



WORLD HISTORY: CLASSICAL ERA TO 1450 Approved by KSD Board of Education 2-3-2025

Course Description:

This course explores the history of global civilizations from the Classical Era to the Medieval Era, examining their rise and fall, cultural evolution, and technological advancements. Students will explore key themes such as the classical foundations of government, the growth of technology and trade, and increasing global interconnectedness. In each unit, students will evaluate a key topic and consider whether it can be considered progress. Through this process, they will develop critical thinking and communication skills while gaining a deeper understanding of how past events influence our world today.

Grade Level: 7th Grade

Unit Scope and Sequence

Theme 1: Governmental Foundations from Classical Civilizations

Unit 1: Greece

Unit 2: Rome

Unit 3: Empires of China & India

Theme 2: Growth of Technology and Trade

Unit 4: Islamic Golden Age

Unit 5: Chinese Golden Age and the Silk Road

Unit 6: African Kingdoms

Unit 7: The Americas

Theme 3: Intensified Interactions

Unit 8: The Mongols

Unit 9: Feudal Europe and Japan

Unit 10: Medieval Turmoil: Catalyst for Progress

Course Enduring Understandings:

- Citizens have the power to shape their government and society, playing a crucial role in driving progress.
- Ideas, events, and technology from world history continue to shape the world we live in today.
- Interactions between societies are key to driving advancements in technology, economy, culture, and overall human progress.

Course Essential Questions:

- How have advancements, setbacks, and transformations throughout world history shaped human progress?
- How do citizens shape the government and society they live in, and what role do they play in creating change?
- How do interactions between civilizations shape the development of societies?
- How do the ideas and events from history continue to shape the world we live in today?

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 1: Governmental Foundations from Classical Civilizations

Unit 1: Greece

In this unit, students will explore how Greece's physical geography influenced the development of its civilizations and how Greek culture contributed to Western civilization. They will examine different forms of government in Ancient Greece and analyze how citizens influenced their government. Additionally, students will evaluate the lasting impact of Greek democratic principles on modern governance and consider whether the development of democracy in Ancient Greece was a form of progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Physical geography profoundly shapes the development of civilizations. - Democratic principles established in Ancient Greece laid the foundations for modern government systems around the world. - Citizens have the power to influence their government. - The spread of Greek culture shaped the foundation of Western civilizations.	- How can physical geography impact the way a civilization develops? - Who should be represented in government? - How can citizens influence their government? - How is the modern world influenced by ancient ideas? - Was democratic government progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
- City-State - Philosophy - Monarchy - Oligarchy - Tyranny - Democracy - Direct Democracy - Council of 500 - Representative Democracy - Citizenship - Athens - Sparta	- Locate major physical features and city-states of Ancient Greece on a map. - Use maps to analyze patterns in how the geography of Ancient Greece influenced the development of city-states, trade, and the spread of Greek culture. - Explain the functions and structures of different forms of government in Ancient Greece and compare and contrast their benefits and drawbacks. - Distinguish between the powers and responsibilities of political leaders, citizens, and other social groups within different Greek government systems. - Analyze how stratification among different social groups impacted individuals' participation in government. - Describe examples of Greek cultural achievements, explain connections to people's perspectives at the time and evaluate their impact on modern day. - Engage in Civil Discourse about types of governments.

WORLD HISTORY: CLASSICAL ERA TO 1450
Theme 1: Governmental Foundations from Classical Civilizations
Unit 1: Greece

Missouri Learning Standards

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. (6-8.WH.1.GS.A)

Supporting Standards:

- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (6-8.WH.1.PC.B)
- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties. (6-8.WH.2.GS.A)
- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires. (6-8.WH.2.GS.B)
- Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty. (6-8.WH.3.GS.B)

Priority Standard: Explain connections between historical context and peoples' perspectives at the time in world history. (6-8.WH.1.CC.B)

Supporting Standards:

- Create and use tools to analyze a chronological sequence of related events in world history. (6-8.WH.1.CC.A)
- Explain the significance of art, mythology, literature, and philosophy to the culture and social order of classical civilizations. (6-8.WH.3.PC.A)
- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations. (6-8.WH.3.CC.B)
- Analyze the extent and impact of cultural diffusion that results from empire building (e.g. spread of Hellenism, roman and Chinese dynasties) (6-8.WH.3.PC.C)

