

Course: WORLD HISTORY I Sub-topic: General

Course Description: Students will explore ancient world history from the beginning of human civilization to the settling of the Americas to better understand our modern cultural, economic, and governmental context. Units of study span each continent throughout time with a focus on the establishment of civilization and learning more about our own, modern world, through the study of the past. Students are encouraged to think critically not only about these ancient cultures, but also how our own modern culture is shaped by the development and various iterations of ideas of justice, governance, equality, civic duty, and freedom over time. Project and game based learning will play an important role in this global educational pursuit.

RESOURCES

World History
Syllabus

Unit: Themes of Geography and Civilization (Neo-rev)

Timeline: 3 Weeks

How do we learn about prehistoric societies?

How/Why did the agricultural revolution change human life?

Why do humans form civilizations? (5 Pillars)

Unit Materials: State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHNxk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key Terminology & Definitions : Movement, Region, Human Environment Interaction, Location, Place, Geography, Human Geo., Physical Geo., Absolute Location, Relative Location, Latitude, Longitude, Formal Region, Functional Region, Perceptual Region

Bronze Age, &nbps;Ç&atohöyük, &nbps;Central Asia, &nbps;cultivate, &nbps;environment, &nbps;agricultural revolution, &nbps;migration, &nbps;Iraq, &nbps;Jericho, &nbps;Jordan, &nbps;domestication, &nbps;Middle East, &nbps;Neolithic Period, &nbps;Neolithic Revolution, &nbps;North Africa, &nbps;pastoral, &nbps;agriculture, &nbps;s surplus, &nbps;nomadic, &nbps;South America, &nbps;Syria, &nbps;Euphrates River, &nbps;Fertile Crescent, &nbps;hunter-gatherer, &nbps;Tigris River

civilization, city-state, loess, harbor, barter, cultural
region, central government, supply and demand, productive
resources, culture, agriculture revolution, Nile
River, capital, climate, specialization, levee, scarcity, opportunity
cost, natural
resource, agriculture, erosion, nomadic, architecture, Euphrates
River, Tigris River

RESOURCES: **RESOURCES**
[5 Themes Notes](#)
[Neolithic](#)
[Revolution Notes](#)

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.11-12.I (Advanced)	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	
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CC.1.4.7.C (Advanced) Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D (Advanced) Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.F (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

NATIONAL: ISTE National Educational Technology Standards (NET*S - 2016)

6.d (Advanced) Students publish or present content that customizes the message and medium for their intended audiences.

Customizes message and medium appropriate to the audience:
Identify both message (content) and medium (mode of delivery) to
successfully convey ideas or creations to various audiences, for
example, peers, parents and community members.

National: AP World History: Modern - History (2020)

S.1.A (Advanced) Identify a historical concept, development, or process.

NATIONAL: ISTE National Educational Technology Standards (NET*S - 2016)

7.c (Advanced) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Contribute constructively: Facilitate or engage in collegial feedback, manage timelines and scope of project, engage team decision making, contribute in ways that are measurable. Assuming various roles and responsibilities: Practice communication skills by experiencing different roles, for example, team lead, subject-matter expert, beta tester, timekeeper, notetaker or scheduler.

STATE: PA Core Standards (2014)

CC.8.5.6-8.B (Advanced)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
CC.8.5.6-8.D (Advanced)	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/ social studies.	
CC.8.5.6-8.G (Advanced)	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
CC.8.5.6-8.H (Advanced)	Distinguish among fact, opinion, and reasoned judgment in a text.	
CC.8.5.11-12.F (Advanced)	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
NATIONAL: ISTE National Educational Technology Standards (NET*S - 2016)		
3.c (Advanced)	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	Curate: To gather, select and categorize resources into themes in ways that are coherent and shareable. Variety of tools and methods to create collections: For example, note taking, outlining, citation and annotation tools, aggregating apps/platforms. Collections of artifacts: For example, portfolio, multimedia presentation, paper, project, video, demonstration, etc. Meaningful connections or conclusions: Learning that reflects a theme, proves a thesis or builds knowledge around an authentic topic.	
National: AP World History: Modern - History (2020)		
8.6.ECN (Advanced)	THEMATIC FOCUS Economics Systems (ECN) : As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.	
 		

Topic: Explain the 5 themes of geography

Core Lesson

Student

Learning

Objectives:

Students will recite and apply the 5 themes of geography to the World around them.

