy 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 11; pp. 292-319</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources:</u> Europe's Renaissance and Reformation, Lessons 28-30</p>	<ul style="list-style-type: none"> • KWL • Outline maps • Circle map • Flow map • Multi-flow • Tree map • Bubble map • Double bubble 	<p>One Stop Planner (OSP) Chapter 11</p>

<p>artists such as Van Dyck and Durer.</p> <ul style="list-style-type: none"> • Compare the artistic endeavors of the Renaissance and Middle Ages observing how Renaissance Art reflected the advances of that age. <p>2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities.</p> <p>3. Understand the effects of the reopening of the ancient silk road between Europe and China.</p> <p>4. Detail advanced made in literature, the arts, science, mathematics, cartography, engineering and the understanding of human anatomy and astronomy.</p>	<ul style="list-style-type: none"> • Aristocracy • Republic • secularism 			
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UNIT VIII: RENEWAL IN EUROPE: THE REFORMATION (3 weeks)

STANDARD: 7.9 Students analyze the historical developments of the Reformation.

GOAL: Students will explore the Reformation, the reasons for the protest against the Catholic Church and how the Catholic Church responded to the Protestant movement.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Investigate reforms of the Catholic Church brought on by the Protestant Reformation (Luther, Calvin) and the Counter Reformation (Ignatius Loyola--the Inquisition).</p> <p>2. Explore how the secular power of kings (divine right) and local rulers grew at the expense of the Catholic Church's authority and led to the Age of Kings.</p> <p>3. List the causes for the internal turmoil in and weakening of the Catholic Church.</p> <p>4. Describe the theological, political, and economic ideas of the major figures during the Reformation.</p> <p>5. Analyze how the counter Reformation revitalized the Catholic Church and the forces that fostered the movement.</p>	<ul style="list-style-type: none"> • The Reformation • Martin Luther • Religious reformers broke from the Catholic Church • The Catholic Church responded with their own reforms and spread Catholic teachings • The Reformation led to political and cultural conflicts <p>Vocabulary</p> <ul style="list-style-type: none"> • Catholic Reformation • dissent • Martin Luther • Protestant Reformation • religious dissenter • Spanish Inquisition 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 12; pp. 324-345</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources:</u> Europe's Renaissance and Reformation, Lessons 31-32</p>	<ul style="list-style-type: none"> • KWL • Outline maps • Circle map • Flow map • Multi-flow • Tree map • Bubble map • Double bubble 	<p>One Stop Planner (OSP) Chapter 12</p>

UNIT IX: RENEWAL IN EUROPE: THE SCIENTIFIC REVOLUTION (2 weeks)

STANDARD: 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

GOAL: Students will look at Europe during the Scientific Revolution. They will examine the events that led to the birth of modern science as well as the discoveries in astronomy, medicine, physics and other related fields.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Collect information about the Scientific Revolution by developing an understanding of advances in scientific observation and experimentation, mathematical proofs, anatomy, and medicine.</p> <p>2. Discover what the scientific giants of Galileo, Kepler, Bacon, and Newton accomplished.</p> <p>3. Discuss the roots of the Scientific Revolution.</p> <p>4. Understand the significance of the new scientific process. Describe how democratic thought and institutions were influenced by Enlightenment thinkers.</p> <p>5. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.</p>	<ul style="list-style-type: none"> • The Scientific Revolution • Europeans drew on past learning to develop new ways of gaining knowledge about the natural world. • New ideas and inventions changed the nature of knowledge • Science was established as a method of learning new ideas about government and conflict with religious authorities <p>Vocabulary</p> <ul style="list-style-type: none"> • Scientific Revolution • Scientific method 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 13; pp. 350-369</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources:</u> Europe Enters the Modern Age, Lessons 33-34</p>	<ul style="list-style-type: none"> • KWL • Outline maps • Circle map • Flow map • Multi-flow • Tree map • Bubble map • Double bubble 	<p>One Stop Planner (OSP) Chapter 13</p>

UNIT X: CIVILIZATIONS OF THE AMERICAS: AZTECS, INCAS, AND MAYAS
(3 WEEKS)