Priority Standard: Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450. (6-8.WH.1.G.A)

Supporting Standards:

- Locate major cities of the world and key world nations, the world's continents, and oceans; and major topographical features of the world. (6-8.WH.1.G.C)
- Explain the significance of physical geography to the development of classical civilizations. (6-8.WH.3.G.A)

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 1: Foundations of Classical Civilizations

Unit 2: Ancient Rome

In this unit, students will explore the foundations of Roman government and how its principles influenced modern political systems. They will examine the roles of citizens, the use of concepts like checks and balances, and the shift from the Roman Republic to the Empire. The unit will focus on how power changed over time and how these shifts impacted Roman society and governance. Students will assess whether the transition from republic to empire led to progress and evaluate Rome's lasting influence on Western civilization.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Principles established by the Roman Republic laid the foundations for modern government systems around the world. - Citizens have power to influence their government. - The effectiveness of governance and the balance of power directly influence citizens' prosperity and quality of life. - When leaders extend their power too far, it can result in an abuse of authority and changes in government. - Roman culture shaped the foundation of Western civilization.	- Who should be represented in government? - How can citizens influence their government? - How are people impacted by the behavior of their leaders? - How is the modern world influenced by ancient ideas? - Did the transition from republic to empire lead to progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Republic - Citizenship - Plebeians - Patricians - Aristocracy - Separation of Powers - Checks and Balances - Senate - Dictator - Empire - Pax Romana - Corruption - Spread of Christianity	- Create and use maps to analyze the influence of geography on the expansion of Rome. - Analyze how stratification among different social groups impacted individuals' participation in government over time. - Explain how the Roman Republic utilized concepts such as the rule of law, separation of powers, and checks & balances. - Create a timeline to sequence the major events in Rome's transition from a Republic to an Empire. - Evaluate how the leadership of Roman Emperors changed over time. - Describe how the spread of Christianity influenced Roman society and culture. - Analyze political and economic factors that led to the fall of Rome. - Describe examples of Roman achievements, explain connections to people's perspectives at the time, and evaluate their impact on modern day. - Analyze primary and secondary sources.

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Theme 1: Foundations of Classical Civilizations
Unit 2: Ancient Rome

Missouri Learning Standards

Priority Standard: Explain connections between historical context and peoples' perspectives at the time in world history. (6-8.WH.1.CC.B)

Supporting Standards:

- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of classical civilizations (6-8.WH.3.PC.B)
- From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity. (6-8.WH.3.PC.D)
- Analyze the rise and fall of classical civilizations to determine their significance to future societies. (6-8.WH.3.CC.A)

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. (6-8.WH.1.GS.A)

Supporting Standards:

- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (6-8.WH.1.PC.B)
- Explain the origins, functions, and structures of governmental systems within civilizations. (6-8.WH.4.GS.A)
- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires. (6-8.WH.2.GS.B)
- Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances. (6-8.WH.3.GS.C)
- Explain how political and economic stability affects the well-being of individuals and society. (6-8.WH.3.EC.C)

Priority Standard: Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450. (6-8.WH.1.G.A)

Supporting Standards:

- Locate major cities of the world and key world nations, the world's continents, and oceans; and major topographical features of the world. (6-8.WH.1.G.C)
- Explain the significance of physical geography to the development of classical civilizations. (6-8.WH.3.G.A)

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 1: Foundations of Classical Civilizations

Unit 3: Empires of India and China

In this unit, students will explore how the ancient empires of India and China expanded and maintained control over vast territories. They will examine how leaders in both empires used organized systems of governance to unite diverse groups and foster stability. Students will analyze how the spread of religions, such as Buddhism and Confucianism, contributed to social order and stability within these empires. They will also consider how effective governance and leadership can influence progress and improve the quality of life within an empire.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Governments need an organized system to maintain power over a large area effectively. - Stability, wealth, and power can help a civilization create advancements. - The effectiveness of governance and the balance of power directly influence citizens' prosperity and quality of life. - When leaders extend their power too far, it can result in an abuse of authority and changes in government. - Understanding the context and perspectives of sources helps identify how evidence supports a claim.	- How can a leader effectively govern a large country? - How are people impacted by the behavior of their leaders? - How do societies preserve order? - What impact does religion have on the stability of empires? - How can a leader ensure that progress occurs under their reign?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Spread of Buddhism - Dynasty - Standardization - Legalism - Bureaucracy - Civil Service Exam - Confucianism - Great Wall of China	- Create and use maps to analyze the expansion of ancient empires. - Explain how leaders in India during the Mauryan and/or Gupta empires, and China during the Han and/or Qin dynasties, expanded their control and united different groups into their empires. - Explain how the spread of religions led to stability within ancient Indian and Chinese empires. - Engage in Civil Discourse to analyze the benefits and drawbacks of a centralized government and bureaucracy. - Explain how using standardization leads to stable governments and social progress. - Identify evidence that supports a claim.

WORLD HISTORY: CLASSICAL ERA TO 1450
Theme 1: Foundations of Classical Civilizations
Unit 3: Empires of India and China

Missouri Learning Standards

Priority Standard: Explain connections between historical context and peoples' perspectives at the time in world history. (6-8.WH.1.CC.B)

Supporting Standards:

- Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. (6-8.WH.3.PC.A)
- Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies. (6-8.WH.2.PC.C)
- Analyze the cultural characteristics of civilizations to explain how they are similar and different. (6-8.WH.2.G.B)
- Explain the significance of physical geography to the development of classical civilizations. (6-8.WH.3.G.A)
- Explain how physical and human characteristics of civilizations are connected to identities and cultures. (6-8.WH.2.G.C)

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. (6-8.WH.1.GS.A)

Supporting Standards:

- Explain the origins, functions, and structures of governmental systems within civilizations. (6-8.WH.4.GS.A)
- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires. (6-8.WH.2.GS.B)

Priority Standard: Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450. (6-8.WH.1.G.A)

Supporting Standards:

- Locate major cities of the world and key world nations, the world's continents, and oceans; and major topographical features of the world. (6-8.WH.1.G.C)
- Explain the significance of physical geography to the development of classical civilizations. (6-8.WH.3.G.A)

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Theme 2: Technology and Trade

Unit 4 Islamic Golden Age

In this unit, students will explore the achievements of the Islamic Golden Age during the Abbasid Dynasty. They will examine how the expansion of early Islamic empires fostered economic strength and cultural exchanges that led to advancements in science, technology, and the arts. The unit will study of how these factors contributed to the Golden Age of Islam and how trade can influence progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Political and economic stability leads to innovation. - Trade can increase the spread of culture and technology, while also improving the economy. - Trade leads to cultural blending. - Government power and economic strength go hand-in-hand.	- How can the government and economy influence each other? - What impact does religion have on the stability of empires? - How do ideas grow and spread? - Does trade lead to progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Arabian Peninsula - Golden Age - Spread of Islam - Theocracy - Caliphate - Astrolabe - Algebra	- Create and use maps to identify trade routes and analyze the expansion of early Islamic empires. - Analyze the spread of Islam across different cultures in Southwest Asia and Northern Africa. - Analyze the costs and benefits of trade. - Explain the conditions that led to cultural blending in Islamic civilizations. - Explain how a society benefits from a Golden Age. - Describe Muslim achievements in education, science, technology, mathematics, medicine, the arts, and recreation and explain connections to people's perspectives at the time.

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Theme 2: Technology and Trade

Unit 4 Islamic Golden Age

Missouri Learning Standards

Priority Standard: Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450. (6-8.WH.1.EC.A)

Supporting Standards:

- Explain how standardization, such as currency, weights, and measures impacts the stability of a civilization. (6-8.WH.3.EC.B)
- Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments. (6-8.WH.4.G.A)
- Describe trade patterns and how they influence the movement of resources, goods and services. (6-8.WH.3.EC.A)
- Explain how inter-regional trade intensified the exchange of goods, ideas and people. (6-8.WH.4.EC.A)
- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations. (6-8.WH.3.CC.B)

Priority Standard: Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created. (6-8.WH.1.PC.A)

Supporting Standards:

- Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. (6-8.WH.3.PC.A)
- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of classical civilizations. (6-8.WH.3.PC.B)
- Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa. (6-8.WH.4.CC.B)
- Analyze the conflict and cooperation between religions and state to determine their impact on people and societies. (6-8.WH.4.GS.C)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450. (6-8.WH.4.PC.D)
- Explain the origins, functions, structure of governmental systems within civilizations. (6-8.WH.4.GS.A)
- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450. (6-8.WH.1.G.B)

Priority Standard: Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450. (6-8.WH.1.G.A)

Supporting Standards:

- Locate major cities of the world and key world nations, the world's continents, and oceans; and major topographical features of the world. (6-8.WH.1.G.C)
- Explain the significance of physical geography to the development of classical civilizations. (6-8.WH.3.G.A)

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Theme 2: Technology and Trade

Unit 5: Chinese Golden Age

In this unit, students will explore the achievements of the Chinese Golden Age, focusing on innovations in science, technology, and the arts. They will examine how these inventions transformed Chinese society and influenced the world. The semester culminates with a research project on a specific innovation from the Chinese or Islamic Golden Age, where students will evaluate how these advancements sparked change and continue to shape the modern world, while considering whether inventions drive progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Political and economic stability leads to innovations and achievements. - Trade can increase the spread of culture and technology, while also improving the economy. - Government power and economic strength go hand-in-hand. - Historical innovations shape the creation of modern technology.	- How can the government and economy influence each other? - How does trade lead to prosperity? - How do historical innovations influence modern achievements? - Do inventions create progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Silk - Silk Road - Porcelain - Steel - Movable Type Printing - Paper Money - Gunpowder - Magnetic Compass	- Create and use maps to identify the Silk Road and other trade routes. - Compare and contrast the impact of the Silk Road on different regions and cultures, including China, Central Asia, Southwest Asia, and Europe. - Describe Chinese achievements in science, technology, and the arts during the Tang and Song dynasties, and explain connections to people's perspectives at the time. - Analyze primary and secondary sources to draw conclusions about the Golden Age of China. - Create a research plan and identify credible sources to investigate continuity and change of an innovation created during the Islamic and Chinese Golden Ages, and its impact on the world today.

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 2: Technology and Trade

Unit 5: Chinese Golden Age

Missouri Learning Standards

Priority Standard: Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.

(6-8.WH.1.EC.A)

Supporting Standards:

- Explain how standardization, such as currency, weights, and measures impacts the stability of a civilization. (6-8.WH.3.EC.B)
- Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments. (6-8.WH.4.G.A)
- Describe trade patterns and how they influence the movement of resources, goods and services. (6-8.WH.3.EC.A)
- Explain how inter-regional trade intensified the exchange of goods, ideas and people. (6-8.WH.4.EC.A)
- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations. (6-8.WH.3.CC.B)

Priority Standard: Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created. (6-8.WH.1.PC.A)

Supporting Standards:

- Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. (6-8.WH.3.PC.A)
- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of classical civilizations. (6-8.WH.3.PC.B)
- Analyze the conflict and cooperation between religions and state to determine their impact on people and societies. (6-8.WH.4.GS.C)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450. (6-8.WH.4.PC.D)
- Explain the origins, functions, structure of governmental systems within civilizations. (6-8.WH.4.GS.A)
- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450. (6-8.WH.1.G.B)

Priority Standard: Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450. (6-8.WH.1.G.A)

Supporting Standards:

- Locate major cities of the world and key world nations, the world's continents, and oceans; and major topographical features of the world. (6-8.WH.1.G.C)
- Explain the significance of physical geography to the development of classical civilizations. (6-8.WH.3.G.A)

Priority Standard: With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue. (6-8.WH.1.CC.C)

Supporting Standards:

- Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.WH.1.CC.E)
- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of view represented in the resources. (6-8.WH.1.CC.D)

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 2: Technology and Trade

Unit 6: African Kingdoms

This unit examines the diverse civilizations of Africa, focusing on how natural resources and trade shaped their advancement. Students will explore the role of trade networks in blending cultures and creating new identities, while analyzing the importance of oral traditions in preserving history and values. By studying the achievements and systems of these kingdoms, students will evaluate whether the blending of cultures and expansion of trade led to progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Natural resources and physical geography shape the advancement of civilizations. - Africa was home to complex and successful civilizations prior to foreign influences. - Trade leads to cultural blending which can create new cultural identities - Oral traditions hold a wealth of cultural knowledge that was not always recognized by foreign observers.	- How can natural resources influence wealth? - How does trade promote cultural blending? - How does trade lead to advancement? - Does cultural blending foster progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Bantu Migration - Oral Tradition - Griot - Labor specialization - Gold-Salt Trade - Mansa Musa - Swahili	- Identify major African kingdoms, trading states, and trade routes on a map. - Create and use maps to identify trade routes and evaluate how physical location influenced the development of kingdoms. - Analyze how oral traditions helped preserve history, culture, and values without writing. - Describe the importance of the gold-salt trade to the development of Western African Kingdoms. - Analyze the economic systems of African kingdoms, including trade networks, agriculture, and resource management. - Compare and Contrast the trade systems used by West African Kingdoms and East African Trading States. - Evaluate the influence of Mansa Musa on the economy in West and North Africa. - Compare and contrast the cultural achievements of African kingdoms, including oral traditions, art, and architecture. - Engage in Civil Discourse around one of the learning targets in this unit

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 2: Technology and Trade

Unit 6: African Kingdoms

Missouri Learning Standards

Priority Standard: Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450. (6-8.WH.1.EC.A)

Supporting Standards:

- Explain how standardization, such as currency, weights, and measures impacts the stability of a civilization. (6-8.WH.3.EC.B)
- Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments. (6-8.WH.4.G.A)
- Describe trade patterns and how they influence the movement of resources, goods and services. (6-8.WH.3.EC.A)
- Explain how inter-regional trade intensified the exchange of goods, ideas and people. (6-8.WH.4.EC.A)
- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations. (6-8.WH.3.CC.B)

Priority Standard: Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created. (6-8.WH.1.PC.A)

Supporting Standards:

- Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. (6-8.WH.3.PC.A)
- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of classical civilizations. (6-8.WH.3.PC.B)
- Analyze the conflict and cooperation between religions and state to determine their impact on people and societies. (6-8.WH.4.GS.C)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450. (6-8.WH.4.PC.D)
- Explain the origins, functions, structure of governmental systems within civilizations. (6-8.WH.4.GS.A)
- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450. (6-8.WH.1.G.B)
- Analyze the cultures of civilizations in Sub-Saharan Africa, Mesoamerica, and Andean South America. (6-8.WH.4.CC.D)

Priority Standard: Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450. (6-8.WH.1.G.A)

Supporting Standards:

- Locate major cities of the world and key world nations, the world's continents, and oceans; and major topographical features of the world. (6-8.WH.1.G.C)
- Explain the significance of physical geography to the development of classical civilizations. (6-8.WH.3.G.A)

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Theme 2: Technology and Trade

Unit 7: The Americas

This unit explores the rich and diverse civilizations that thrived in the Americas long before European contact. Students will investigate how Indigenous American civilizations adapted to their environments, using natural resources for agriculture, trade, and construction to overcome challenges and achieve success. They will ultimately evaluate the degree to which interactions among diverse cultures lead to progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Natural resources and physical geography shape the advancement of civilizations. • North America and South America were home to complex, successful civilizations prior to foreign influences. • Indigenous American civilizations show a wide range of cultural diversity.	• How do conflict and cooperation impact the advancement of civilizations? • How can natural resources influence wealth? • Do interactions among diverse cultures lead to progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Cahokia • Maya • Aztec • Inca • Haudenosaunee Confederation	• Describe ways that Indigenous American civilizations adapted to their environments and solved challenges posed by their geography. • Describe how Indigenous Americans' use of natural resources for agriculture, building materials, and trade contributed to their advancement. • Compare and contrast the human-environmental interaction, achievements, and cultures of indigenous American civilizations or tribes. • Analyze primary and secondary sources related to Indigenous Americans. • Create a research plan, identify credible sources, and present a research product to describe the cultural practices, religious beliefs, and social structures of an Indigenous American civilization or tribe.