Core Lesson

Materials:

Bellringer Week 1

STANDARDS

STATE: PA Core Standards (2014)

CC.8.5.6-8.G (Advanced) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.9-10.D (Advanced) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

National: AP World History: Modern - History (2020)

8.4.SIO (Advanced) THEMATIC FOCUS Social Interactions and Organization (SIO) : The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.
HISTORICAL DEVELOPMENTS- New modes of communication:'including radio communication, cellular communication, and the internet:'as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.

9.9.L.KC-6.1.I.A
(Advanced)

RESOURCES

Week 1 Bellringer

Geo Me Project

Topic: How do we learn about prehistoric societies?

Core Lesson

Materials:

Bellringer Week 2

RESOURCES

Bellringer Week 2

Topic: How/Why did the agricultural revolution change human life?

Topic: Why do humans form civilizations? (5 Pillars)

RESOURCES

5 Themes of

Civilization

Website

Unit: Mesopotamia

Timeline: 3 Weeks

Unit Essential

Questions:

How did geography impact life in Mesopotamia?

How did religion, law and gender influence Mesopotamian society?

How did Mesopotamian technological and cultural innovations influence future civilizations?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHNxk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key

Terminology &

Definitions :

silt, city-state, Assyrian Empire, commerce, Persian Gulf, tradition-oriented economy, dam, dike, Canaan, Mesopotamia, Akkadian Empire, goods, trade, climate, levee, empire, Eridu, irrigation, scribe, Baghdad, Tigris and Euphrates Rivers, domestication, Sumer, plain, plateau, natural resource, agriculture, nomadic, Uruk, Euphrates River, textile, Fertile Crescent, Harappa, hunter-gatherer, Tigris River

civilization, city-state, Sargon, artisan, Babylon, Medes, polytheism, Assyrian Empire, merchant, cuneiform, deity, Hammurabi, Babylonian Empire, fertile, Chaldeans, Mesopotamia, Neo-Babylonian Empire, culture, division of labor, Akkadian Empire, Akkadians, goods, trade, empire, Babylonia, irrigation, scribe, code of law, style, Gilgamesh, Sumer, patriarchal, ziggurat, Nebuchadnezzar, religion, social

pyramid, Euphrates River, Tigris and Euphrates Rivers, Tigris River, Sumerians, Code of Hammurabi

Assyrians, Assyrian Empire, cuneiform, Hammurabi, Babylonia, code of law, Gilgamesh, Nebuchadnezzar, rule of law, epic, Sumerians, Code of Hammurabi

Unit Notes:

Notes

<https://docs.google.com/presentation/d/1tSlvSa0mDI9NtJorc0deFEX0tRO2Z7x4BJdK9jdeOg/edit?usp=sharing>

RESOURCES: RESOURCES

[Mesopotamia Notes](#)

[5 Themes of Civilization Website](#)

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.8.5.9-10.C \(Advanced\)](#) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[CC.8.5.11-12.G \(Advanced\)](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CC.8.6.9-10.A \(Advanced\)](#) Write arguments focused on discipline-specific content.

[CC.8.6.9-10.D \(Advanced\)](#) ? Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. ? Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. ? Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ? Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ? Provide a concluding statement or section that follows from or supports the argument presented.

[CC.8.6.9-10.F \(Advanced\)](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CC.8.6.11-12.C \(Advanced\)](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CC.8.6.11-12.F \(Advanced\)](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CC.8.6.11-12.G \(Advanced\)](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CC.8.6.11-12.G \(Advanced\)](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Topic: How did geography impact life in Mesopotamia?

RESOURCES

[Bellringer Week 4](#)

[Bellringer Week 3](#)

[Mesopotamian Scavenger Hunt](#)

Topic: How did religion, law and gender influence Mesopotamian society?

RESOURCES

[Mesopotamian Simulation](#)

[Bellringer Week 5](#)

[Bellringer Week 4](#)

Topic: How did Mesopotamian technological and cultural innovations influence future civilizations?

RESOURCES

[Bellringer Week 6](#)

[Canva Timeline](#)

[Epic of Gilgamesh Graphic Organizer](#)

Unit: Egypt

Timeline: 3 Weeks

Unit Essential Questions:

How did Egypt's location influence its development?

What effects did power and social class have on the lives of ancient Egyptians?

