Sweetwater Union High School District

World Cultures 7 **Instructional Sequence and Aligned Resources**

Adopted Textbooks: TCI History Alive! The Medieval World and Beyond

Resource Key

LG = Lesson Guide HA = History Alive! The Medieval World and Beyond ISN = Interactive Student Notebook

Additional Resources: TCI History Alive – supplemental binders

First Semester

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.7 The Americas (15 hours) Students compare and contrast geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations. **7.7.1.** Study the locations, landforms, and climates of Mexico, Central America, and South America and their affects on Mayan, Aztec, and Incan economies, trade and development of urban societies. *	2	Mesoamerica civilization agriculture slash and burn terrace farming chinampas geography land forms environment climate highlands lowlands economics jade obsidian route Copal	**Geography Challenge 6** LG 2 pp. 534- 537 HA p. 256 - 257, 426 - 427, and 430 - 431 ISN pp. 160 - 161 **Maya Chapter 23** LG 2 pp. 544 HA pp. 256 – 269 **Reading Notes 23.6** ISN pp. 162, and 164- 166 **Aztec Chapter 24** HA pp. 271 – 287 **Inca Chapter 26** HA pp. 289 - 289	**Writing** Write an expository essay that is developed with well-chosen facts, concrete details, and examples **Reading** Summarize the central ideas or information of a primary or secondary source **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 23** LG 2 pp. 842 - 843 **Note:** Trade information for the Maya is weak; supplemental information may be needed. This lesson couples with **Standard 7.7.5**

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.7.2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery. A**	4	social pyramid hierarchy emperor nobles priests artisans merchants commoners serfs slaves mercenary calpulli ward ayllu polytheistic nature based semi divine god-king ritual sacrifice	**<u>Maya Chapter 23</u>** **Experimental Exercise 23.3** LG 2 pp. 542 – 544 HA pp. 262 - 267 ISN pp. 162 - 164 **<u>Aztec Chapter 25</u>** LG 2 pp. 588 – 598 HA pp. 280 – 281, 282 - 284, 276-277, and 286 **Reading Notes 25** ISN pp. 172–173 **<u>Inca Chapter 26</u>** LG 2 pp. 602 – 615 HA pp. 292- 293, 294-295, 298-299, and 296 - 297 **Reading Notes 26** ISN pp. 176 –177	**<u>Reading: Multiple Demonstrations of Mastery</u>** Summarize the religious beliefs and practices of the Maya, Aztecs, and Incas by using the OKS method. **Note:** An explanation of the OKS method is included at end of this Instructional Sequence document. **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 23** LG 2 pp. 842 – 843 **Chapter 25** LG 2 pp. 846 - 847 **Chapter 26** LG 2 pp. 848 – 849 **Note:** This lesson couples with **Standard 7.7.5**

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.7.3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. A**	4	empire city state alliance tribute bureaucracy hierarchy mercenary quarter rank	**Maya Chapter 23** LG 2 p. 539 HA pp 260 - 261 **Aztec Chapter 24** LG 2 pp. 572 – 577 HA pp. 276 –277 and 382-383 **Preview 24** ISN p. 167 **Reading Notes 24.2-24.4** ISN pp. 168 – 169 **Inca Chapter 26** LG 2 pp. 602 – 615 HA pp. 290 – 291 and 382 – 383 **Preview 26** ISN p. 175	**Writing** Expository essay explaining the three main reasons why the Spanish were able to defeat the Aztec or Incan empires. **Reading** Summarize the main reasons why the Spanish were able to defeat the Aztec and Incan empires by creating a foldable. Online Resources: Chapter 26 Biographies **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 23** LG 2 pp. 842 – 843 **Chapter 25** LG 2 pp. 846 - 847 **Chapter 26** LG 2 pp. 848 – 849 **TCI Supplemental Materials** *Civilization of the Americas* Inca - Section 3.2