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Theme 2: Technology and Trade

Unit 7: The Americas

Missouri Learning Standards

Priority Standard: Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450. (6-8.WH.1.EC.A)

Supporting Standards:

- Explain how standardization, such as currency, weights, and measures impacts the stability of a civilization. (6-8.WH.3.EC.B)
- Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments. (6-8.WH.4.G.A)
- Describe trade patterns and how they influence the movement of resources, goods and services. (6-8.WH.3.EC.A)
- Explain how inter-regional trade intensified the exchange of goods, ideas and people. (6-8.WH.4.EC.A)
- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations. (6-8.WH.3.CC.B)
- Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450. (6-8.WH.1.G.A)

Priority Standard: Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created. (6-8.WH.1.PC.A)

Supporting Standards:

- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450. (6-8.WH.1.G.B)
- Analyze the cultures of civilizations in Sub-Saharan Africa, Mesoamerica, and Andean South America. (6-8.WH.4.CC.D)
- Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations. (6-8.WH.3.PC.A)
- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of classical civilizations. (6-8.WH.3.PC.B)
- Analyze the conflict and cooperation between religions and state to determine their impact on people and societies. (6-8.WH.4.GS.C)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450. (6-8.WH.4.PC.D)
- Explain the origins, functions, structure of governmental systems within civilizations. (6-8.WH.4.GS.A)
- Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE. (6-8.AH.2.CC.A)
- Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environment. (6-8.AH.2.G.A)

Priority Standard: With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue. (6-8.WH.1.CC.C)

Supporting Standards:

- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of view represented in the resources. (6-8.WH.1.CC.D)

WORLD HISTORY: CLASSICAL ERA TO 1450
Theme 3: Intensified Interactions
Unit 8: The Mongols

In this unit, students will explore the expansion of the Mongol Empire and its legacy on the world. They will explore how the Mongols created the first secure link between the East and West, opening up new pathways for trade, ideas, and cultural exchange across vast distances. Ultimately, students will weigh the cost of the Mongol expansion against the global progress it established.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Stories have the power to ignite curiosity and inspire individuals to explore and experience the world around them. • A large-scale empire promotes stability which encourages trade.	• How do stories encourage the desire to explore? • How do people's behaviors change when they feel secure? • Was the progress the Mongols established worth the cost?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Silk Road • Pax Mongolia	• Explain how the expansion of the Mongol empire established the first secure connection between East and West. • Evaluate the impacts of this connection on societies in China, Southwest Asia, and Europe. • Analyze stories from explorers during this time and explain how they changed the world view of individuals, social groups, and institutions, by sparking curiosity and inspiring further exploration.

WORLD HISTORY: CLASSICAL ERA TO 1450
Theme 3: Intensified Interactions
Unit 8: The Mongols

Missouri Learning Standards

Priority Standard: Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (6-8.WH.1.PC.B)

Supporting Standard:

- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. (6-8.WH.1.GS.A)

Priority Standard: Describe how the world view of individuals, social groups, and institutions changes as a results of connections among regions. (6-8.WH.4.PC.C)

Supporting Standards:

- Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa. (6-8.WH.4.CC.B)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450. (6-8.WH.4.PC.D)
- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties. (6-8.WH.2.GS.A)
- Explain connections between historical context and peoples' perspectives at the time in world history. (6-8.WH.1.CC.B)

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 3: Intensified Interactions

Unit 9: Feudal Europe and Japan

In this unit, students will explore the feudal systems of Europe and Japan, focusing on how these decentralized governments were shaped by the need for security during times of instability. They will also analyze how social class structures influenced individuals' lives within these societies. By comparing the social, political, and economic structures of feudal Europe and Japan, students will gain insight into the ways feudal systems influenced the development of each society and evaluate if these systems fostered progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• In times of instability, people may give up rights for the promise of safety. • Social class affects people's lives by influencing their opportunities, how they see the world, and how they are treated in society.	• What may lead an individual or group to prioritize freedom or security? • How do social class differences impact individuals within society? • Did feudal systems create progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Vikings • Decentralized Government • Feudal System • Nobility • Warrior Class • Warrior Code	• Analyze causes that led to the creation of decentralized methods of government. • Explain how the government structure of feudal systems attempted to address problems faced in Medieval Europe and Japan. • Analyze the roles of the different social classes within feudal societies. • Describe the impact of social customs and values of feudal warrior classes. • Compare and contrast feudal Europe and Japan's social, political, and economic structures. • Engage in Civil Discourse around one of the essential questions of this unit. • Create a claim supported by evidence and reasoning.