How did the innovations of ancient Egypt impact its neighbors and future civilizations?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHNxk97ySPkBBPe1HXDehJK-6zLluUmM/edit?usp=sharing>

Unit Key

Terminology & Definitions : silt, equator, longitude, Memphis, Lower Egypt, tradition-oriented economy, Egypt, command economy, Hatshepsut, Mesopotamia, papyrus, Nile River, intermediary period, Thebes, trade, irrigation, Mediterranean Sea, economy, Giza, latitude, Upper Egypt, delta, agriculture

civilization, Tutankhamen, Memphis, polytheism, Middle Kingdom, Valley of Kings, Hatshepsut, Egyptians, Kush, social class, papyrus, Nile River, Khufu, Thebes, pharaoh, Cleopatra VII, Menes, Takarka, Giza, peasant, dynasty, hieroglyphics, Ramses II, Thutmose III, pyramid, social pyramid, Old Kingdom, New Kingdom, glyph

anatomy, Tutankhamen, barter, Lower Egypt, cubit, deity, Hatshepsut, papyrus, pharaoh, kohl, scribe, logogram, Mediterranean Sea, mummy, mural, stylus, command economy, hieroglyphics, Upper Egypt, phonograms, Thutmose III, Rosetta Stone, cultural diffusion

Unit Notes:

Notes

<https://docs.google.com/presentation/d/1QYfq0J-8QnKs4D2hfFRtwpuxQK2m73TA46J-W-WWRY/edit?usp=sharing>

RESOURCES: RESOURCES

Egypt Notes
Egypt Vocabulary
I HAVE WHO
HAS
Egypt FITBN

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.8.5.6-8.D (Advanced) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8.H (Advanced) Distinguish among fact, opinion, and reasoned judgment in a text.
CC.8.5.9-10.C (Advanced) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CC.8.5.9-10.I (Advanced) Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.5.11-12.C (Advanced) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.6.9-10.E (Advanced) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.8.6.11-12.A (Advanced) Write arguments focused on discipline-specific content.

? Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. ? Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. ? Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ? Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ? Provide a concluding statement or section that follows from or supports the argument presented.

Topic: How did Egypt's location influence its development?

RESOURCES

Bellringer Week 7
Egypt
Topography

Topic: What effects did power and social class have on the lives of ancient Egyptians?

RESOURCES

Bellringer Week 10 (Wise or Wasteful Investor)
Bellringer Week 8

Topic: How did the innovations of ancient Egypt impact its neighbors and future civilizations?

RESOURCES

Tinkercad
Egyptian
Innovations

Unit: Greece

Timeline: 3 Weeks

Unit Essential

Questions: How did geography influence the development of Greek civilization?

To what extent were ancient Greek political systems democratic?

How has classical Greek culture affected our modern lives?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHnk97ySPkBBPe1HXDehJK-6zLUUmM/edit?usp=sharing>

Unit Key**Terminology & Definitions :**

Aegean Sea, civilization, Constantinople, city-state, longitude, Greece, Persia, Medes, Cyrus / Cyrus the Great, Peloponnesus, Mount Olympus, Darius, blockade, Acropolis, Rhodes, Athens, Crete, Attica, Thebes, Ionian Sea, Sparta, island, Europe, King Xerxes, Pompeii, Mediterranean Sea, Marathon, Mycenae, latitude, Aeneas, peninsula, Persian Wars, Greek Empire, Macedonia, Anatolia, Turkey

democracy, city-state, citizen, aristocracy, Greece, imperialism, Peloponnesus, Alexander's Empire, direct democracy, polis, Peloponnesian Wars, Athens, popular sovereignty, Sparta, Alexander the Great, oligarchy, constitution, Ethiopia, Persian Wars, representative democracy, representative government, hierarchy, nationalism, monarchy

democracy, city-state, aristocracy, agora, Socrates, Alexandria, constitutional monarchy, Alexander's Empire, Acropolis, Plato, Hellenistic Age, Parthenon, philosophy, Alexander the Great, oligarchy, mythology, epic, Socratic method, Macedonia, Aristotle, cultural diffusion, stela, monarchy

Unit Notes:

Notes -

<https://docs.google.com/presentation/d/1deP8QUI0-Lon9bMZ4yKIFXyHakk9cWhAkOtgkOhvXs/edit?usp=sharing>

RESOURCES: RESOURCES

Greece Notes
Greece FITBN (pt 1)
Greece FITBN (pt 2)

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.8.5.6-8.B (Advanced) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.C (Advanced) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CC.8.5.6-8.D (Advanced) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.6.6-8.C (Advanced) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Topic: How did geography influence the development of Greek civilization?**RESOURCES**

Belringer Week 10

Topic: To what extent were ancient Greek political systems democratic?**RESOURCES**

Belringer Week 11
Belringer Week 12

Topic: How has classical Greek culture affected our modern lives?**RESOURCES**

Greek iMovie
Gifts From Greece Project

Unit: Rome

Timeline: 5 Weeks

Unit Essential**Questions:**

How did geography and trade routes impact the growth of Rome?

