

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** World Cultures / World Cultures Honors

**Subject Area:** Social Studies

**Grade Level:** 11

**Course Description:** World Cultures (Honors) is a course which will enhance the students' understanding of the world around them. Students will be able to describe, identify, and explain the various contributions made by cultures of the past. Students will also analyze historical events and their impacts.

**Time / Credit for course:** One Full Academic Year / 1.0 Credit

**Curriculum Committee:** Bret Comp, Neal Schaffer, Cristina Bueti

## Curriculum Map

<b><u>August:</u></b>	Unit I:	Africa: Geography & History 1945 – Present
<b><u>September:</u></b>	Unit I:	Africa: Geography & History 1945 – Present
<b><u>October:</u></b>	Unit II:	India & China: Geography & Empires
<b><u>November:</u></b>	Unit II:	East Asia: Geography & Spread of Civilizations
<b><u>December:</u></b>	Unit III:	The Muslim World South Asia & The Middle East
<b><u>January:</u></b>	Unit IV:	Europe: Geography & Ancient Greece
<b><u>February:</u></b>	Unit IV:	Europe: Ancient Rome The Rise of Europe
<b><u>March:</u></b>	Unit IV:	The High Middle Ages The Renaissance & Reformation
<b><u>April:</u></b>	Unit IV:	The Age of Absolutism The Age of Enlightenment & The French Revolution
<b><u>May:</u></b>	Unit IV:	The Age of Enlightenment & The French Revolution The Napoleon Era
<b><u>June:</u></b>	Unit IV:	The Napoleon Era

## **Wilson Area School District Planned Course Materials**

**Course Title:** World Cultures / World Cultures Honors

**Textbook:** World History: Connections to Today  
Pearson; Prentice Hall  
2005

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit I:** African Geography: Chapter 36: Africa 1945 – Present

**Time Frame:** 3-4 weeks

**Common Core State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify nations on a political map
- Identify various physical features on a map
- Describe the Colonial legacy
- Define and explain the growth of nationalism
- Analyze the various approaches to independence and their effectiveness
- Examine the importance of unity & stability
- Define authoritarianism
- Define apartheid
- List and describe the various critical issues facing many African nations
- Describe several leaders and their impacts on their respective nations
- Identify various forms of government and economic systems

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Blank Political Map
  - Physical feature map analysis
  - Seterra map games
- Primary document analysis
- Oral presentations
  - Approved historical topics
- Independent assignments
- Cooperative assignments
  - Jigsaw activity on different landscapes in Africa

**Extended Core Activities:**

- African Culture and Community Comparison Inquiry Assignment - Exploring the Culture of Mother Africa
  - Students examine traditions of different regional peoples of Africa while comparing cultural traits, customs and traditions to their own

- African Contemporary Issues and Geopolitics Project
  - Examine key controversial contemporary issues facing the African continent and propose feasible solutions using higher-order thinking routines and methods to actively solve the issues. A presentation is given highlighting findings and proposals to said issues.
    - AIDS
    - Darfur and Genocide
    - Famine
    - Blood Diamonds
    - Political Revolutions
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - Nelson Mandela profile
    - Poem: Invictus
    - Mansa Musa migration and gold/salt mining

### **Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=uGbWDDTsvT8>
  - <https://www.youtube.com/watch?v=9Wh4MPGp68A>
  - <https://www.youtube.com/watch?v=Qct7HFDHWOQ>
  - <https://www.youtube.com/watch?v=x0w7EnExt5U>
- Text reading
- Technology-based learning

### **Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. chromebooks, videos, phone, etc.)

### **Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit II:** Asia Geography: Chapter 3-4: Civilization & Empires of India and China

**Time Frame:** 3 weeks

**Common Core State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify nations and regions on a political map
- Identify various physical features on a map
- State and describe the religious / philosophical beliefs of the people of these regions
- Compare and contrast the various belief systems
- Define dynasty
- List the characteristics of Hinduism, Buddhism, and Confucianism
- Examine dynasties of China and their contributions
- Compare and contrast different ruling families
- Describe various leaders and the impact they had on their respective nations

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Blank political map
  - Physical features map
  - Seterra geography game
- Primary document analysis
  - Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Asian Countries Inquiry Assignment - Exploring the Asian World
  - Students choose a particular country in the Asian continent and compose a presentation articulating the characteristics of that country while using the five themes of geography to identify and describe the culture of said places.
    - Location
    - Place
    - Human Environment Interaction
    - Movement
    - Region
- Asian Action Plan Unit Project
  - Students examine key controversial contemporary issues facing the Asian continent and present feasible solutions using higher-order thinking routines and methods to actively solve the issues.
    - Coal pollution in China
    - Overpopulation in India
    - Oppressive policies in North Korea

- Denuclearization of the Korean Peninsula
- Political rule in Russia
- Cultural dissonance in Thailand and Myanmar
- Sinking Maldives and the effects of global warming
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - India Partition (Stanford History Group)
    - China's Cultural Revolution (Stanford History Group)
    - Terracotta Warriors
    - Great Wall of China
    - Confucius quote activity

### **Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://wvia.pbslearningmedia.org/resource/sj14-soc-hinduism/the-core-tenets-of-hinduism/>
  - <https://www.imb.org/2018/08/10/the-basics-of-hinduism/>
  - <https://www.youtube.com/watch?v=Lxq-RiLb-6M>
  - <https://www.youtube.com/watch?v=ljtWtakwsjw>
  - <https://www.youtube.com/watch?v=LEmN6MnUVDI>
  - <https://www.youtube.com/watch?v=aePjTYVKHuA>
  - [https://www.youtube.com/watch?v=4c\\_ADqshdSA](https://www.youtube.com/watch?v=4c_ADqshdSA)
  - <https://www.youtube.com/watch?v=JIFDnOs8IB0>
- Text reading
- Technology-based learning

### **Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. chromebooks, videos, phone, etc.)

### **Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit II:** East Asia Geography: Chapter 13: Spread of Civilizations in East Asia

**Time Frame:** 3 weeks

**Common Core State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify specific nations and regions on a political map
- Identify various physical features on a map
- Describe the process of building an empire
- Examine the Mongolian Empire
- State characteristics of Genghis Khan and his rule
- List factors which led to the Ming Restoration
- List Korean traditions and influences
- Define “Ring of Fire”
- Define Bushido
- Compare and contrast Bushido with Chivalry
- Examine Feudalism in Japan
- State the social hierarchy of Feudal Japan
- Examine the process of ending Feudalism in Japan

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Detailed political / area map.
  - Physical features map
  - Seterra map games.
- Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Haiku Poetry Activity
  - Follow the traditional rules
- Graphic organizer creation of social hierarchy in Feudal Japan
- Japan Post-WWII Inquiry Assignment - A Closer Look
  - Students use interactive and virtual links to examine the following topical aspects of the making of Japan after WWII.
    - Emperor Hirohito After WWII - Should He Have Been Punished for War Crimes?
    - Comparing and Contrasting Japanese Constitution to U.S. Constitution
    - The Stories of the Kamikaze Pilots
    - The Effects of the Nuclear Bomb on Hiroshima and Nagasaki



**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=XAFnxV2GYRU>
  - <https://www.youtube.com/watch?v=f0d9IWIP78Q>
  - [https://www.youtube.com/watch?v=cKyEkqf\\_Z5A](https://www.youtube.com/watch?v=cKyEkqf_Z5A)
  - <https://www.youtube.com/watch?v=-buQSp6wOMc>
  - <https://www.youtube.com/watch?v=JN-XEH6Gbkc>
  - <https://www.youtube.com/watch?v=WtcjK1HqRVY>
- Text reading
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**Materials & Resources:**

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**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## **Curriculum Scope and Sequence**

**Planned Course:** World Cultures / World Cultures Honors

**Unit III:** Middle East Geography: Chapter 11: The Muslim World

**Time Frame:** 1 weeks.

**Common Core State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify nations of the region on a political map
- Identify various physical features on a map
- Supply background of the Rise of Islam
- List the basic components of Islam
- Identify the Five Pillars
- Define Monotheistic

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Blank political map / recognition.
  - Seterra map games.
- Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Religion Inquiry Assignment - Comparing Islam to Christianity and Judaism
  - Students will read primary texts of all three religions and compare and contrast them accordingly citing similarities and differences
  - Students will use interactive and virtual links that will allow them to explore different parts of three religions (Hajj, Jewish Temples, churches)
  - Students will evaluate stereotypes, challenges and opportunities of all religions in their relation to geopolitics
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - Five Pillars of Islam
    - Expansion of the Early Islamic Empire (Stanford History Group)

### **Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=IU474AW-mdg>
- Text reading
- Technology-based learning

### **Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. chromebooks, videos, phone, etc.)

### **Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit III:** Chapter 35: South Asia and the Middle East

**Time Frame:** 3 weeks

**Common Core State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Examine independence for India from Great Britain
- Discuss the relationship between Hindu and Muslim
- State the significance of East & West Pakistan
- Identify nations and territories on a political map
- Identify various physical features on a map
- List forces that have shaped the modern Middle East
- Explain how the Cold War impacted this region
- Recognize the causes of the Arab-Israeli conflicts
- Define P.L.O.
- List the causes and the effects of the Persian Gulf Wars
- Identify several leaders and their respective nations

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - In-depth political map of region
    - Arab-Israeli Conflict map
  - Seterra map games.
- Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Middle East Action Plan Unit Project
  - Students examine key controversial contemporary issues facing the Middle East region and propose feasible solutions using higher-order thinking routines and methods to actively solve the issues. Students present findings and proposals to said issues.
    - The Syrian Civil War
    - Dictators of the Middle East
    - Israel and Palestine
    - Terrorism of ISIS
    - Lasting Legacies of the Iraq War
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - Atatürk and Women's Rights in Turkey (Stanford History Group)
    - Persian Gulf War: Female Voices (PBS)

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=4pENM42-QB8>
  - <https://www.youtube.com/watch?v=t-sbCMYaFB8>
  - [https://www.youtube.com/watch?v=aPJlw\\_zMeus](https://www.youtube.com/watch?v=aPJlw_zMeus)
  - <https://www.youtube.com/watch?v=7XYVzUU21WQ>
  - [https://www.youtube.com/watch?v=xI\\_lctDXHuQ](https://www.youtube.com/watch?v=xI_lctDXHuQ)
  - <https://www.youtube.com/watch?v=nd-1i0bFEv4>
  - <https://www.youtube.com/watch?v=E2ntbSugv5U>
  - <https://www.youtube.com/watch?v=UzI0GPU0vLE&list=PLq2Y-AKRSaMguS4ItLxiIRN5XH7shXuo1&index=1>
- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** European Geography.

**Time Frame:** 2 weeks.

**Common Core State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify nations on a political map
- Identify various physical features on a map
- Identify capital cities
- Break down Europe into Regional geography
- List and describe the dynamics of European geography
- Define geographical terms
- Connect geography to historical events
- Examine political borders and why they have been established
- Assess cultural practices based on geography
- Explain how geography sometimes drove historical events and their outcomes

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Blank political map of Europe
  - Physical features map of Europe
    - Mountains, rivers, peninsulas, islands.
- Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Euro Tour Vacation Brochure - Inquiry Assignment
  - Students assemble visual aide brochure to identify and describe at least four different European places they would like to vacation to on a deluxe European vacation. Students must describe the specific places by using the five themes of geography. Students will also include tourist tips and visuals/added extra aesthetics to describe their places and convince readers of brochure to vacation to.

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation

- Video
  - <https://www.youtube.com/watch?v=0GZSfBuhf6Y>
  - <https://online.seterra.com/>
- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes  
**Honors:** More options
- Tests  
**Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 5: Ancient Greece

**Time Frame:** 3 weeks

**State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- State contributions made by the ancient Greeks to the modern day world
- Examine the Olympic games
- Define Mythology
- Identify various Gods and Goddesses of Greek Mythology
- Identify the three Greek orders of architecture
- Explain the philosophies of Socrates, Plato, and Aristotle
- List and explain the causes, events, and effects of the Persian Wars
- List the causes and effects of the Peloponnesian War
- Identify various ancient Greeks who contributed to math and science

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Battle maps analysis
    - Persian Wars
    - Battle of Marathon, Thermopylae, Gaugamela
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Ancient Greece Unit Project - Polis Project
  - Students will be creating their own city-state or POLIS. Students will need to be able to analyze what life was like in Ancient Greece and create a polis that is *realistic to the time period*.
    - Students have learned about *Athens and Sparta*, they can also use the internet and their textbook as well as primary source documents to gain an understanding of what life was like in these ancient city-states.
    - Students can present their polis in a variety of ways including: website, poster, or a booklet.
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - Athenian Democracy (Stanford History Group)



**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-greece/a/greek-society>
  - <https://www.youtube.com/watch?v=V3b6M5CzYTE>
  - <https://www.youtube.com/watch?v=8M4w-82iVXs&t=2s>
  - <https://www.youtube.com/watch?v=sj-CNmJfcc8&t=790s>
- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 6: Ancient Rome

**Time Frame:** 3 weeks

**State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify terms associated with the time period
- List the causes and effects of the Punic Wars
  - In depth analysis of the Battle of Cannae
- Describe the Roman Republican Government and its departments
- Explain the Rise and Fall Julius Caesar
- Define Triumvirate
- Examine the Second Triumvirate
- List the causes and effects of power struggles within the Roman Empire
- Describe the reigns of various emperors of Rome
- List contributions made by Ancient Rome to the modern day world
- Describe various forms of Roman Entertainment
- Define Romanization
- Examine how Christianity impacted the Roman Empire
- List and describe the basic reasons for the decline of Rome

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Territorial maps.
  - Punic Wars maps.
    - Battle of Cannae map
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Roman Empire Inquiry Assignment - Cultural Accomplishments That Changed the World
  - Students will be using interactive links to identify and describe the different types of cultural attributes and successes that the Roman Empire is most notably known for while evaluating its lasting contribution to global society.
- Traces of Ancient Rome in our modern world: Info-graphic. (National Geographic)

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion

- Power-point presentation
- Video
  - <https://www.dailymotion.com/video/x2lrtu7>
  - <https://www.youtube.com/watch?v=SOgDbXBDRNo>
  - [https://www.youtube.com/watch?v=MjVWmlO0K\\_Q&t=888s](https://www.youtube.com/watch?v=MjVWmlO0K_Q&t=888s)
  - <https://www.youtube.com/watch?v=46ZXI-V4qwY>
  - <https://www.youtube.com/watch?v=kkqjiCKHvoY>
  - <https://www.youtube.com/watch?v=bAWTJO6oz-o>
  - <https://www.youtube.com/watch?v=09meiYkTsBo>
  - <https://www.youtube.com/watch?v=ITmIYKiLBHI>
  - <https://www.youtube.com/watch?v=frE9rXnaHpE>
  - [https://www.youtube.com/watch?v=gC8GWB\\_iTNQ](https://www.youtube.com/watch?v=gC8GWB_iTNQ)
  - [https://www.youtube.com/watch?v=\\_\\_qgHhgaZnk](https://www.youtube.com/watch?v=__qgHhgaZnk)
  - <https://www.youtube.com/watch?v=SlfBFjaLArU>
  - <https://www.youtube.com/watch?v=8ITVUBXVyR8>
  - <https://www.youtube.com/watch?v=KJz15Y6hKMM>
- Text reading
- Technology-based learning

### **Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

### **Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 8: The Rise of Europe

**Time Frame:** 2 weeks

**State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Define terms associated with Medieval Europe
- List contributions made by Charlemagne's Empire
- Describe the Viking Culture
- List and describe the three basic types of Feudal Justice
- Explain Duke William of Normandy's conquest of England
- List the contributions made by King William I and his successors
- Explain the process of becoming a Knight
- List characteristics of the ideal Knight
- Define Chivalry
- List the hierarchy of Feudalism
- List the hierarchy of the Medieval Church
- State and examine various problems within the Church
- Examine the various weapons and technology of Medieval warfare

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Identifying the Frankish Empire
  - Recognizing the Treaty of Verdun geographically.
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Medieval Times Unit Project - My Coat of Arms
  - Students will create their own personal coat of arms after learning about chivalry and knighthood in Medieval Times. Specific criteria include motto, crest, shield elements, supporting details, creativity and design.
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - The Dark Ages (Stanford History Group)
    - Vikings, Vikings Everywhere (PBS)

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=F6lfhiN3exo>
  - <https://www.youtube.com/watch?v=J2DKtmNoiKg>
  - [https://www.youtube.com/watch?v=\\_rrrvrPjN-0](https://www.youtube.com/watch?v=_rrrvrPjN-0)
  - <https://www.youtube.com/watch?v=FW4RKp23Z4M>
  - [https://www.youtube.com/watch?v=pG0dMxybV\\_8](https://www.youtube.com/watch?v=pG0dMxybV_8)
  - <https://www.youtube.com/watch?v=UBp26Q4gmYA>
- Text reading
- Technology-based learning

**Materials & Resources:**

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- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 9: The High Middle Ages

**Time Frame:** 2 weeks

**State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify terms associated with the time period
- Define Crusade
- List the causes and effects of the Crusades
- List the causes and effects of the Hundred Years' War
- Describe the Black Death and its results on western Europe
- List the causes and effects of the War of the Roses

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Religious divisions of Europe and immediate areas.
  - Avenues of approach during the Crusades.
  - Time period map of England and France.
  - Spread of the Bubonic Plague.
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- The Black Death Inquiry Assignment
  - Students will use interactive resources to identify and describe the experiences of Europeans during times of the bubonic plague. Students will also examine symptoms, stories, supposed remedies and cures for the plague while evaluating European culture. By the end of the inquiry assignment, students will also be composing a journal entry as someone from European society who has witnessed/suffered the plague while vividly describing and recounting the experience.
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - Understanding The Black Death (Stanford History Group)
    - The Path of the Black Death (Edsitement)
    - First Crusade (Stanford History Group)

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=1UmxUQLp4VY&t=498s>
  - <https://www.youtube.com/watch?v=s5C0avWFUjA&t=19s>
  - <https://www.youtube.com/watch?v=0q3uAu1EuRc>
  - <https://www.youtube.com/watch?v=dnsnpv2aoKY&t=998s>
  - [https://www.youtube.com/watch?v=y7OWLohZ\\_fs](https://www.youtube.com/watch?v=y7OWLohZ_fs)
  - <https://www.youtube.com/watch?v=MYnMXEcHI7U>
  - <https://www.youtube.com/watch?v=kScxc9DPnY>
  - <https://www.youtube.com/watch?v=e3qER3Z3QyA>
- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 14: The Renaissance & Reformation

**Time Frame:** 2 weeks

**State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Define terms associated with the time period
- Identify the origins of the Renaissance
- Examine the works of several artists
- Identify various inventions and theories from this time period
- Explain the background of the Holy Reformation
- List the causes and effects of the Reformation
- Identify Martin Luther
- List the causes & effects of the Counter-Reformation

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Renaissance Inquiry Assignment - The Works that Changed the World
  - Students will identify and analyze particular works and cultural achievements of the Renaissance Era by using interactive resources. Students will then evaluate how each achievement greatly impacted the era and the rest of world history, making connections to modern times.
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - Martin Luther (Stanford History Group)
- Influential Inventors, Scientists, and Artists of the Renaissance Discovery Activity



**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=PI0meIFA69M>
  - <https://www.youtube.com/watch?v=BmHTQsxxkPk&t=648s>
  - [https://www.youtube.com/watch?v=\\_LMUWV1Tacs](https://www.youtube.com/watch?v=_LMUWV1Tacs)
  - <https://www.youtube.com/watch?v=KJboCFa4iVQ>
  - [https://www.youtube.com/watch?v=1qeRj\\_qfNM0](https://www.youtube.com/watch?v=1qeRj_qfNM0)
- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 17: Age of Absolutism

**Time Frame:** 2 weeks

**State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Define terms associated with the time period
- List & describe the characteristics of powerful Monarchs
- Describe the impacts of Spanish Monarchs
- Examine the Spanish Armada and its defeat
- List the reasons for the decline of Spain
- Examine the Bourbon Dynasty in France
- Describe Louis XIV
- Explore the Palace of Versailles
- List the causes & effects of the War of Spanish Succession
- Examine, identify, and state contributions of the Tudor Dynasty in England
- List the causes and effects of the English Civil War

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Defeat of the Spanish Armada
  - War of Spanish Succession
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Virtual Tour of Versailles - Inquiry Assignment
  - For this activity students will be completing a virtual tour of the Palace at Versailles. This virtual tour is going to allow students to learn about the rule of Louis XIV of France. In order to complete this tour students will be asked some factual questions and will also be asked to draw some conclusions based on the information given. The goal is for students to get a feel for what royal life was like for this “absolute monarch.”
- Webquest: English Civil War - APCSD.ORG
- War of Spanish Succession museum activity (National Army Museum)

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video
  - [https://www.youtube.com/watch?v=5-vyDB\\_y\\_RE](https://www.youtube.com/watch?v=5-vyDB_y_RE)
  - <https://www.youtube.com/watch?v=X235vpOToVU>
  - <https://www.youtube.com/watch?v=194CDIsFpQA>
  - <https://www.youtube.com/watch?v=1xW7BhEBeEA>
  - <https://www.youtube.com/watch?v=xySjVwf5xA>
- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i e documents, articles, videos)
- Secondary sources (i e documents, articles, videos)
- Technology (i e chromebooks, videos, phone,etc )

**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 18: Age of Enlightenment & the French Revolution

**Time Frame:** 2 weeks

**State Standards:** CC.8.5.11-12 A – J

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Identify terms associated with the time period
- Compare and contrast different political philosophies
- List & describe political contributions to our system of government
- List contributions made by Benjamin Franklin
- Describe the economic situation of pre-revolutionary France
- List the causes of the French Revolution
- Supply details of the beginning of the Revolution
- Politically, what courses did the Revolution take?
- List the causes & effects of the Reign of Terror
- List & identify prominent people involved in the transformation of France

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- French Revolution Timeline - Chronological Events and Importance
  - Students will assemble a timeline of the top ten most important events of the French Revolution. Students will write a detailed analysis of each event citing the important happenings, people, lasting impacts of each event accordingly. Students will also create custom illustrations that coincide with their timelines.
- Primary Source Analysis
  - Students use historical skills of contextualization, corroboration, close reading, and sourcing with the following historical topics:
    - Reign of Terror (Stanford History Group)
    - The French Revolution (History Teaching Institute)

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer
- Discussion
- Power-point presentation
- Video

- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes  
**Honors:** More options
- Tests  
**Honors:** Objective questions and essays
- Independent assignments
- Cooperative assignments
- Projects

## Curriculum Scope and Sequence

**Planned Course:** World Cultures / World Cultures Honors

**Unit IV:** Chapter 19: Napoleon

**Time Frame:** 3 weeks

**Essential Content / Objectives:** At the end of the unit, students will be able to:

- Define terms associated with the time period
- Describe Napoleon Bonaparte and his characteristics
- List and explain the process of Napoleon's seizure of power
- Examine & identify Napoleonic Europe
- List the impacts of the Battle of Trafalgar
- List and explain the details of the Continental System
- Supply details of Napoleon's Catastrophe in Russia
- List & describe the principles of the Congress of Vienna
- Examine the Hundred Days
- List and describe the impacts of the Battle of Waterloo
- Supply details of Waterloo
- Recognize quotes by Napoleon

**Core Activities:** Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
  - Napoleonic Europe
    - Empire building
  - Battles of Trafalgar; Catastrophe in Russia; Waterloo.
- **Honors:** Primary document analysis
- Oral presentations
- Independent assignments
- Cooperative assignments

**Extended Core Activities:**

- Napoleon Analyzed Inquiry Assignment - World's Best Hero or Worst Villain
  - Students will be using interactive links and resources to gather data and insight on the life and legacy of Napoleon and the Napoleonic Wars. They will be able to analyze whether or not Napoleon deserves to be revered as a hero or a villain in world history. Students will then debate as a class discussing and analyzing his impact while making modern day connections to today to individuals with higher-order thinking skills and cooperative discussion of his role and impact.
- Napoleon Webquest focusing on Napoleon's impact on the rise and fall of France
- Students use the history skill of sourcing to view a virtual museum exhibit focused on the Battle of Waterloo (National Army Museum)

**Instructional Methods:**

- Direct instruction
- Lecture
- Note-taking
- Question & Answer

- Discussion
- Power-point presentation
- Video
  - <https://www.youtube.com/watch?v=91OmO2YMiDM>
- Text reading
- Technology-based learning

**Materials & Resources:**

- Teacher-made instructional materials
- Textbook
- Primary sources (i.e. documents, articles, videos)
- Secondary sources (i.e. documents, articles, videos)
- Technology (i.e. Chromebooks, videos, phone, etc.)

**Assessments:**

- Quizzes
  - Honors:** More options
- Tests
  - Honors:** Objective questions and Essays
- Independent assignments
- Cooperative assignments
- Projects