WORLD HISTORY: CLASSICAL ERA TO 1450

Theme 3: Intensified Interactions

Unit 9: Feudal Europe and Japan

Missouri Learning Standards

Priority Standard: Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (6-8.WH.1.PC.B)

Supporting Standards:

- Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan. (6-8.WH.4.CC.A)
- Analyze the conflict and cooperation between religions and state to determine their impact on people and societies. (6-8.WH.4.GS.C)
- Explain the origins, functions, structure of governmental systems within civilizations. (6-8.WH.4.GS.A)
- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. (6-8.WH.1.GS.A)

Priority Standard: Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.WH.1.CC.E)

Supporting Standards:

- With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue. (6-8.WH.1.CC.C)
- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of view represented in the resources. (6-8.WH.1.CC.D)

Priority Standard: Describe how the world view of individuals, social groups, and institutions changes as a results of connections among regions. (6-8.WH.4.PC.C)

Supporting Standards:

- Explain connections between historical context and peoples' perspectives at the time in world history. (6-8.WH.1.CC.B)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450. (6-8.WH.4.PC.D)
- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties. (6-8.WH.2.GS.A)

WORLD HISTORY: CLASSICAL ERA TO 1450
Theme 3: Intensified Interactions
Unit 10: Medieval Turmoil: Catalyst for Progress

This unit explores the Middle Ages, examining how pivotal events like the Crusades, changes to the English monarchy, and the Black Death shaped the course of world history. Students will explore the causes and consequences of these events, investigating how they disrupted societies, altered power structures, and influenced the daily lives and beliefs of people. By analyzing these moments of turmoil, students will gain insight into how struggle can drive progress.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Individual citizens can impact their government. - Major historical events can lead to shifts in power and reorganization of social structures. - Throughout world history, progress has been a mix of advancements, setbacks, and big changes.	- How can major world events restructure governments and social classes? - How can citizens create progress? - How have advancements, setbacks, and big changes throughout world history shaped the progress of societies?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Magna Carta - Jury - Habeas Corpus - Crusades - Black Death - Parliament	- Analyze primary and secondary sources to draw conclusions about changes in the English monarchy. - Evaluate how changes in the English government limited the power of the monarchy. - Analyze the lasting economic and social impacts of the Crusades resulting from renewed connections between regions. - Analyze primary and secondary sources to draw conclusions about changes caused by the Black Death. - Evaluate how the Black Death devastated Europe, providing challenges and opportunities, which led to the restructuring of medieval governments and social systems. - Describe how the world view of individuals, groups, and institutions changed due to the Crusades and the Black Death - Create a research plan, identify credible sources, and present a research product exploring an innovation or event throughout world history, and evaluating the degree to which it established progress.

WORLD HISTORY: CLASSICAL ERA TO 1450
Theme 3: Intensified Interactions
Unit 10: Medieval Turmoil: Catalyst for Progress

Missouri Learning Standards

Priority Standard: Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (6-8.WH.1.PC.B)

Supporting Standards:

- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. (6-8.WH.1.GS.A)
- Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process. (6-8.WH.4.GS.B)
- Analyze the conflict and cooperation between religions and state to determine their impact on people and societies. (6-8.WH.4.GS.C)
- Explain the origins, functions, structure of governmental systems within civilizations. (6-8.WH.4.GS.A)

Priority Standard: Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.WH.1.CC.E)

Supporting Standards:

- Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa. (6-8.WH.4.CC.C)

Priority Standard: Describe how the world view of individuals, social groups, and institutions changes as a results of connections among regions. (6-8.WH.4.PC.C)

Supporting Standards:

- From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity. (6-8.WH.3.PC.D)
- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450. (6-8.WH.4.PC.D)
- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties. (6-8.WH.2.GS.A)
- Explain connections between historical context and peoples' perspectives at the time in world history. (6-8.WH.1.CC.B)

Priority Standard: With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue. (6-8.WH.1.CC.C)

Supporting Standards:

- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of view represented in the resources. (6-8.WH.1.CC.D)