Was the Roman Republic democratic?

How did Rome's transition from Republic to Empire impact its citizens?

How did the spread of Roman culture influence life throughout the Empire?

Why did the Roman Republic decline and fall? OR CHEQ: Why did the Roman Empire rise to power and fall to ruin?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHnk97ySPkBBPe1HXDehJK-6zLUUmM/edit?usp=sharing>

Unit Key**Terminology & Definitions :**

longitude, Italy, Rome, barter, ecosystem, Romulus, markets, North Africa, Forum, George Washington, climate region, climate, empire, Mediterranean Sea, Remus, Great Britain, Latium, Apennine Mountains, latitude, Aachen, peninsula, Spain, agriculture, Roman Empire, Alps, Tiber River, Gaul

democracy, Italy, citizen, dictator, Diocletian, Commodus, Rome, tribune, Romulus, Forum, gladiator, Julius Caesar, representative, Sicily, Cincinnatus, assembly, Etruscans, Punic Wars, social class, republic, slavery, Carthage, Constantine, Senate, Europe, Goths, oligarchy, plebian, Mediterranean Sea, Remus, code of law, Twelve Tables, patrician, Zama, Latium, Roman Republic, Aeneas, peninsula, Spain, Roman Empire, Alps, Octavian, Emperor Augustus, representative government, Tiber River, jury, bicameral, Pantheon, Hannibal, census, consul, slaves, Gaul, Roman Senate

citizen, dictator, Rome, Greece, Brutus, Caligula, Claudius, Julius Caesar, Pax Romana, Egypt, Carthage, Mediterranean Sea, Mark Antony, Middle East, Cleopatra VII, Nero, Roman Republic, Charlemagne, Ptolemy, aqueduct, Spain, Roman Empire, Rubicon River, Octavian, Emperor Augustus, Macedonia, Hannibal, consul, Tiberius, triumvirate

Latin, Rome, North Africa, gladiator, Colosseum, Pax Romana, Egypt, Sicily, taxes, Europe, irrigation, plebian, Twelve Tables, patrician, paterfamilias, aqueduct, legionnaires, Roman Empire, Octavian, Emperor Augustus, Phoenicians, Circus Maximus, hierarchy, Pantheon, census, architecture

Constantinople, citizen, Diocletian, Rome, Division of the Roman Empire, province, Huns, Attila, technology, Germanic peoples, Constantine, taxes, migration, trade, Goths, empire, Battle of Adrianople, Eastern Orthodox Christianity, Celtic peoples, Alaric, Byzantine Empire, Spain, Roman Empire, Christianity, Catholicism / Roman Catholicism, nomadic, Gaul, Roman Senate

Unit Notes:

Notes -

<https://docs.google.com/presentation/d/1l4bjFHF-gTjGpecvzZNP9VSrsRBHskEYkPejia9Vwg/edit?usp=sharing>

RESOURCES: RESOURCES

[Rome Notes](#)

[Rome FITBN Pt. 1 \(NOTES\)](#)

[Rome FITBN Pt. 2 \(NOTES\)](#)

[Rome Vocabulary](#)

[I HAVE WHO HAS](#)

Topic: How did geography and trade routes impact the growth of Rome?

Minutes for Topic: 82

RESOURCES

[Rome Rotation](#)

[Activity - Geo.](#)

[Intro.](#)

[Orbis Roman](#)

[Webquest](#)

Topic: Was the Roman Republic democratic?

RESOURCES

[Bellringer Week](#)

[16](#)

Topic: How did Rome's transition from Republic to Empire impact its citizens?

RESOURCES

[Republic to](#)

[Empire Graphic](#)

[Organizer](#)

Topic: How did the spread of Roman culture influence life throughout the Empire?

RESOURCES

[Bellringer Week](#)

[19](#)

Topic: Why did the Roman Republic decline and fall? OR CHEQ: Why did the Roman Empire rise to power and fall to ruin?

RESOURCES

[Livy's Children](#)

[Book Project](#)

[Fall of Rome](#)

[Module](#)

Unit: China/Asia Unit

Timeline: 4 Weeks

Unit Essential

Questions: How did China's location impact its development?