STANDARD: 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

GOAL: Students will compare the contrast of civilizations of the Americas, while investigating the accomplishments and contributions of the Aztec, Incan, and Mayan cultures.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Describe the geographic and historic settings using maps and timelines.</p> <p>2. Investigate the role of maize agriculture and its relation to the development of beliefs and daily life.</p> <p>3. Recognize their contributions and accomplishments in the areas of architecture, communication, government, science, engineering, astronomy, and the calendar.</p> <p>4. Explain how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish.</p> <p>5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the</p>	<ul style="list-style-type: none"> • How did religion impact society? • What is the influence of geography on development of civilization? • How do internal problems develop within a society? <p>Vocabulary</p> <ul style="list-style-type: none"> • Aqueduct • Maize • Terrace • Hieroglyphs • Codex • Sacrifice • Conquistadors • Temples • Conformity • Ceremonial centers • Americas • Aztec Empire • Cortez • Mayan city-state 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 14; pp. 378-401</p> <p>Chapter 15; pp. 406-433</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources:</u> Civilizations of the Americas, Lessons 23-27</p>	<ul style="list-style-type: none"> • KWL • Outline maps • Circle map • Flow map • Multi-flow • Tree map 	<p>One Stop Planner (OSP) Chapter 14</p> <p>One Stop Planner (OSP) Chapter 15</p>

Meso-American knowledge of seasonal changes to the civilization's agricultural systems.				
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UNIT X: EARLY MODERN EUROPE: THE AGE OF EXPLORATION TO THE ENLIGHTENMENT (4 weeks)

STANDARD: 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

GOAL: During this unit the student will study the Age of Exploration, learn the basic principles of economic theory, and look at the ideas of the Enlightenment using primary source documents of major writers of the period to verify their findings.

Curriculum Objective	Essential Concepts and Vocabulary	Textbooks & Supplemental Materials Correlation	Graphic Organizers	Primary Source Materials
<p>1. Gather information of Spain and Portugal during their Age of Exploration and Conquest.</p> <ul style="list-style-type: none"> Clarify exploration and land claims through mapping activities. Investigate their influence on Aztec and Inca civilizations. Look at the shifts in world power as a result of the Spanish Armada (1588). <p>2. Outline the</p>	<ul style="list-style-type: none"> Social and economic effects of exploration European explorers made discoveries that brought knowledge, wealth and influence to countries Columbian exchange: plants, animals, ideas and technology between the old world and the new world Trading and marketing patterns influenced development of capitalism. 	<p>Holt, <u>World History: Medieval to Early Modern Times</u></p> <p>Chapter 16; pp. 440-465</p> <p>Chapter 17; pp. 470-489</p> <p>Holt, <u>World Atlas</u></p> <p><u>TCI Resources:</u> Europe Enters the Modern Age, Lesson 35</p>	<ul style="list-style-type: none"> KWL Outline maps Circle map Flow map Multi-flow Tree map 	<p>One Stop Planner (OSP) Chapter 16</p> <p>One Stop Planner (OSP) Chapter 17</p>

<p>basic principle of economic theory with attention to the origins and basic concepts of modern capitalism, and the development of a market economy (Mercantilism). 3. Identify the ideas of the Enlightenment as they relate to reason vs. divine rights of kings and experimentalism (science) vs dogma (religions). Focus on the major figures and the documents of the period (Locke, Rousseau, Hume, Voltaire, Descartes, and Pascal; Magna Carta, English Bill of rights. French Declaration of the Rights of Man and Citizen, and the American Declaration of Independence).</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Age of Reason • East Indies • English Bill of Rights • Enlightenment • habeas corpus • John Locke • Magna Carta • Romanticism 			
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MATERIALS

Basic Text: World History Medieval to Early Modern Times, Burstein and Shek, 2006 Holt, Rinehart and Winston. Resources and support materials provided by publisher.

History-Social Science Web Site: <http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm>

- Specific Grade Level Resources
- H-SS Reading Strategies & Support
- Primary Sources
- Best Practice Lessons
- Calendar of Events
- Web Link Resources
- Graphic Organizers
- CST Review
- Academic Vocabulary
- Benchmark Assessments

Teachers’ Curriculum Institute - History Alive! Modern World History Program Technology resources that may include Internet Access and Computer Software Audio-Visual Support Material that may include slides, videos and transparencies

Supplemental non-fiction and historical literature:

- Primary Sources
- Realia
- Maps and Atlases
- Timelines
- Music and Songs
- Guest Speakers
- Newspapers and Magazines
- Current Event

METHODS OF INSTRUCTION

A variety of instructional strategies are used to accommodate students and their learning styles. Lesson plans reinforce academic literacy and social studies skills while learning historical content.