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.7.4. Describe the artistic and oral traditions and architecture in the three civilizations. B**	2	hieroglyph glyph pictograph stele	**<u>Maya Chapter 23</u>** **Experimental Exercise 23.1** LG 2 pp. 539-541 HA pp. 262–263 **Reading Notes 23.3** ISN p. 162 **<u>Aztec Chapter 25</u>** LG 2 pp. 600-601 HA pp. 280–281 **Reading Notes 25** ISN pp. 172-173 **<u>Inca Chapter 26</u>** LG 2 pp. 614-615 HA pp. 292–293 **Reading Notes 26** ISN pp. 176–177	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 23** LG 2 pp. 842 – 843 **Chapter 25** LG 2 pp. 846 - 847 **Chapter 26** LG 2 pp. 848 - 849 **TCI Supplemental Materials** *Civilization of the Americas* Inca - Section 3.2 Online Resources: Unit 6 Primary Sources; Unit 6 Literature
7.7.5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems. B**	3	codex Quechua quipu	**<u>Maya</u>** LG 2 p.626 HA pp.302-303 ISN p.180 **<u>Aztec</u>** LG 2 p. 627 HA pp. 304-305 ISN p.181 **<u>Inca</u>** LG 2 p. 628 HA pp. 306 –307 ISN p.182	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 27** LG 2 pp. 850 -851 **Note:** This lesson couples with Standard 7.7.1 and Standard 7.7.2

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.2 Middle East (20 hours) Students analyze the effect the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages. **7.2.1.** Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. C**	3	peninsula desert nomad sedentary oases caravan trade route adapt coastal plain	**Geography Challenge 2** LG 1 pp. 162 – 163 HA **Unit 2** pp. 72 –73 ISN pp. 40 - 41 **Chapter 7** LG 1 pp. 164 – 175 HA pp. 72 – 81 **Preview 7** ISN p. 43 **Reading Notes 7** ISN p. 44 – 48	**Writing** Write an informative text to include the narration of historical events and use appropriate and varied transitions **Reading** Describe how a text presents information (e.g., sequentially, comparatively, and causally). **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 7** LG 1 pp. 442 – 3
7.2.2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. A**	5	monotheistic Islam Muslim prophet convert idol Qur'an Torah Bible Mosque	**Chapter 8** LG 1 pp. 176 – 182, and 202 - 205 HA pp. 83 – 88 **Reading Notes 8** ISN pp. 50 - 53	**Writing: Multiple Demonstrations of Mastery** Biographical essay on the life and teachings of Muhammad as they pertain to Judaism and Christianity. **Reading: Multiple Demonstrations of Mastery** Create a no-staple book that sequences the key events in Muhammad's life and narrates the teaching of Islam. Complete a triple Venn-diagram that compares Judaism, Christianity, and Islam. **Note:** A triple Venn-diagram is included at end of this Instructional Sequence document. LG 1 p. 179; Illustrated Manuscript

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.2.3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. A**	4	Qur'an Sunnah hadith five pillars almsgiving ramadan pilgrimage schism sect Sunni Shia Shari'ah	**Chapter 9** LG 1 pp. 208 – 215 HA pp. 93 - 103 **Preview 9** ISN p. 55 **Reading Notes 9** ISN pp. 56 - 59	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 9** LG 1 pp. 446 – 447 **Supplemental Materials** *The Rise of Islam* Section 1.3 **Recommendation:** Family tree of Muhammad until the Sunni/ Shia split.
7.2.4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language. B**	3	empire caliph iman council bureaucracy jihad Arabic	**Chapter 8** LG 1 p.206 HA pp. 88 – 90 **Reading Notes 8.7 and 8.8** ISN p.54 **Chapter 9** HA p.101 **Chapter 10** pp. 105 - 106	Online Resources: Chapter 11 Biographies **Supplemental Materials** *The Rise of Islam* Section 2.2

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.2.5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society. C**	2	bazaar barter coinage treaties	**Chapter 8** HA p. 84 **Chapter 10** HA p. 113	**Note:** This lesson couples with Standard 7.2.4.
7.2.6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. B**	3	classics university algebra astronomy geometric art calligraphy	**Chapter 10** LG 1 pp. 224 - 229 HA pp. 105 – 117 **Reading Notes 10** ISN pp. 62 - 65	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 10** LG 1 pp. 448 – 449

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.4 Africa (15 hours) Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. **7.4.1.** Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. A**	5	Savanna Sahel Sahara Niger River vegetation zone rainforest woodland forest	**Geography Challenge 3** LG 1 pp. 278 – 281 HA pp. 134 - 135 ISN pp. 76 – 77 **Chapter 12** LG 1 pp. 282 – 283, and 290 - 291 HA pp. 137 – 139, and 142 - 143 **Preview 12** ISN p. 79 **Reading Notes 12** ISN p. 80 **Chapter 13** LG 1 pp. 315, and 317 HA pp. 146 – 147, and 153 **Reading Notes 13.2 and 13.3** ISN p. 84 and 86	**Writing** Write an explanatory text to include that organizes information under concepts or into categories. **Reading** Determine the meaning of specific vocabulary as it is used in a text. **Writing: Multiple Demonstrations of Mastery** Create a Venn-Diagram that compares and contrasts the empires of Ghana and Mali. **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 12** LG 1 pp. 452 – 453
7.4.2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. *	2	matrilineal patrilineal succession kinship tribute	**Chapter 15** LG 1 pp. 330 - 338 HA pp. 165 – 171 ISN pp. 94 – 95	

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.4.3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. B**	3	polytheistic monotheistic adapt Islam pilgrimage	**Chapter 14** LG 1 pp. 318 – 324, and 328 - 329 HA pp. 155 – 163 **Preview 14** ISN p. 89 **Reading Notes 14** ISN pp. 90 – 91	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 14** LG 1 pp. 456 – 457 Online Resources: Chapter 14 Biographies **Note:** This lesson couples with Standard 7.4.4.
7.4.4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa. B**	3	caravan barter middlemen salt &gold scholarship Muslim Arabic	**Chapter 14** LG 1 pp. 318 – 324, and 328 - 329 HA pp. 155 – 163 **Preview 14** ISN p. 89 **Reading Notes 14** ISN pp. 90 - 91	**Reading: Multiple Demonstrations of Mastery** Create a foldable that defines the essential vocabulary for standard 7.4.4 **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 14** LG 1 pp. 456 – 457 **Note:** This lesson couples with Standard 7.4.3.
7.4.5. Describe the importance of written and oral traditions in the transmission of African history and culture. *	2	griot oral tradition textile	**Chapter 15** LG 1 pp. 330 - 338 HA pp. 165 – 171 ISN pp. 94 – 95 **Chapter 13** LG 1 pp. 302 – 310, and 315 - 316 HA pp. 145, and 148 - 152 **Preview 13** ISN p. 83 **Reading Notes 13** ISN pp. 84 – 86	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 13** LG 1 pp. 454 – 455

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.3 China (15 hours) Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. **7.3.1.** Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. A**	4	dynasty mandate Buddhism enlightenment co-exist	**Chapter 16** HA pp. 179 – 182 **Preview 16** ISN p. 103 **Chapter 19** HA pp. 206 – 207 ISN p.124 - 125	**Writing** Conduct a short research project to answer a question and draw on several sources. **Reading** Cite specific textual evidence to support analysis of secondary sources. **Supplemental Materials:** *Imperial China and Feudal Japan* Section 1.3
7.3.2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods. *	1	harrow barge currency	**Chapter 17** HA pp.187 – 191 ISN pp. 109 - 111 **Chapter 18** HA pp. 195 – 205	**Note:** This lesson couples with Standard 7.3.5.
7.3.3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods. B**	3	Confucianism Taoism aristocracy meritocracy civil service exam	**Chapter 16** LG 1 pp. 364 – 370, and 377 - 379 HA pp. 179 – 185 **Reading Notes 16** ISN pp. 104 - 106	**Civic Responsibility: Indicator 5 - Ethical Decision Making** - Write an ethical code for making decision that incorporates Confucius teachings regarding a person's duty to their community. - Create a collaborative poster that illustrates the influence of Confucianism on civic responsibility and ethical decision making.

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.3.4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. *	1	maritime silk road expeditions tributary	**Chapter 19** LG 1 pp. 410 - 417 HA pp. 205 - 211	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 19** LG 1 pp. 466 - 467
7.3.5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder. A**	4	paper making printing wood block compass gun powder rudder porcelain	**Chapter 18** LG 1 pp. 396 – 401 HA pp. 195 – 203 **Reading Notes18** ISN p. 117 - 121	**<u>Writing: Multiple Demonstrations of Mastery</u>** Write two pages on the historical significance of one of the following Chinese inventions: -manufacture of tea -compass -paper -porcelain -wood-block printing -steel -gunpowder -vaccines -catapult **<u>Reading: Multiple Demonstrations of Mastery</u>** Research the historical significance of one of the above Chinese inventions and give a two minute oral presentation. **Processing 18** ISN p. 122 **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 18** LG 1 pp. 466- 467
7.3.6. Describe the development of the imperial state and the scholar-official class. B**	2	imperial scholar-officials	**Chapter 16** LG 1 pp. 466 -467 HA pp. 179 – 183	**Note:** This lesson couples with Standard 7.3.3.

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.5 Japan (15 hours) Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. **7.5.1.** Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan. B**	3	isolation proximity	**Geography Challenge 5** LG 2 pp. 472 – 475 HA pp. 216 – 217, 423 ISN pp. 136 – 137 **Chapter 20** LG 2 pp. 476 – 482 HA pp. 219 – 227 **Reading Notes 20** ISN pp. 139 - 141	**Writing** Write an informative essay that conveys complex information clearly and accurately through purposeful selection and organization of content. **Reading** Provide and accurate summary and determine the meaning of specific vocabulary.
7.5.2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign. C**	2	cultural diffusion influence Taika Reforms Kanji	**Chapter 21** HA pp. 234 – 237 **Reading Notes 21** ISN pp. 144 - 147	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 20** ISN pp. 832 – 833 **Note** This standard couples with Standard 7.5.1.

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.5.3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century. A**	4	feudalism hierarchy shogun daimyo samurai bushido code loyalty honor	**Chapter 21** LG 2 pp. 496 – 498 HA pp. 221, 232 – 233, and 241 – 242 **Reading Notes 21** ISN p.145 **Chapter 22** HA pp. 248-251 **Reading Notes 22** ISN p. 150	**Writing: Multiple Demonstrations of Mastery** Informative essay that describes and ranks the values, social customs, and traditions of a samurai according to the lasting influence of the warrior code. **Reading: Multiple Demonstrations of Mastery** Summarize the values, social customs, and traditions of the samurai, to include definitions of specific vocabulary, by using the Pairs Read or Sage and Scribe method. **Note: E**xplanations of the Pairs Read and the Sage and Scribe methods are included at end of this Instructional Sequence document. Create an acrostic poem, using the term BUSHIDO, which summarizes the values, customs, and traditions of a samurai to include specific vocabulary.
7.5.4. Trace the development of distinctive forms of Japanese Buddhism. C**	2	Shinto Buddhism -Amida -Pure Land -Zen	**Chapter 20** LG 2 pp. 490 HA pp. 222 – 223 **Reading Notes 20.5** ISN p. 140 **Chapter 22** LG 2 p. 528 HA p. 247 **Reading Notes 22.8** ISN p. 153	

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.5.5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji. *	1	Haiku Tanka Noh Theater	**Chapter 20** LG 2 p. 482 HA pp. 219 -227 **Reading Notes 20** ISN pp. 139 - 141	Online Resources: Chapter 21 Biographies
7.5.6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society. A**	3	shogun regent social custom	**Chapter 21** HA pp. 234 – 237 **Reading Notes 21** ISN pp. 144 – 147 **Chapter 22** LG 2 p. 525 HA pp. 241 -242 **Reading Notes 22.2** ISN p. 150	**Note** this standard couples with Standard 7.5.3. Online Resources: Chapter 22 Literature

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

Second Semester

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.1 Rome (9 hours) Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). A**	4	legacy democracy republic citizenship senate classical aqueduct dome arch Roman numerals concrete mosaics	**Chapter 1** LG 1 pp.8-13 HA pp. 7 – 17 **Reading Notes 1** ISN pp.8 - 9	**Writing** Write an expository essay that organizes information under concepts. **Reading** Determine the central ideas of a secondary source. **Civic Responsibility: Indicator 2 – Active Citizen** **Writing: Multiple Demonstrations of Mastery** Expository essay that explains Rome's influence today in our laws and our ideas about citizenship (to include the rights and responsibilities of being a US citizen and how these ideas can be traced to Roman times). **Reading: Multiple Demonstrations of Mastery** Summarize the legacy of Roman law and citizenship by using the Pairs Read or the OKS method Summarize the legacy of Roman law and citizenship by creating a foldable. **Supplemental Materials** *Europe After the Fall of Rome* Activity 1.1
7.1.2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. C**	2	barbarian inflation famine corruption civil unrest unemployment	**Chapter 1** HA pp. 4 - 9	**Note** this standard couples with Standard 7.1.1.

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.1.3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations. B**	3	Christianity Catholic pope Byzantine Empire Constantinople Eastern Orthodox separation patriarch icon schism Justinian Code pagan	**Chapter 3** HA p. 32 **Chapter 6** LG 1 pp. 142 – 149 HA pp. 61 – 67 **Preview 6** ISN p. 31 **Reading Notes 6** ISN pp. 32 - 33	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 6** LG 1 pp. 440 - 441 **Supplemental Materials** *Europe After the Fall of Rome* Activity 1.2 and 1.3 **Note:** This standard couples with *The development of the two distinct religions of Eastern Orthodox and Roman Catholic*. Online Resources: Chapter 6 - Biographies

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.6 Medieval Europe (21 hours) Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. 7.6.1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe. *	1	Political boundaries	**Geography Challenge 1** LG 1 pp. 4 – 7 **Chapter 1** HA pp. 4 - 5 ISN pp. 4 - 5	**Writing** Write a persuasive essay to support a substantive claim with clear reasons and relevant and sufficient evidence. **Reading** Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts). Summarize the central ideas or information of a primary or secondary source
7.6.2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. *	1	missionary monk monastery	**Chapter 3** HA pp. 32 – 33, and 40 - 41	**Note:** The information for the spread of Christianity is weak. A supplemental reading titled The Spread of Christianity into Northern Europe is included at end of this Instructional Sequence document. **Reading: Multiple Demonstrations of Mastery** Read The Spread of Christianity into Northern Europe and summarize the central ideas.

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.6.3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order. A**	4	feudalism hierarchy lord knight peasant serf manor fief monarch	**Chapter 2** **Experimental Exercise 2** LG 1 20 – 27 HA pp. 19 – 29 **Preview 2** ISN p. 11 **Reading Notes 2** ISN pp. 12 – 13	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 2** ISN pp. 432 – 433
7.6.4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, and Emperor Henry IV). A**	3	Roman Catholic Church pope excommunicate	**Chapter 2** HA pp. 20-21 **Chapter 3** LG 1 p. 84 HA pp. 32 – 33 **Reading Notes 3.2** ISN pp. 16	

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.6.5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England). B**	3	Magna Carta rule of law limited government balance of power power of the purse security of private property due process of law judgment by one's peers habeas corpus	**Chapter 5** LG 1 pp. 140 HA pp. 53 – 55 **Reading Notes 5.2** ISN pp. 28	**Writing: Multiple Demonstrations of Mastery** Persuasive essay on the three major causes for the decline of feudalism (students defend why they chose those causes over others by using logical reasoning and understanding of the effects the three causes had on feudalism in Medieval Europe) **Reading: Multiple Demonstrations of Mastery** Read adopted text History Alive! The Medieval World and Beyond and take Reading Notes on Chapter 5, "The Decline of Feudalism," Review and summarize causes for the decline of feudalism in Medieval Europe. **Civic Responsibility: Indicator 1 – Social Contract** Writing: Multiple Demonstrations of Mastery Draw a cartoon that illustrates the connection between the Magna Carta, habeas corpus, and social contract. **Civic Responsibility: Indicator 5 – Ethical Decision Making** -habeas corpus

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.6.6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. A**	4	Holy Land crusades pilgrimage sultan anti-Semitism segregation	**Chapter 3** HA p.35 **Chapter 11** LG 1 pp. 236 – 245 HA pp. 119 – 126 **Reading Notes 11** ISN pp. 68 – 70	**<u>Writing: Multiple Demonstrations of Mastery</u>** Expository essay on the causes and effects of the Crusades Journal entries written as a person living in Jerusalem during the Crusades from the following points of view: Muslim, Jewish and Christian Postcards sent from Jerusalem narrating the details and events of the Crusades from an Islamic, Jewish, and Christian perspective **<u>Reading: Multiple Demonstrations of Mastery</u>** Cause and effect foldable which summarizes the central causes and effects of the Crusades Graphic organizer with causes on the right side and effects, in chronological order, on the left side Read and analyze multiple texts, expository and primary sources, from an Islamic, Jewish and Christian perspective by writing Cornell notes on the readings. Read and summarize multiple texts from an Islamic, Jewish, and Christian by performing Tableau Vivant **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 3** LG 1 pp. 434 – 435 **Chapter 11** LG 1 pp. 450 – 451

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.6.7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population. *	1	bubonic plague black death	**Chapter 5** HA p. 53 and pp. 56 -57	
7.6.8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law"). B**	3	monastic mendicant clergy theology natural law	**Chapter 3** HA pp. 36 – 41 **Preview 3** ISN p. 15 **Reading Notes 3** ISN pp.18 - 19	**Note** this standard couples with Standard 7.6.4. and 7.6.5.
7.6.9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms. *	1	inquisition persecution heretic anti-Semitism	**Chapter 11** HA p. 123 **Chapter 30** HA p. 340	Online Resources: Chapter 11 – Enrichment Essay 3

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.8 Renaissance (13 hours) Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. 7.8.1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). A**	4	Renaissance classical humanism humanities secular perspective	**Chapter 28** LG 2 pp. 646 -649 HA pp. 315 – 317, and 320 – 321 **Reading Notes 28** ISN pp. 192 – 193 **Chapter 29** HA pp. 324 - 330	**Writing** Conduct a short research project to answer a question and draw on several sources. **Reading** Cite specific textual evidence to support analysis of secondary sources. **Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 28** LG 2 pp. 852 – 853
7.8.2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas. *	1	city-state republic patron	**Chapter 28** HA pp. 318 -319 **Chapter 29** HA pp. 325 – 331	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 29** LG 2 pp. 854 – 855 **Note** review Chapter 4 HA p. 44
7.8.3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes. *	1	cultural exchange	**Chapter 19** HA p. 206 (map) HA pp. 208 - 209 **Chapter 28** HA p. 318	**Note** this standard couples with Standard 7.3.4. (China-semester 1). **Note** review Chapter 17 HA p. 187 Online Resources: Chapter 19 Primary Sources

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.8.4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing). B**	3	printing press moveable-type vernacular	**Chapter 30** HA p. 334 **Chapter 31** HA pp. 350 - 355	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 30** LG 2 pp. 856 – 857
7.8.5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare). A**	4	engineering scholars anatomy comedy tragedy satire cartography astronomy	**Chapter 29** LG 2 689 - 692 HA pp. 325 – 329 **Reading Notes 29** ISN pp. 197 – 200 **Chapter 30** LG 2 pp. 697 – 702 HA pp. 333 – 339, and 342 - 345 **Reading Notes 30** ISN pp. 204 – 209 **Chapter 33** HA pp. 376 – 377 (cartography)	**<u>Writing: Multiple Demonstrations of Mastery</u>** Write two pages on one of the following persons and the advances they made during the Renaissance: Literature Dante Alighieri William Shakespeare Miguel Cervantes Petrarch Boccaccio *Johann Gutenberg The Arts Sandro Botticelli Leonardo da Vinci Michelangelo Dontello Titian Albrecht Science Galileo Galilei Mathematics Girolamo Cardano Anatomy Andreas Vesalius Engineering Filippo Brunelleschi Astronomy Nicolaus Copernicus Cartography Gerardus Mercator **<u>Reading: Multiple Demonstrations of Mastery</u>** Research the contributions made by one of the above Renaissance characters and explain the historical significance of their contributions by giving a two minute oral presentation.

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.9 Reformation (16 hours) Students analyze the historical developments of the Reformation. 7.9.1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences). A**	3	Reformation Protestant indulgences simony papacy	**Chapter 31** HA pp. 347 - 349 **Preview 31** ISN p. 213 **Chapter 32** HA pp. 366 – 367 **Reading Notes 32.6** ISN p. 221	**Writing** Write a persuasive essay to support a substantive claim with clear reasons and relevant and sufficient evidence. Essay should include words, phrases, and clauses to clarify the relationship among claim(s) and counterclaims. **Reading** Analyze the relationship between a primary and secondary source on the same topic.
7.9.2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). A**	3	heresy doctrine denomination theses sect predestination	**Chapter 31** LG 2 pp. 724 – 734 HA pp. 347 – 355 **Reading Notes 31** ISN pp. 214 – 215 **Chapter 32** LG 2 pp. 740 – 746 HA pp. 357 – 363	**Writing: Multiple Demonstrations of Mastery** Persuasive essay defending the opinions of either one of the Protestant leaders of the Reformation (e.g. Luther, Calvin, Erasmus, Henry VIII) or the Catholic Counter-Reformation to include counter-arguments for the opposing views.
7.9.3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. B**	2	theocracy councils Puritan	**Chapter 32** HA pp.366 – 367 ISN pp. 218 – 220 **Preview 32** ISN p. 217	**Civic Responsibility: Indicator 5 – Ethical Decision Making** -Protestants New Practice **Civic Responsibility: Indicator 2 – Active Citizen** -Protestants New Practice Online Resources: Chapter 32 Enrichment Essay 4

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.9.4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World. A**	3	persecution nationalism absolute monarchy religious wars	**Chapter 32** HA pp.366 – 367 **Reading Notes 32** ISN p. 221	
7.9.5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent). B**	2	Council of Trent Jesuits	**Chapter 32** HA pp. 364 – 365 **Reading Notes 32** ISN p. 221	**Reading: Multiple Demonstrations of Mastery** Triple Venn-diagram comparing and contrasting opposing views of the Protestant Reformation and how those views effected the development of Protestant Churches, as well as the policies the Catholic Church changed and did not change during the Counter-Reformation. Read primary and secondary sources on Martin Luther and Ignatius of Loyola to develop position statements (students prepare to defend the theological positions of Ignatius of Loyola or Martin Luther in a debate and must also include counter-arguments) **Note:** A blank Triple Venn-diagram is included at the end of this Instructional Sequence document
7.9.6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map. C**	1	missionary	**Chapter 32** HA pp. 366 – 367	Online Resources: Chapter 32 Enrichment Essay 5

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

Resource Key: LG = Lesson Guide, HA = History Alive! The Medieval World and Beyond, ISN = Interactive Student Notebook

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.9.7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	2	Reconquista Inquisition expulsion	**Chapter 11** HA p. 123 **Chapter 30** HA p. 340 **Chapter 32** HA p. 365	Review Chapter 10 HA pp. 106, 114 - 115 (Standard 7.2.6. – semester 1)

All Content Objectives are listed in teaching order.

© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.10 Scientific Revolution (8) Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. 7.10.1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration). A**	3	geocentric heliocentric rationalism spiritualism intolerance	**Chapter 34** LG 2 p. 795 - 803 HA pp. 389 - 397 **Preview 34** ISN p. 237 **Reading Notes 34** ISN p. 238 - 239	Review Chapter 10 HA pp. 106, and 108 – 112 (Standard 7.2.6. – semester 1) Differentiation for ELL, Low Readers, Special Needs and GATE students: Chapter 34 LG 2 pp. 864 - 865
7.10.2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer). A**	3	hypothesis observation theory telescope microscope thermometer barometer	**Chapter 34** LG 2 p. 795 - 803 HA pp. 391 – 397 **Preview 34** ISN p. 237 **Reading Notes 34** ISN p. 238 - 239 HA pp. 391 –397	Note this standard couples with Standard 7.2.6. and 7.8.5.
7.10.3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs. B**	2	scientific method data	**Chapter 34** HA p. 395	**Civic Responsibility: Indicators 1-5** 1. **Social Contract** 2. **Active Citzen** 3. **Voting – Knowledge of Public Affairs** 4. **Responsible to Change Laws** 5. **Ethical Decision Making**

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.11 Exploration, Enlightenment, and the Age of Reason (15 hours) Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). 7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. A**	3	cartography longitude latitude circumnavigate impetus	**Chapter 33** LG 2 pp. 766 - 769 HA pp.372 – 373, ISN 228 -229 HA pp. 375 – 385 **Reading Notes 33** ISN pp.230 - 233	**Writing** Write explanatory text to convey complex information clearly and accurately through purposeful selections and organization of content. **Reading** Identify key steps in a text's description of a process related to history. Differentiation for ELL, Low Readers, Special Needs and GATE students: Chapter 33 LG 2 pp.862 - 863
7.11.2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent. B**	2	epidemic inflation colony	**Chapter 33** HA pp.375 – 387	Online Resources: Chapter 33 Enrichment Essay 6
7.11.3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers. A**	3	colony capitalism market economy cottage industry mercantilism	**Chapter 33** pp. 386 - 387	Differentiation for ELL, Low Readers, Special Needs and GATE students: Chapter 34 LG 2 pp. 862 – 863 **Note** this standard couples with Standard 7.11.1

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District

State Content Standard	Pacing (in hrs)	Essential Vocabulary	Suggested Aligned Resources	Essential Skills
7.11.4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity. *	1	Enlightenment philosophers	**Chapter 35** HA pp. 399 - 401	**<u>Writing: Multiple Demonstrations of Mastery</u>** Expository essay describing the development of democracy from the Roman Republic to the Enlightenment. The essay should include, but not limited to Roman ideas of "natural rights," the English Bill of Rights, ideas of the church self-government (e.g. Erasmus, Luther, Calvin, and Tyndale); ideas from the Scientific Revolution (e.g. Copernicus, Galileo, Kepler, Newton), as well as writings from the Enlightenment thinkers (e.g. Locke, Montesquieu, Voltaire). Create and write a no-staple book on the evolution of democracy and natural rights from the Roman Republic to the Enlightenment.
7.11.5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders). A**	3	social contract natural rights parliament separation of powers	**Chapter 35** HA pp. 402 – 409	**<u>Reading: Multiple Demonstrations of Mastery</u>** Timeline tracing the development of democracy from the Roman Republic, Middle Ages, Protestant Reformation, Scientific Revolution, and the Enlightenment (including graphics, specific philosophies -Erasmus, Luther, Calvin, Locke, Montesquieu, & Voltaire, primary sources - the English Bill of Rights, the Magna Carta, and the writings and research of Copernicus, Galileo, Kepler & Newton) Online Resources: Chapter 35 Primary Sources
7.11.6.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. *	1	Bill of Rights representative	**Chapter 35** HA pp. 403 - 407	**Differentiation** for ELL, Low Readers, Special Needs and GATE students: **Chapter 33** LG 2 pp. 862 - 863 Note this standard couples with Standard 6.6.1 Exploration, the great voyages of discovery; and Standard 6.6.2 Exploration, Religion and Belief Systems, *the institution and impact of missionaries on other parts of the world*.

All Content Objectives are listed in teaching order.
© 2010 Sweetwater Union High School District