How did Confucianism, Daoism, and Legalism influence society in ancient China?

How did the Chinese dynasties affect life throughout East Asia?

How did China become economically successful?

What were the greatest achievements of the Tang and Song dynasties?

How did Mongol conquest change relations between regional societies?

Unit Big Ideas:

Students will achieve state standards (2014) by producing a 1.5 page paper praising or critiquing a major dynasty of China using the famous philosophical text, *The Art of War*.

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHnk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key Terminology & Definitions : 7.1

longitude, Himalayas, Asia, China, Beijing, Shang dynasty, Mount Everest, Luoyang, Silk Road, Huang He River, Han dynasty, Anyang, North China Plain, Great Wall of China, Cishan, Xianyang, Mekong River, Tibetan Plateau, dynasty, latitude, Chang'an, Gobi Desert, Qinling Mountains, Qin dynasty

7.2

China, beginning of Confucianism, filial piety, Han Feizi, Han dynasty, philosophy, Legalism, Confucius, dynasty, Taoism, Confucianism, Qin dynasty, Laozi, Warring States period

7.3

China, Qin, mandate, Xuan Zang, emperor, Silk Road, Huns, Emperor Wu Di, Zheng He, Marco Polo, Song dynasty, Han dynasty, feudalism, Zhou dynasty, Great Wall of China, Confucius, meritocracy, Forbidden City, Ming dynasty, Qin Shi Huang Di, Liu Bang, dynasty, Li Yuan, Roman Empire, Confucianism, Mandate of Heaven, Qin dynasty, Laozi, bureaucracy, Warring States period

7.4

artifact, China, Black Sea, markets, Persian Gulf, compass, Siddhartha Gautama / Buddha, merchant, Silk Road, technology, Han dynasty, seismograph, trade, Zhou dynasty, Great Wall of China, Mediterranean Sea, monopoly, Red Sea, caravan, beginning of Daoism, Buddhism, Laozi

13.2

China, unification, Yellow Turban Rebellion, Silk Road, civil war, Tang Empire, Marco Polo, Song dynasty, Han dynasty, Europe, junk, Great Wall of China, Mediterranean Sea, Middle East, Li Yuan, Daoism / Taoism, Buddhism, Grand School, Chang'an, census, Neo-Confucianism, Confucianism, Mandate of Heaven

13.3

Africa, Catholic Church, Himalayas, China, Beijing, Black Sea, William Tyndale, Korea, Persian Gulf, Pax Romana, Silk Road, Huns, John Calvin, Eurasia, Protestant Reformation, Genghis Khan, Marco Polo, New Testament, Song dynasty, reform / social reform, trade, Iraq, Great Wall of China, Mediterranean Sea, Baghdad, Pax Mongolica, Mongolia, Mongols, pope, Protestantism, steppe, King Henry VIII, Christopher Columbus, Protestant Church, Gobi Desert, Martin Luther, Muslims, England, nomadic, Great Schism, Crusaders / Crusades, commonwealth

Unit Notes: https://docs.google.com/presentation/d/13iqRDZUyHIPFkj8-x5_utR6aKRfwrXkir8Ivh8IVrHc/edit?usp=sharing

RESOURCES:

RESOURCES

Art of War Essay
Rubric
Art of War Essay
- Description
China Notes
CHINA FITBN
(PT1)
CHINA FITBN (PT
2)
MLA Reference
Resource -
Skeleton Example
MLA Reference
Resource -
Poster. of in-text
MLA Reference
Resource -
Diagram

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.7.B (Advanced) Cite several pieces of textual evidence to support analysis of what the text says
explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.4.3.U (Advanced) With guidance and support, use technology to produce and publish writing
(using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.4.U (Advanced) With some guidance and support, use technology, including the Internet, to
produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CC.1.4.5.U (Advanced) With some guidance and support, use technology, including the Internet, to
produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.8.5.6-8.G (Advanced) Integrate visual information (e.g., in charts, graphs, photographs, videos, or
maps) with other information in print and digital texts.

CC.8.6.6-8.D (Advanced) With some guidance and support from peers and adults, develop and strengthen
writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.I (Advanced) Write routinely over extended time frames (time for reflection and revision) and
shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.8.6.11-12.E (Advanced) Use technology, including the Internet, to produce, publish, and update
individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.I (Advanced) Write routinely over extended time frames (time for reflection and revision) and
shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STATE: Pennsylvania State Anchors (2010)

R7.A.1.3.2 (Advanced) Cite evidence from text to support generalizations.

National: AP World History: Modern - History (2020)

1.1.CDI (Advanced) THEMATIC FOCUS Cultural Developments and Interactions (CDI) : The
development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

2.5.CDI.J.KC-3.1.III.D (Advanced) HISTORICAL DEVELOPMENTS- Increased cross-cultural interactions resulted in
the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.

2.7.L.KC-3.1 (Advanced) HISTORICAL DEVELOPMENTS- A deepening and widening of networks of human
interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

4.4.SIO (Advanced)

THEMATIC FOCUS Social Interactions and Organization (SIO) : The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

Topic: How did China's location impact its development?

RESOURCES

[Bellringer Week 21](#)
[Bellringer Week 22](#)
[Bellringer Week 24](#)
[Chinese Food Day](#)

Topic: How did Confucianism, Daoism, and Legalism influence society in ancient China?

RESOURCES

[Bellringer Week 22 - Confucianism, Daoism, and Legalism](#)

Topic: How did the Chinese dynasties affect life throughout East Asia?

RESOURCES

[Bellringer Week 24](#)

Topic: How did China become economically successful?

RESOURCES

[Bellringer Week 24](#)

Topic: What were the greatest achievements of the Tang and Song dynasties?

RESOURCES

[Art of War Paper Outline](#)
[Bellringer Week 23](#)

Topic: How did Mongol conquest change relations between regional societies?

RESOURCES

[Bellringer Week 23](#)

Unit: India

Timeline: 2 Weeks

Unit

Essential Questions: How did physical geography shape Indian civilization?

What effects did power and social class have on the lives of the ancient Indian people?

How did religion influence Indian society?

Unit

Materials: State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHnXk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key

Terminology 6.1

&

Definitions : [India](#), [Indus Plain](#), [alluvial plain](#), [citadel](#), [Himalayas](#), [Mount Everest](#), [tradition-oriented economy](#), [Ganges Valley](#), [Ganges River](#), [subcontinent](#), [Indian Subcontinent](#), [climate](#), [landform](#), [Arabian Sea](#), [Mohenjo-Daro](#), [monsoon](#), [mountain range](#), [Agra](#), [Himalayas](#), [Ganges Valley](#), [Sarasvati River](#), [surplus](#), [South Asia](#), [Harappa](#), [Indus River](#)

6.2

[civilization](#), [caste system](#), [Kshatriyas](#), [Bay of Bengal](#), [Vaiyas](#), [Mauryan Empire](#), [region](#), [Siddhartha Gautama / Buddha](#), [merchant](#), [Gupta Empire](#), [parliament](#), [Taj Mahal](#), [Eurasia](#), [social class](#), [culture](#), [Brahmins](#), [Chandragupta](#), [Indo-European](#), [empire](#), [Ashoka](#), [Hinduism](#), [peasant](#), [dynasty](#), [Dalits / Untouchables](#), [Buddhism](#), [nomadic](#), [Sudras](#), [Vedas](#), [society](#)

6.3

[Aryans](#), [avatars](#), [Bhagavad-Gita](#), [Vaiyas](#), [Brahma](#), [Mauryan Empire](#), [Siddhartha Gautama / Buddha](#), [reincarnation](#), [culture](#), [dharma](#), [Chandragupta](#), [Jainism](#), [karma](#), [Krishna](#), [Ashoka](#), [Mahabharata](#), [Angkor](#), [Hinduism](#), [artha](#), [beginning of Hinduism](#), [kama](#), [nirvana](#), [Dalits / Untouchables](#), [beginning of Buddhism](#), [Buddhism](#), [Rama](#), [Sanskrit](#), [Jainism](#), [Shiva](#), [Vedas](#), [Four Noble Truths](#), [Eightfold Path](#), [Vishnu](#)

13.1

[Silk Road](#), [Gupta Empire](#), [Mahayana Buddhism](#), [bhakti movement](#), [pilgrimage](#), [Buddhism](#), [Sanskrit](#), [Jainism](#)

Unit Notes:

Notes

https://docs.google.com/presentation/d/1MM_2hziIYZbLgcDBKIOPs28YlqoyaYeGC11DuE5sXc/edit?usp=sharing

Student Warm Ups

https://docs.google.com/presentation/d/17-k7P-joMYF81jPFetPR8MZNf_jKAozF4rPkEKowmw8/edit?usp=sharing

RESOURCES: RESOURCES

[India Unit Warmups](#)

Topic: How did physical geography shape Indian civilization?