Lesson Design and Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction and a Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check For Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced.

Active Participation Strategies for insuring consistent, simultaneous involvement of the minds of all students

Covert Strategies	Overt Strategies		
<ul style="list-style-type: none"> Recall 	<ul style="list-style-type: none"> Restate in Journal/Notes 	<ul style="list-style-type: none"> Stand Up/Sit Down 	<ul style="list-style-type: none"> Idea Wave
<ul style="list-style-type: none"> Imagine Observe 	<ul style="list-style-type: none"> Hand Signals Model with Manipulatives 	<ul style="list-style-type: none"> Response Boards Graphic Organizers 	<ul style="list-style-type: none"> Pair-Share Folded Paper
<ul style="list-style-type: none"> Consider 	<ul style="list-style-type: none"> Cooperative Groups Choral Response 	<ul style="list-style-type: none"> Give One/Get One Point to Examples 	<ul style="list-style-type: none"> Foggiest Point Brainstorm

Significant, Proven Strategies for ALL History/Social Science Students

- Inquiry Activities
- Current Events
- Written/Oral Presentations
- Peer Teaching
- Short/Long-term projects
- Guest Speakers
- Essential Questions
- Summarization

Reading Strategies in History/Social Science

- Learning Logs
- Pre-teaching Knowledge
- Vocabulary
- Pre-reading
- Text Structures
- Trail Markers
- Reciprocal Teaching
- Functional Text

SDAIE Strategies for English Learners

- Tapping/Building
- Prior Knowledge (Graphic Cognates Organizers, Schema)
- Multiple Intelligences
- Adapt the Text
- Interactive Learning (Manipulatives, Visuals)
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)

Primary Language Support

- Preview/review Grouping
- Parallel Texts
- Cognates

Differentiation for Advanced Learners

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

Classroom Instruction That Works (Marzano & Pickering)

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representation
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

VOCABULARY

Eight Characteristics of Effective Direct Vocabulary Instruction

1. Effective vocabulary instruction does *not rely on definitions*.
2. Students must *represent* their knowledge of words in *linguistic and nonlinguistic ways*.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through *multiple exposures*.
4. *Teaching word parts* enhances student's understanding of terms.
5. Different types of words require *different types of instruction*.
6. Students should *discuss the terms* they are learning.
7. Students should *play with words*.
8. Instruction should *focus on terms* that have a *high probability of enhancing*
9. *academic success*.

A Six-Step Process for Effective Vocabulary Instruction

- Step 1: The teacher provides a description, explanation, or example of the new term.
- Step 2: Students restate the explanation of the new term in their own words.
- Step 3: Students create a nonlinguistic representation of the term.
- Step 4: Periodically, students do activities that help them add to their knowledge of vocabulary terms.
- Step 5: Periodically, students are asked to discuss the terms with one another.
- Step 6: Periodically, students are involved in games that allow them to play with the terms.

ASSESSMENT

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. At all times students should have an understanding of what is considered to be a proficient level of performance in history

Required Assessments:

- Quarterly Benchmark Assessments

Additional Assessments:

- Tests and quizzes
- Writing products including journals and essays
- Visual products
- Visual products
- Oral presentations of projects, plays, reader's theater, and interviews
- Individual and/or group culminating projects
- Use of technology such as PowerPoint, slide shows, videos, and audiotapes
- Teacher observations
- Class participation

Form of Assessments			
	Diagnostic	Monitor	Evaluate
State Assessment			Content Standards Test (CST)
District Developed Assessments			Quarterly Benchmark Assessments
Holt, Reinhart, and Winston and other sources	<ul style="list-style-type: none">• Interpreting timeline, graphs, charts, and diagrams• Analyze primary and secondary sources for point of view, audience and purpose.• Interpret political cartoons.	<ul style="list-style-type: none">• Chapter and Unit Tests• Test Bank CD-ROM	

Suggested Grading Scale:

The assignment of letter grades will be based on the following grading scale:

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

GRADING SCALE			
	Grade	Percentage	Four Point Rubric Score*
Advanced Proficient	A	90 – 100%	Advanced Proficient 4
Proficient	B	80 – 89%	Proficient 3
	C	70 – 79%	
Partially Proficient	D	60 – 69%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric