








# HS Early/Late Medieval History

## Maine Virtual Academy

UNITS (7/7 SELECTED)

SUGGESTED DURATION

 Unit 1: The End of the Roman Empire	<i>16 teaching days</i>
 Unit 2: The Early Post-Roman Period	<i>26 teaching days</i>
 Unit 3: Early European Kingdoms Developed	<i>21 teaching days</i>
 Unit 4: Europe Nearing the First Millennium	<i>16 teaching days</i>
 Unit 5: How Historians Understand the Past: 1000CE - 1500CE	<i>18 teaching days</i>
 Unit 6: The High Middle Ages	<i>46 teaching days</i>
 Unit 7: Course Project	<i>19 teaching days</i>

# Unit 1: The End of the Roman Empire

## HS Early/Late Medieval History

### UNIT SUMMARY

This unit provides necessary background information leading up to the time period we study in class. We also begin examining primary and secondary sources and how they are used in Medieval History. Students will learn about the collapse of the Western Roman Empire and how the movement of "Barbarian" peoples contributes to, and helps create, a power vacuum in Western Europe.

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.D3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
9-12.H.2.D2
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# Unit 1: The End of the Roman Empire

## HS Early/Late Medieval History

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Primary vs Secondary Sources

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Students will read detailed information that explains the difference between primary and secondary materials, provides examples of each type, and explores the importance of each. They will then write answers to topic-specific questions to check for understanding.

### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.D3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.

## Primary Source Analysis

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Students will be directed on how to locate a primary source document from this time period and then provide a basic explanation of the document they selected.

### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.

# Unit 1: The End of the Roman Empire

## HS Early/Late Medieval History

9-12.H.2.D2

Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

9-12.H.1.D3

Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.

## Unit 2: The Early Post-Roman Period

### HS Early/Late Medieval History

#### UNIT SUMMARY

In this unit students will learn about how the displacement of peoples in Europe occurred and where many tribes ended up settling, many permanently, around the time the final move of the Roman Empire's capital to Constantinople. Primary sources, such as examples of archaeological objects and official annals, are analyzed to aid in student understanding. Students will select a group of "barbarian" peoples to focus on for the semester.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.F4
Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.D3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2

## Unit 2: The Early Post-Roman Period

### HS Early/Late Medieval History

Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

## Unit 2: The Early Post-Roman Period

### HS Early/Late Medieval History

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Select a "Barbarian" Tribe

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** After learning about various groups of peoples in Europe during this period, students will identify the group they want to further their personal study in for their course project.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F4
Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

## Barbarian Video Review

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This assignment checks for understanding and asks the students to "read between the lines" in determining what the primary purpose of the documentary is.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.F4

## Unit 2: The Early Post-Roman Period

### HS Early/Late Medieval History

Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

9-12.H.1.D1

Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

# Unit 3: Early European Kingdoms Developed

## HS Early/Late Medieval History

### UNIT SUMMARY

Students analyze the settlement of peoples into different parts of Europe and learn how this sets the background for many of Europe's modern-day nations. Students continue to prepare for their semester project by acquiring subject-related vocabulary and identifying a specific primary source document to analyze and include in their project.

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
<b>9-12.H.1</b>
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
<b>9-12.H.1.F1</b>
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
<b>9-12.H.1.D1</b>
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
<b>9-12.H.1.D2</b>
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
<b>9-12.H.1.D3</b>
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.

# Unit 3: Early European Kingdoms Developed

## HS Early/Late Medieval History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### A Medievalist's Vocabulary Assignment

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Students will acquire the topic-specific terminology that will assist them both with their research and their project completion.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.

### Project Sources

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Through this assignment, students will research multiple primary and secondary sources and compile them together in preparation for their usage in their course project.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.D1

## Unit 3: Early European Kingdoms Developed

### HS Early/Late Medieval History

Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

9-12.H.1.D3

Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.

9-12.H.2.D1

Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.

# Unit 4: Europe Nearing the First Millennium

## HS Early/Late Medieval History

### UNIT SUMMARY

Students will spend additional time learning about how primary sources and secondary sources are used in Historical research. They will use what they have learned throughout the semester and apply that knowledge to assemble their final semester projects. They will continue to learn about the time period with the Carolingians and the Vikings. This will be the culmination of their semester's work.