Topic: What effects did power and social class have on the lives of the ancient Indian people?

Topic: How did religion influence Indian society?

Unit: Africa

Timeline: 3 Weeks

Unit Essential

- Questions:**
- How did the geography of Africa affect its settlement patterns and commerce?
 - How did trade influence the politics and culture of African Empires?
 - How did contact with other religions change life in Africa?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHNxk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key Terminology & Definitions :

Zanzibar, Timbuktu, Mombasa, Atlantic Ocean, Mount Kilimanjaro, Bantu, Bantu Migrations, Zambezi River, Aksum, Congo River Basin, Morocco, desert, East Africa, Kush, Congo River, Mali, Bartolomeu Dias, Niger River, Nile River, Indian Ocean, Sahel, trade, Kalahari Desert, Ghana, Mogadishu, Sahara Desert, Giza, Ethiopia, Kingdom of Benin, savanna, Sofala, nomadic, Sub-Saharan Africa, Great Zimbabwe, Great Rift Valley

16.2

city-state, Arabian Peninsula, Timbuktu, embargo, Atlantic Ocean, China, Aksum, Mecca, markets, merchant, province, Egypt, Morocco, desert, Ibn Battuta, Mali, Niger River, Indian Ocean, Indian Subcontinent, Sahel, Mansa Musa, goods, Ghana Empire, trade, Europe, West Africa, Ghana, Mogadishu, Mali Empire, Sahara Desert, Red Sea, North Africa, caravan, Ethiopia, pilgrimage, Kingdom of Benin, Nubia, Muslims, Songhai Empire, Great Zimbabwe, Songhai

16.3

Timbuktu, Mecca, polytheism, Coptic Christianity, Mansa Musa, indigenous, Muhammad, Mali Empire, King Ezana, Aksum, monotheism

Unit Notes:

Notes -

https://docs.google.com/presentation/d/138t4KCNHnusQJ-nhEdTYgN6nfeAP_mZvdmAICwV2w/edit?usp=sharing

Topic: How did the geography of Africa affect its settlement patterns and commerce?

Topic: How did trade influence the politics and culture of African Empires?

Topic: How did contact with other religions change life in Africa?

Unit: Middle Ages

Timeline: 2 Weeks

Unit Essential

- Questions:**
- How did power and social class impact life in Medieval Europe?
 - How did the Black Death spark social, political, and economic change throughout Europe?
 - How did the Renaissance impact Europe and the world?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHNxk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key Terminology & Definitions :

Queen Isabella, citadel, nation-state, Diocletian, Ural Mountains, Hundred Years' War, Rome, tsar / czar, chivalry, Normandy, merchant, Egypt, English Bill of Rights, Mediterranean Sea, civil war, France, Joan of Arc, King Ferdinand, Genghis Khan, Black Sea, Iberian Peninsula, feudalism, goods, trade, Europe, socialism, Arctic Ocean, Mediterranean

Sea, serf, lord, Mongols, monarch, Byzantine Empire, Europe, fief, manor, Israel, Black Forest, Scandinavian Peninsula, British Isles, Charlemagne, Catherine the Great, Spain, knight, King John of England, agriculture, Roman Empire, manorialism, England, vassal, Magna Carta, Istanbul, guild, Syria, William of Normandy, Crusaders / Crusades, Renaissance, Middle Ages, Alps, conscriptio

17.2

feudalism, Europe, Mediterranean Sea, Black Plague / Black Death (bubonic plague), Mongols, flagellants, epidemic

18.2

city-state, Italy, Age of Exploration, circumnavigate, Machiavelli, Andreas Vesalius, Jan van Eyck, Johannes Gutenberg, France, Leonardo da

Vinci, humanism, Europe, Nicolaus Copernicus, Florence, Raphael, William Shakespeare, Johannes Kepler, Spain, King John of England, England, Ivan the Terrible, Renaissance

Unit Notes:

Notes

https://docs.google.com/presentation/d/1zLcrlkbaCgs5BMMQv5JINO_hu1wMi8VXrxb8xSS3I/edit?usp=sharing

Topic: How did power and social class impact life in Medieval Europe?

Topic: How did the Black Death spark social, political, and economic change throughout Europe?

Topic: How did the Renaissance impact Europe and the world?

Unit: An age of Exploration & Isolation

Timeline: 3 Weeks

Unit Essential

Questions: Why did European leaders want to explore and conquer? What was the impact of these encounters on other regions?

How did European contact and conquest in America change life in the Americas and in Europe?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHnxk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key

Terminology & 19.1

Definitions :

India, Africa, Asia, Hundred Years' War, Vasco da Gama, barter, Age of Exploration, China, colony, Japan, Ferdinand Magellan, astrolabe, missionary, Cape Town, compass, Hernández Cortés, merchant, Jacques Cartier, Silk Road, proselytizing religion / universalizing religion, Prince Henry the Navigator, Johannes Gutenberg, Dutch East India Company, France, Ibn Battuta, slavery, Marco Polo, Congo River, Bartolomeu Dias, John Cabot, goods, trade, line of demarcation, Europe, Samuel de Champlain, Vasco Núñez de Balboa, Middle East, shogun, Great Britain, pirates, Tokugawa Ieyasu, Ptolemy, Spain, caravel, Gobi Desert, Muslims, England, Christianity, Treaty of Tordesillas, South America, plantation, slaves, Hernando de Soto

19.2

conquistador, Juan Ponce de Leán, Africa, Queen Isabella, Aztec Empire, Asia, Atahualpa, Atlantic Ocean, Vasco da Gama, China, Aztec, colony, Japan, Ferdinand Magellan, Treaty of Paris, missionary, Hernández Cortés, Peru, Jacques Cartier, Prince Henry the Navigator, Dutch West India Company, Dutch East India Company, Francisco Pizarro, culture, John Cabot, trade, line of demarcation, Europe, Samuel de Champlain, Vasco Núñez de Balboa, mission, Inca, Giovanni da Verrazzano, King Louis IV, New Spain, Christopher Columbus, population, epidemic, Amerigo Vespucci, Spain, caravel, Christianity, Treaty of Tordesillas, Columbian Exchange, South America, Henry Hudson, expedition, Montezuma, encomienda, Tenochtitén, Hernando de Soto, Renaissance, Mexico

Unit Notes:

 Notes

https://docs.google.com/presentation/d/1IioJyUflgNu0PwTOSo007ZRoiwgHU8d_6SWALuXNuY/edit?usp=sharing

Topic: Why did European leaders want to explore and conquer? What was the impact of these encounters on other regions?

Topic: How did European contact and conquest in America change life in the Americas and in Europe?

Unit: Mayan, Aztec, Inca (Early America)

Timeline: 5 Weeks

Unit Essential

Questions: How did physical geography shape the early societies of the Americas?

How did the Aztec Empire become so powerful with such speed?

How did the Inca Empire maintain power across such a challenging geographic location?

Unit Materials:

State Standards

<https://docs.google.com/document/d/1zD9e9wp0dnLXHnxk97ySPkBBPe1HXDehJK-6zLLuUmM/edit?usp=sharing>

Unit Key

Terminology & 15.1

Definitions :

Middle America, conquistador, Toltec, Olmec, Atlantic Ocean, Aztec, codex, Andes, polytheism, Peru, Egypt, Classic Period, Nile River, Chichán Itzá, climate, Yucatán Peninsula, terrace farming, Inca, treaty, maize, Amazon River, La Venta, indentured servant, steppe, infrastructure, ziggurat, Christopher Columbus, mestizo, Copan, Mayans, South America, Northwest Passage, colonization, stela, Central Plateau, Mayans, Mexico

15.2

conquistador, Aztec Empire, Aztec, polytheism, Itzcátl, Hernández Cortés, social class, Lake

[Texcoco](#), [Mexico](#), [Montezuma](#), [tribute](#), [Mayans](#), [Mexico](#)

15.3

[Andes](#), [emperor](#), [Peru](#), [Cuzco](#), [Francisco Pizarro](#), [guano](#), [irrigation](#), [llama](#), [Machu Picchu](#), [terrace farming](#), [Inca](#), [Inca](#), [Pachacuti](#), [South America](#)

Unit Notes:

Notes

<https://docs.google.com/presentation/d/1r1x5M2BS4TJv84nhhccGWfe4PPU2bSJn/edit?usp=sharing&ouid=116792062811510669507&rtopof=true&sd=true>

Topic: How did physical geography shape the early societies of the Americas?

Topic: How did the Aztec Empire become so powerful with such speed?

Topic: How did the Inca Empire maintain power across such a challenging geographic location?

Unit: Amazing Race OR Religion (Origins of Judaism, Christianity, & Islam)

Timeline: 3 Weeks

This Curriculum Map Unit has no Topics to display