

Week 1		Week 2	
Performance Standards		Performance Standards	
<p><i>The students will:</i> Review and/or teach and apply the following concepts and skills</p>		<p><i>The students will:</i> Review and/or teach and apply the following concepts and skills</p>	
Unit/Topic/Lesson HISTORY AND GEOGRAPHY		Unit/Topic/Lesson HISTORY AND GEOGRAPHY Cont	
Objectives	Objectives Cont	Objectives	Objectives Cont
--Identify multiple ways to express time relationships and dates --Identify countries that use a different calendar from the one used in the US and explain the difference --Interpret and construct timeline --Interpret and construct charts and graphs	---Explain how a cause and effect relationship is different from a sequence or correlation of events --Distinguish between long and short term cause and effect relationships	--Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends --Interpret the past within its own historical context --Distinguish intended from unintended consequences	--Distinguish historical fact from opinion --Use historical maps to locate the boundaries of the major empires of world history at the height of their powers
Teacher Resources	Media Resources	Teacher Resources	Media Resources
TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	1. On-line textbook 2. Internet Resources	TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.	Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 3		Week 4	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Review and/or teach and apply the following concepts and skills</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Review and/or teach and apply the following concepts and skills</p>	
<p align="center">Unit/Topic/Lesson CIVICS AND GOVERNMENT</p>		<p align="center">Unit/Topic/Lesson GENERAL ECONOMIC SKILLS</p>	
<p align="center">Objectives</p> <p>--Define and use correctly the following words and terms: <i>Magna Carta, parliament, habeas corpus,</i></p>	<p align="center">Objectives Cont</p> <p>--Define and use correctly the following words and term:, <i>monarchy, absolutism</i></p>	<p align="center">Objectives</p> <p>--Define and use correctly the following words: <i>mercantilism, feudalism, economic growth, entrepreneur</i></p>	<p align="center">Objectives Cont</p> <p>--Apply those concepts and skills deemed appropriate from Frameworks 13-28</p>
<p align="center">Teacher Resources</p> <p>TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>1. On-line textbook 2. Internet Resources</p>	<p align="center">Teacher Resources</p> <p>TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>1. On-line textbook 2. Internet Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 5		Week 6	
Performance Standards		Performance Standards	
<p><i>The students will:</i> Review concepts, skills and learning standards from grade 7</p>		<p><i>The students will:</i> Review concepts, skills and learning standards from grade 7</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
<p style="text-align: center;">UNIT ONE/The First Civilizations and Empires</p> <p>Chapter 1: The First Humans, Prehistory—3500 BC Lesson 1: Early Humans Lesson 2: The Neolithic Revolution and the Rise of Civilization</p>		<p style="text-align: center;">UNIT ONE</p> <p>Chapter 2: Western Asia and Egypt, 3500-500 BC Lesson 1: Civilization Begins in Mesopotamia Lesson 2: Egyptian Civilization: The Gift of the Nile</p>	
Objectives	Essential Question	Objectives	Essential Question
<ul style="list-style-type: none"> -Identify <i>Homo sapiens</i> -Examine Paleolithic peoples use of technology -Explain how systematic agriculture brought about major economic, political, and social changes for early humans 	<p>What methods do scientists use to uncover the story of early humans?</p>	<ul style="list-style-type: none"> -Identify Suerians, Akkadians, Sargon, Hammurabi -Examine how the Nile was crucial to the development of Egyptian civilization 	<p>How did geography affect the civilizations of Mesopotamia? What was the “Black Land?”</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<ol style="list-style-type: none"> 1. On-line textbook 2. Internet Resources 	<p>TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<ol style="list-style-type: none"> 1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson</p>	<p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Review concepts, skills and learning standards from grade 7</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Review concepts, skills and learning standards from grade 7</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Chapter 2 Cont. Lesson 3: New Centers of Civilizations Lesson 4: The Rise of New Empires</p>		<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Chapter 4: Ancient Greece, 1900-133 BC Lesson 1: The First Greek Civilizations Lesson 2: The Greek City States</p>	
<p align="center">Objectives</p> <p>-Explain how the decline of the Hittites and Egyptians allowed a number of small kingdoms and city states to emerge</p>	<p align="center">Essential Question</p> <p>How did nomadic peoples affect the centers of civilization?</p>	<p align="center">Objectives</p> <p>-Explain how Mycenaean civilizations flourished in Greece between 1600 and 1100 BC</p>	<p align="center">Essential Question</p> <p>How did the geography of Greece affect Greek history?</p>
<p align="center">Teacher Resources</p> <p>TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>1. On-line textbook 2. Internet Resources</p>	<p align="center">Teacher Resources</p> <p>TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software</p>	<p align="center">Media Resources</p> <p>1. On-line textbook 2. Internet Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster</p>

Week 9		Week 10	
Performance Standards		Performance Standards	
<p><i>The students will:</i> Review concepts, skills and learning standards from grade 7</p>		<p><i>The students will:</i> Review concepts, skills and learning standards from grade 7</p>	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT ONE	
Chapter 4 Cont Lesson 3: Classical Greece Lesson 4: The Culture of Classical Greece		Chapter 4 Cont Lesson 5: Alexander and the Hellenistic Kingdom	
Objectives -Explain how the creation of an Athenian empire led to war with Sparta -Identify Aeschylus, Sophocles, Pythagoras, Socrates, Plato, Aristotle, Thucydides	Essential Question What is meant by “The Age of Pericles”?	Objectives -Describe how Hellenistic cities became centers for the spread of Greek culture	Essential Question In what ways has Alexander’s legacy affected history?
Teacher Resources TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Application, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources 1. On-line textbook 2. Internet Resources	Teacher Resources TEXTBOOK: World History (Glencoe) SUPPLEMENTALS: Teacher Planning/Support, Enrichment, Reading, Humanities, Assessment, Transparencies, Audio, Technology, Software	Media Resources 1. On-line textbook 2. Internet Resources
Evaluation/Activities Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster	Evaluation/Activities Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson	Completion date: Completed by: Comments: <i>Alternative Evaluation:</i> Paper, Project, Poster

Week 11		Week 12	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.1 Identify where Islam began WHI.2 Describe significant aspects of Muslim belief WHI.3 Identify the causes, course, and effect of Islamic expansion through North Africa, the Iberian Peninsula and Central Asia</p>		<p><i>The students will:</i> WHI.2 Cont. WHI.3 Cont. WHI.5 Describe the influence and achievements of Islamic Civilization</p>	
Unit/Topic/Lesson UNIT TWO/New Patterns of Civilization		Unit/Topic/Lesson UNIT TWO	
Chapter 6: The World of Islam, 600-1500 Lesson 1: The Rise of Islam Lesson 2: The Arab Empire and its Successors		Chapter 6: The World of Islam Lesson 3: Islamic Civilization Lesson 4 The Culture of Islam	
Objectives	Essential Question	Objectives	Essential Question
-Explain how Arabia took on a new importance as a result of the caravan trade -Describe Pre-Islam Arabia and Islam’s founding	How did Mohammed unify Arabia and what were the main tenets of Islam?	-Explain how trade brought wealth to Islamic world -Describe advances made by Muslims in mathematics, science, etc	How did Islam maintain and add to the knowledge of the Greeks and Romans?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 5. Connections to 2. Lesson Reviews Today’s Activity 3. Maps 4. Vocabulary	1. On-line textbook 2. Video “Islam, Empire of Faith”	1. Worksheet 2. Arabic clothes 3. Koran (English/Arabic) 4. Lesson Review Activities	1. On-line textbook 2. Video “Islam, Empire of Faith”
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.	Completed by: Comments	Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.	Completed by: Comments

Week 13		Week 14	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.15 Describe the indigenous religions practices observed by early Africans before contact with Islam and Christianity WHI.16 Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries WHI.17 Describe the different ways in which Islam and Christianity influenced indigenous African cultures</p>		<p><i>The students will:</i> WHI.15 Cont. WHI.18 Identify the locations and time periods of the empires of Ghana, Mali and Songhai WHI.19 Describe the important political and economic aspects of the African empires</p>	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
Chapter 7: Early African Civilization: 2000 BCE-CE 1500 Lesson 1: The Development of Civilizations in Africa Lesson 2: Kingdoms and States of Africa		Chapter 7 Cont. Lesson 3: African Society and Culture	
Objectives	Essential Question	Objectives	Essential Question
-Describe how the mastery of farming gave rise to Africa’s first civilization -List the accomplishments of the West African kingdoms of Ghana, Mali and Songhai	How did the geography of Africa influence the development of African civilizations?	-Describe important aspects of African society, such as government, the role of women, education, religion and the arts	How did religion, art, music and dance form an integral part of African society?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Section Assessments 3. Maps 4. Timeline Activities	1. On-line textbook 2. Internet Resources: PBS.org	1. Connections-Past to Present 2. Artifacts-Objects of Art 3. Worksheets 4. Section Assessments	1. Musical Recordings 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 15		Week 16	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th Century WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery</p>		<p><i>The students will:</i> WHI.25 Summarize the major economic, political, and religious developments in Japanese history to 1800 WHI.28 Explain how Korea has been both a battleground and a cultural bridge between China and Japan</p>	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
Chapter 8 : The Asian World: 400-1500 Lesson 1: China Reunified Lesson 2: The Mongols and China		Chapter 8 Cont. Lesson 3: Early Japan and Korea Lesson 4: India After the Gupta	
Objectives	Essential Question	Objectives	Essential Question
-Characterize the Sui, Tang, Song Dynasties -Identify innovations and reforms in government, agriculture, and technology that brought growth and prosperity to China	How did innovations in agricultural production, the reemergence of trade routes, and unified central government, allow China to prosper under Sui, Tang and Song Dynasties?	-Analyze how geography affected the development of Jan -Characterize Japan’s political history -Characterize Korea’s emergence -Discuss how religions influenced the development of India	How can geography help to explain patterns of political stability and instability throughout the region during the period under review?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Section Assessments 5. Maps 2. Worksheets 3. Science, Technology and Society Focus 4. Timelines	1. On-line textbook 2. Internet Resources 3. Film Resources	1. Section Assessments 2. Maps 3. Timelines 4. Worksheets	1. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 17		Week 18	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> WHI.6 Describe the rise and achievements of the Byzantine Empire WHI.7 Describe the major economic, social, and political developments that took place in medieval Europe</p>		<p><i>The students will:</i> WHI.7 Cont. WHI.8 Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus.</p>	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
Chapter 9: Emerging Europe and the Byzantine Empire, 400 -1300 Lesson 1: Transforming the Roman World Lesson 2: Feudalism		Chapter 9 Cont. Lesson 3: The Growth of European Kingdoms Lesson 4: The Byzantine Empire and the Crusades	
Objectives	Essential Question	Objectives	Essential Question
-Explain how a new European civilization was formed by the Germanic peoples, the legacy of Rome, and the Church -Identify <i>Charlemagne, Vikings, Muslims, Feudalism</i>	How was the post Roman world changed and what were the main aspects of Middle Age European civilizations?	-Explain how European kings expanded their power -Explain, English, French, Russian kingdoms -Describe the impact of the Crusades	What were the results of contact between Christian Europe and the Muslim world?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Lesson Reviews 3. Maps 4. Handout—The Vikings	Overhead: Maps of Charlemagne’s Empire and Wave of Invaders Video: “The Dark Ages”	1. Maps 2. Handout—Harold vs. William 3. Worksheets 4. Letters from the Crusades	Video: “Battlefield Britain, the Norman Conquest” Video: “Empire of Faith—Crusades” Film: The Crusades
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 19		Week 20	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.7 Cont.</p>		<p><i>The students will:</i> WHI.7 Cont WHI.8 Cont.</p>	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
<p>Chapter 10: Europe in the Middle Ages, 1000-1500 Lesson 1: Peasants, Trade, and Cities Lesson 2: Christianity</p>		<p>Chapter 10 Cont. Lesson 3: The Culture of the High Middle Ages Lesson 4: The Late Middle Ages</p>	
Objectives	Essential Question	Objectives	Essential Question
-Explain how new farming practices, growth of trade, and rise of cities created a flourishing European society	How did Christianity lay the base for Middle Age society?	-Explain Europe’s intellectual revival -Describe Europe’s new technologies -Examine the disasters (Black Death, economic downturn) of the Late Middle Ages	What factors led to Europe emerging from the Dark Ages and what major challenges did Europe face at this time?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<ol style="list-style-type: none"> 1. Worksheets 2. Handouts—Trading Guilds 3. Charts—Peasants Work Cycle 4. Lesson Reviews 	<p>Video: “The Dark Ages” Internet Article—“The Inquisition” Internet Article—“Pope Gregory VII”</p>	<ol style="list-style-type: none"> 1. Worksheets 2. Book—Charles V 3. Handout—Middle Age Universities 4. Connections 	<p>Internet Resources: Gothic Architecture Video: “Luther” Video: “Charles V”</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 21		Week 22	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade WHI.13 Identify the three major pre-Columbian civilizations that existed in Central and South America and their locations. Describe their political structures, religious practices, economics, art and architecture and use of slaves</p>		<p><i>The students will:</i> WHI.14 Identify the major economic, political, and social effects of the European colonial period in South America</p>	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
Chapter 11: The Americas, 400-1500 Lesson 1: The Peoples of North America Lesson 2: Early Civilizations in Mesoamerica		Chapter 11 Cont Lesson 3: Early Civilizations in South America REVIEW FOR MID YEAR EXAM	
Objectives	Essential Question	Objectives	Essential Question
-Identify and describe the first inhabitants of the America -Discuss climate and geographic features -Characterize early Mesoamerican civilization	How did the Spanish contribute to the destruction of early Mesoamerican civilizations?	-Describe the well-organized empire of the Inca -Summarize how Incan communities undertook sophisticated building projects and reached a high level of cultural development	Explain the rise, progress, and decline of the Incan Empire?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Section Assessments 3. Maps 4. Primary Source Documents	1. On-line textbook 2. Internet Resources	1. Worksheets 2. Section Assessments 3. Maps 4. Primary Source Documents	1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson. MID YEAR EXAM</p>	<p>Completed by:</p> <p>Comments</p>

Week 23		Week 24	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.29 Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg</p>		<p><i>The students will:</i> WHI.30 Describe origins and effects of the Protestant Reformation WHI.31 Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
UNIT THREE/The Early Modern World		UNIT THREE	
Chapter 12: Renaissance and Reformation, 1350-1600 Lesson 1: The Renaissance Lesson 2: The Intellectual and Artistic Renaissance		Chapter 12 Cont. Lesson 3: The Protestant Reformation Lesson 4: The Spread of Protestantism and the Catholic Response	
Objectives	Essential Question	Objectives	Essential Question
-Explain how Italian intellectuals entered a new age of human achievements -Identify and explain <i>humanism</i> -Examine the Renaissance artist	How did the Renaissance lead to Europe regaining and adding to the knowledge of the ancient world?	-Explain how Northern Europe desired religious reform -Examine Martin Luther’s revolt -Identify the factions of Protestantism	Why did the Protestant Reformation lead to the Catholic Church losing much of its power in Europe?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Handouts—“Italian City States” 2. Book—“The Prince, Machiavelli” 3. Lesson Reviews 4. Worksheets	1. Video: “The Dark Ages” 2. Internet Resources—Prints of David statue, Sistine Chapel, etc	1. Artifacts: Relic 2. Lesson Reviews 3. Maps 4. Handout—“Martin Luther”	1. Video—“Luther” 2. Film—“The Renaissance” 3. Video—“Islam and the Renaissance”
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic.</p> <p>Review: All weekly concepts.</p> <p>Quiz: Given at appropriate intervals on all introduced topics and concepts.</p> <p>Test: Given at the end of Unit, Chapter or Lesson.</p>	Completed by:	<p>Homework: To be given as needed on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Given at appropriate intervals on all introduced topics and concepts.</p> <p>Test: Given at the end of Unit, Chapter or Lesson.</p>	Completed by:
	Comments		Comments

Week 25		Week 26	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade WHI.20 Describe the development and effects of the trans-Atlantic slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on</p>		<p><i>The students will:</i> WHI.12 Cont.</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE	
Chapter 13: The Age of Exploration, 1500-1800 Lesson 1: Exploration and Expansion Lesson 2: Africa in an Age of Transition		Chapter 13 Cont. Lesson 3: Southeast Asia in the Era of the Spice Trade	
Objectives	Essential Question	Objectives	Essential Question
-Explain how European expansion affected Africa with the dramatic increase of slave trade -characterize the traditional political systems and cultures that continue to exist in Africa	What was the impact of European exploration and colonization on the histories of America and Africa?	-Summarize the Portuguese occupation of the Moluccas in search of spices and how the Dutch pushed them out -Explain European impact on Malay Peninsula	How was European trade a factor in producing a new age of commercial capitalism? How was this an important early step toward today's world economy?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources	1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 27		Week 28	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.30 Describe origins and effects of the Protestant Reformation WHI.32 Explain the role of religion in the wars among European nations in the 15th and 16th centuries.</p>		<p><i>The students will:</i> WHI.30 Cont. WHI.32 Cont.</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE	
<p>Chapter 14: Crisis and Absolutism in Europe, 1550-1750 Lesson 1: Europe in Crisis: The Wars of Religion Lesson 2: Social Crises, War, and Revolution</p>		<p>Chapter 14 Cont. Lesson 3: Response to Crisis: Absolutism Lesson 4: The World of European Culture</p>	
Objectives	Essential Question	Objectives	Essential Question
<p>-Discuss the situation in many European nations in which Protestants and Catholics fought for political control -Identify and describe Louis XIV, an absolute monarch, whose extravagant lifestyle and military campaigns enhanced France</p>	<p>From 1560-1650 how did wars, including the Thirty Years War, economic and social crises plagued Europe?</p>	<p>-Summarize how, during the 16th and 17th centuries many European rulers extended their power and their borders</p>	<p>How did European monarchs seek economic and political stability during this period?</p>
Teacher Resource	Media Resources	Teacher Resources	Media Resources
<ol style="list-style-type: none"> 1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources 	<ol style="list-style-type: none"> 1. On-line textbook 2. Internet Resources 	<ol style="list-style-type: none"> 1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources 	<ol style="list-style-type: none"> 1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 29		Week 30	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.36 Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East</p>		<p><i>The students will:</i> WHI.37 Describe the expansion of Islam into India from the 13th through the 17th century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE	
Chapter 15: The Muslim Empires, 1450-1800 Lesson 1: The Ottoman Empire Lesson 2: The Rule of the Safavids		Chapter 15 Cont. Lesson 3: The Grandeur of the Moguls	
Objectives	Essential Question	Objectives	Essential Question
-Describe the Ottoman’s method of combining religious tolerance with imperialism to create a strong empire	How did the establishment of the Ottoman Empire lead to the European age of discovery and what effect did the Ottoman have on the Arab world?	-Explain how the Monguls united India under a single government with a common culture	How did the introduction of foreigners seeking trade opportunities in India hasten the decline of the Mogul Empire?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Maps 3. Connection to Today’s Activity 4. Lesson Reviews	Video: “Islam, Empire of Faith” Time Magazine: “Balkan History Influences Region Today”	1. Worksheets 2. Lesson Reviews 3. Maps 4. India clothing 5. Handout—Barbur, Akbar etc	Newspaper: New York Times—“Shiite Iran” Video: “The Monguls in India”
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic.</p> <p>Review: All weekly concepts.</p> <p>Quiz: Given at appropriate intervals on all introduced topics and concepts.</p> <p>Test: Given at the end of Unit, Chapter or Lesson.</p>	Completed by:	<p>Homework: To be given as needed on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Given at appropriate intervals on all introduced topics and concepts.</p> <p>Test: Given at the end of Unit, Chapter or Lesson.</p>	Completed by:
	Comments		Comments

Week 31		Week 32	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th Century WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery</p>		<p><i>The students will:</i> WHI.26 Describe Japan’s cultural and economic relationship to China and Korea WHI.27 Explain the influence and consequences of Japanese isolationism WHI.28 Explain how Korea has been both a battleground and a cultural bridge between China and Japan</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE	
Chapter 16: The East Asian World, 1400- 1800 Lesson 1: China at Its Height Lesson 2: Chinese Society and Culture		Chapter 16 Cont. Lesson 3: Tokugawa Japan and Korea	
Objectives	Essential Question	Objectives	Essential Question
-Explain how China opened its doors to Europeans and then closed those doors -Examine how Chinese society was organized around the family	What were the achievements of the Ming and Qing Dynasties?	-Identify the three powerful figures that united Japan -Explain how Korea could not withstand invasion by the Japanese and Manchus	What economic changes took place under the Tokugawa shoguns? How did Japanese culture change during the Tokugawa Era?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources	1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>

Week 33		Week 34	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI.23 Summarize the major reasons for the continuity of Chinese civilization through the 19th Century WHI.24 Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery</p>		<p><i>The students will:</i> WHI.26 Describe Japan’s cultural and economic relationship to China and Korea WHI.27 Explain the influence and consequences of Japanese isolationism WHI.28 Explain how Korea has been both a battleground and a cultural bridge between China and Japan</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE	
Chapter 16: The East Asian World, 1400- 1800 Lesson 1: China at Its Height Lesson 2: Chinese Society and Culture		Chapter 16 Cont. Lesson 3: Tokugawa Japan and Korea	
Objectives	Essential Question	Objectives	Essential Question
-Explain how China opened its doors to Europeans and then closed those doors -Examine how Chinese society was organized around the family	What were the achievements of the Ming and Qing Dynasties?	-Identify the three powerful figures that united Japan -Explain how Korea could not withstand invasion by the Japanese and Manchus	What economic changes took place under the Tokugawa shoguns? How did Japanese culture change during the Tokugawa Era?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources	1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 35		Week 36	
Performance Standards		Performance Standards	
<p><i>The students will:</i> WHI. 33 Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution. WHI.34 Describe the concept of Enlightenment in European history</p>		<p><i>The students will:</i> WHI.34 Cont.</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE	
Chapter 17: Revolution and Enlightenment, 1550-1800 Lesson 1: The Scientific Revolution Lesson 2: The Enlightenment		Chapter 17 Cont. Lesson 3: The Impact of Enlightenment	
Objectives	Essential Question	Objectives	Essential Question
-Describe how the Scientific Revolution have Europeans a new way to view humankind's place in the universe	What is the scientific method?	-Examine how 18 th century intellectuals used the ideas of the Scientific Revolution to reexamine all aspects of life -Examine Enlightenment beliefs	How did Enlightenment thought impact the politics of Europe in the 18 th century?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources	1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 37		Week 38	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> WHI.35 Explain how the Enlightenment contributed to the growth of democratic principles of government and a stress on reason and progress</p>		<p><i>The students will:</i> Review for the Final Exam</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE, FOUR	
Chapter 17Cont Lesson 4: Colonial Empires and the American Revolution			
Objectives	Essential Question	Objectives	Objectives Cont
-Examine how the colonies of Latin America and British North America were developing in ways that differed from their European mother countries -Describe the American colonies revolt against Great Britain	What caused the American Revolution, and what did it accomplish?	-Review: Content -Review: Skillbuilder, Critical Thinking, Study and Writing, Primary Source Documents and Quotes, Charts, Graphs and Tables	-Practice and develop skills needed to study history and take tests: Part I: Strategies Part II: Practice
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Section Assessments 3. Maps 4. Primary Sources	1. On-line textbook 2. Internet Resources	TEXTBOOK AND SUPPLEMENTALS	1. On-line textbook 2. Internet Resources
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.	Completed by: Comments	STANDARDIZED FINAL EXAM FOR WORLD HISTORY I	Completed by: Comments