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
<b>9-12.H.1</b>
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
<b>9-12.H.1.F1</b>
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
<b>9-12.H.1.D1</b>
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
<b>9-12.H.1.D2</b>
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
<b>9-12.H.1.D3</b>
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
<b>9-12.H.2.D1</b>
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
<b>9-12.H.2.D2</b>
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# Unit 4: Europe Nearing the First Millennium

## HS Early/Late Medieval History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Medieval Civilization Travel Booklet

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This is the capstone project for this course. Research and utilization of primary and secondary resources is required. Students will show a complete understanding of the period through exploring a specific historical group and providing information about their geography, history, economics, government, and culture.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.1.D3
Tracing and critiquing the roots and evolution of democratic ideals and constitutional principles in the history of the world using historical sources.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.
9-12.H.1

## Unit 4: Europe Nearing the First Millennium

### HS Early/Late Medieval History

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

# Unit 5: How Historians Understand the Past: 1000CE - 1500CE

## HS Early/Late Medieval History

### UNIT SUMMARY

In this unit, new and returning students will learn about events of the first semester, leading up to the time period we study in this term. We will learn how people continue to migrate and begin the building of modern nations. We will also continue learning about primary and secondary sources and how they are used in Medieval History.

### STANDARDS

#### Maine - Grade 9-12 - Social Studies

##### 9-12.H.1

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:

##### 9-12.H.1.F1

By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.

##### 9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

##### 9-12.H.2.D2

Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# Unit 5: How Historians Understand the Past: 1000CE - 1500CE

## HS Early/Late Medieval History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Medieval Vocabulary Assignment

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Students will acquire the topic-specific terminology that will assist them both with their research and their project completion.

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

### Course Project Proposal

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Students will access prior knowledge and research skills from the prior semester to propose a topic to explore for this semester. They will require approval of the topic and the media selected for their project (essay, presentation, video, brochure, etc.).

#### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world by:
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.

## Unit 5: How Historians Understand the Past: 1000CE - 1500CE

### HS Early/Late Medieval History

9-12.H.1.D2

Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.

9-12.H.2.D2

Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# Unit 6: The High Middle Ages

## HS Early/Late Medieval History

### UNIT SUMMARY

In this unit, students will learn about events of the High Middle Ages using a topical format. Students will learn about subjects such as Feudalism, the Crusades, the Bubonic Plague, the Catholic Church, Chivalry. Students will learn about how the study of social history aids in understanding the lives of everyday people and not just nobility. Students will select a topic to focus on for this semester applying what they have learned of primary and secondary sources.

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.F4
Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2

## Unit 6: The High Middle Ages

### HS Early/Late Medieval History

Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# Unit 6: The High Middle Ages

## HS Early/Late Medieval History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Crusades - Guided Notes

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This assignment will aid students in understanding the complex rationale behind several of the largest Crusades, beginning in 1095CE.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.G.1.F1
Analyzing local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.
9-12.G.1.D2
Using inquiry to predict and evaluate consequences of geographic influences.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.

### Project Sources - First Draft

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Students will use their research skills, drawing from prior learning for some and learning new skills for others, to locate both primary and secondary sources on their own. Feedback will be provided and modifications are expected.

#### STANDARDS

## Unit 6: The High Middle Ages

### HS Early/Late Medieval History

Maine - Grade 9-12 - Social Studies
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# Unit 7: Course Project

## HS Early/Late Medieval History

### UNIT SUMMARY

Students will spend additional time learning about how primary sources and secondary sources are used in Historical research. They will use what they have learned throughout the semester and apply that knowledge to assemble their final semester projects. They will continue to learn about the time period through varying topics based on student interest developed through the course. This will be the culmination of their course's work.

### STANDARDS

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.F4
Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# Unit 7: Course Project

## HS Early/Late Medieval History

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Medieval History Project Sources - Final Draft

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** Using prior feedback and input, students will use their research skills to locate both primary and secondary sources on their own for their capstone project.

#### STANDARDS

Maine - Grade 9-12 - Social Studies
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

### Final Course Project

**Assessment Type:** Formative / Summative / Diagnostic

**Assessment Tier:** Drill & Practice (D&P) / Rehearsal & Scrimmage (R&S) / Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This is the capstone project for this course. Research and utilization of primary and secondary resources is required. Students will show a complete understanding of the period through exploring a specific historical topic and providing an idea drawing from what they have learned relating to the subject's geography, history, economics, government, and culture.

#### STANDARDS

## Unit 7: Course Project








### HS Early/Late Medieval History

<b>Maine - Grade 9-12 - Social Studies</b>
9-12.H.1.F1
By explaining that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
9-12.H.1.F4
Developing individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
9-12.H.1.D1
Analyzing and critiquing varying interpretations of historic people, issues, or events, and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
9-12.H.1.D2
Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
9-12.H.2.D1
Identifying and critiquing issues characterized by unity and diversity in the history of other nations, and describing their effects, using primary and secondary sources.
9-12.H.2.D2
Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups.

# HS Early/Late Medieval History

Maine Virtual Academy

School Year 2025-2026 (Aug 25, 2025 - Jun 12, 2026)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: The End of the Roman Empire	16 teaching days	Aug 25 - Sep 19, 2025
 Unit 2: The Early Post-Roman Period	26 teaching days	Sep 22 - Oct 31, 2025
 Unit 3: Early European Kingdoms Developed	21 teaching days	Nov 3 - Dec 5, 2025
 Unit 4: Europe Nearing the First Millennium	16 teaching days	Dec 8, 2025 - Jan 12, 2026
 Unit 5: How Historians Understand the Past: 1000CE - 1500CE	18 teaching days	Jan 20 - Feb 12, 2026
 Unit 6: The High Middle Ages	46 teaching days	Feb 23 - May 15, 2026
 Unit 7: Course Project	19 teaching days	May 18 - Jun 12, 2026

# August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Unit 1: The End o...	26 Unit 1: The End o...	27 Unit 1: The End o...	28 Unit 1: The End o...	29 Unit 1: The End o...	30
31	1 Labor Day	2 Unit 1: The End o...	3 Unit 1: The End o...	4 Unit 1: The End o...	5 Unit 1: The End o...	6

## September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Labor Day	2 Unit 1: The End o...	3 Unit 1: The End o...	4 Unit 1: The End o...	5 Unit 1: The End o...	6
7	8 Unit 1: The End o...	9 Unit 1: The End o...	10 Unit 1: The End o...	11 Unit 1: The End o...	12 Unit 1: The End o...	13
14	15 Unit 1: The End o...	16 Fall NWEA	17 Fall NWEA	18 Fall NWEA	19 Unit 1: The End o...	20
21	22 Unit 2: The Early ...	23 Unit 2: The Early ...	24 Unit 2: The Early ...	25 Unit 2: The Early ...	26 Unit 2: The Early ...	27
28	29 Unit 2: The Early ...	30 Unit 2: The Early ...	1 Unit 2: The Early ...	2 Unit 2: The Early ...	3 Unit 2: The Early ...	4

## October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 Unit 2: The Early ...	30 Unit 2: The Early ...	1 Unit 2: The Early ...	2 Unit 2: The Early ...	3 Unit 2: The Early ...	4
5	6 MTY Testing	7 MTY Testing	8 MTY Testing	9 Unit 2: The Early ...	10 Unit 2: The Early ...	11
12	13 Indigenous Peoples Day	14 Unit 2: The Early ...	15 Unit 2: The Early ...	16 Unit 2: The Early ...	17 Unit 2: The Early ...	18
19	20 Unit 2: The Early ...	21 Unit 2: The Early ...	22 Unit 2: The Early ...	23 Unit 2: The Early ...	24 Unit 2: The Early ...	25
26	27 Unit 2: The Early ...	28 Unit 2: The Early ...	29 Unit 2: The Early ...	30 Unit 2: The Early ...	31 Unit 2: The Early ...	1

## November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 2: The Early ...	28 Unit 2: The Early ...	29 Unit 2: The Early ...	30 Unit 2: The Early ...	31 Unit 2: The Early ...	1
2	3 Unit 3: Early Euro...	4 Unit 3: Early Euro...	5 Unit 3: Early Euro...	6 Unit 3: Early Euro...	7 Unit 3: Early Euro...	8
9	10 Unit 3: Early Euro...	11 Veterans Day	12 Unit 3: Early Euro...	13 Unit 3: Early Euro...	14 Unit 3: Early Euro...	15
16	17 Unit 3: Early Euro...	18 Unit 3: Early Euro...	19 Unit 3: Early Euro...	20 Unit 3: Early Euro...	21 Unit 3: Early Euro...	22
23	24 Unit 3: Early Euro...	25 Unit 3: Early Euro...	26 Thanksgiving Break	27 Thanksgiving	28 Thanksgiving Break	29
30	1 Unit 3: Early Euro...	2 Unit 3: Early Euro...	3 Unit 3: Early Euro...	4 Unit 3: Early Euro...	5 Unit 3: Early Euro...	6

## December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Unit 3: Early Euro...	2 Unit 3: Early Euro...	3 Unit 3: Early Euro...	4 Unit 3: Early Euro...	5 Unit 3: Early Euro...	6
7	8 Unit 4: Europe N...	9 Unit 4: Europe N...	10 Unit 4: Europe N...	11 Unit 4: Europe N...	12 Unit 4: Europe N...	13
14	15 Unit 4: Europe N...	16 Unit 4: Europe N...	17 Unit 4: Europe N...	18 Unit 4: Europe N...	19 Unit 4: Europe N...	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Christmas Day	26 Winter Break	27 Winter Break
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3

# January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3
4	5 Unit 4: Europe N...	6 Unit 4: Europe N...	7 Unit 4: Europe N...	8 Unit 4: Europe N...	9 Unit 4: Europe N...	10
11	12 Unit 4: Europe N...	13 Winter NWEA	14 Winter NWEA	15 Winter NWEA	16	17
18	19 Martin Luther King, Jr. Day	20 Unit 5: How Histo...	21 Unit 5: How Histo...	22 Unit 5: How Histo...	23 Unit 5: How Histo...	24
25	26 Unit 5: How Histo...	27 Unit 5: How Histo...	28 Unit 5: How Histo...	29 Unit 5: How Histo...	30 Unit 5: How Histo...	31

## February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 5: How Histo...	3 Unit 5: How Histo...	4 Unit 5: How Histo...	5 Unit 5: How Histo...	6 Unit 5: How Histo...	7
8	9 Unit 5: How Histo...	10 Unit 5: How Histo...	11 Unit 5: How Histo...	12 Unit 5: How Histo...	13 February Break	14 February Break
15 February Break	16 Presidents' Day	17 February Break	18 February Break	19 February Break	20 February Break	21
22	23 Unit 6: The High ...	24 Unit 6: The High ...	25 Unit 6: The High ...	26 Unit 6: The High ...	27 Unit 6: The High ...	28

## March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 6: The High ...	3 Unit 6: The High ...	4 Unit 6: The High ...	5 Unit 6: The High ...	6 Unit 6: The High ...	7
8	9 Unit 6: The High ...	10 Unit 6: The High ...	11 Unit 6: The High ...	12 Unit 6: The High ...	13 Unit 6: The High ...	14
15	16 Unit 6: The High ...	17 Unit 6: The High ...	18 Unit 6: The High ...	19 Unit 6: The High ...	20 March Break	21
22	23 Unit 6: The High ...	24 Unit 6: The High ...	25 Unit 6: The High ...	26 Unit 6: The High ...	27 Unit 6: The High ...	28
29	30 Unit 6: The High ...	31 Unit 6: The High ...	1 Unit 6: The High ...	2 Unit 6: The High ...	3 Unit 6: The High ...	4

# April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 6: The High ...	31 Unit 6: The High ...	1 Unit 6: The High ...	2 Unit 6: The High ...	3 Unit 6: The High ...	4
5	6 MEA Testing - Spring	7 MEA Testing - Spring	8 MEA Testing - Spring	9 MEA Testing - Spring	10 MEA Testing - Spring	11
12	13 Unit 6: The High ...	14 Unit 6: The High ...	15 Unit 6: The High ...	16 Unit 6: The High ...	17 Unit 6: The High ...	18
19	20 April Break	21 April Break	22 April Break	23 April Break	24 April Break	25
26	27 Unit 6: The High ...	28 Unit 6: The High ...	29 Unit 6: The High ...	30 Unit 6: The High ...	1 Unit 6: The High ...	2

## May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 6: The High ...	28 Unit 6: The High ...	29 Unit 6: The High ...	30 Unit 6: The High ...	1 Unit 6: The High ...	2
3	4 Unit 6: The High ...	5 Spring NWEA	6 Spring NWEA	7 Spring NWEA	8 Unit 6: The High ...	9
10	11 Unit 6: The High ...	12 Unit 6: The High ...	13 Unit 6: The High ...	14 Unit 6: The High ...	15 Unit 6: The High ...	16
17	18 Unit 7: Course Pr...	19 Unit 7: Course Pr...	20 Unit 7: Course Pr...	21 Unit 7: Course Pr...	22 Unit 7: Course Pr...	23
24	25 Memorial Day	26 Unit 7: Course Pr...	27 Unit 7: Course Pr...	28 Unit 7: Course Pr...	29 Unit 7: Course Pr...	30
31	1 Unit 7: Course Pr...	2 Unit 7: Course Pr...	3 Unit 7: Course Pr...	4 Unit 7: Course Pr...	5 Unit 7: Course Pr...	6

## June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Unit 7: Course Pr...	2 Unit 7: Course Pr...	3 Unit 7: Course Pr...	4 Unit 7: Course Pr...	5 Unit 7: Course Pr...	6
7	8 Unit 7: Course Pr...	9 Unit 7: Course Pr...	10 Unit 7: Course Pr...	11 Unit 7: Course Pr...	12 Unit 7: Course Pr...	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4