

Huntsville City Schools

2020 - 2021 Pacing Guide

8th Grade Social Studies World History

Important Notes:

- Alabama Course of Study objectives are given by number
- Resources and Instructional Strategies are suggestions for the topic studied; teachers are not required to use all resources listed and can supplement their teaching with additional resources that support the Course of Study Standards.
- The number of days listed are approximate and are padded to allow a little extra time for review and tests
- The problems listed for each section are suggested types of problems. Teachers can still assign even, odd, or selected problems from each type of problem.
- To access ELlevation you must be logged in using your school email and password.
- The TDW options listed for each section are suggested. Teachers can still assign their own documents and accompanying questions.

Online Resources:

- [ReadWorks](#)
- [NewsELA](#)
- [Youtube](#)
- [History Channel](#)
- [mrdonn.org](#)
- [oerproject.org](#)
- [chooseyourstory.org](#)
- [ancient.eu](#)
- [khanacademy.com](#)
- [scholastic.com](#)
- [ducksters.com](#)
- [kidsdiscovery.com](#)
- [youtube.com](#) (Ted-Ed)
- [nationalgeographic.org](#)
- [brainpop.com](#)
- [sheg.stanford.edu](#)
- [teachinghistory.org](#)
- [PBS](#)
- PBS Learning (<https://aptv.pbslearningmedia.org>)
- [Blank Foldable Template](#)
- [Graphic Organizers](#)
- Cnn10 - Student News: www.cnn.com/cnn10
- iCivics - www.iCivics.org
- Flocabulary - www.flocabulary.com
- Seterra Map Games - www.seterra.com
- Geography Resources - <https://geography.name/>
- Ellevation - www.Ellevationeducation.com
- Text Dependent Questioning - <https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>
- [Text Dependent Writing Rubric](#)

Instructional Strategies:

ELLlevation: **Note:** Be sure to check the “Math Collection” for specific topic resources”

Build Background:

- * Brainstorm Walk
- * I Notice, I Wonder

Clarify Input:

- * “5 and 2”
- * Anchor Charts
- * Essential Questions
- * Guided Notes
- * “Teach! Teach!”
- * TPR

Fortify Output:

- * Find Your Match
- * Clock Buddies
- * Think, Write, Pair Share
- * Which Corner?

Foster Interactions:

- * “Don’t Mention it”
- * Find the Fib

Develop Academic Language:

- * 360 Words
- * Word Walls

Assess Language and Learning:

- * Wordless Books
- * Whiteboard Checkpoints
- * Differentiated Question Prompts

ARI/Instructional Strategies (Alabama Reading Initiative)

ARI represents the Alabama Reading Initiative. Below are ARI/Instructional strategies that can be easily adapted to work well with mathematics. Some of the strategies can be interchangeable between before, during, and after in lesson planning. There are many instructional strategies that can be used in the classroom and you are not limited to these alone. If you have other ARI/Instructional strategies that work well for you and your students, use them to assist with academic growth and development. Have fun experimenting with different strategies to reach all students and address the different learning styles.

Suggested time period	ARI/Instructional Strategy	Explanation/How to use the strategy
Before:	Admit Slip	<p>Purpose: 1) reflect on content of previous lesson or learned concept</p> <p>The admit-slip strategy requires students to write responses to questions you pose at the beginning of class. Admit slips help students reflect on what they have learned and express what or how they are thinking about the information. Admit slips easily incorporate writing into your content area classroom and require students to think critically.</p>
	KWL	<p>Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 K, Column 2 W, Column 3 L. 3. Before reading, viewing or listening, students fill in the Know column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	<p>Purposes: There are a variety of uses for this activity</p> <ol style="list-style-type: none"> 1) Think. The teacher provokes students' thinking with a problem, question, prompt or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Quick Write	<p>Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.
	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Bell Ringer/Bell Work/Warm Up	<p>Bell ringers are questions or tasks posted before students enter the classroom. They are to be completed before class starts, or, as the name suggests, as the bell rings. Bell ringers provide benefits to both the student and the teacher in all classroom settings ranging from elementary to high school. Bell ringers help to encourage promptness, organization, responsibility, spark prior knowledge, reinforce concepts, promote student engagement and so much more.</p>
During:	Think Pair Share	<p>Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone...Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.</p>

	Turn and Talk/ Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the chalkboard. 2. Each student has two minutes to read the topic, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Jot Notes	<p>Jot Notes are basically lesson notes the students jot down before, during and after the lesson (in some cases) ...The notes can be given in a variety of formats or structures...Example: chart format, graphic organizer, table format, guided notes, foldables, etc....</p>
	Quadrant Cards / Frayer Model	<p>Purposes: 1) motivate students to engage in vocabulary study and expand vocabulary 2) Reinforce concepts etc.....</p> <p>Procedure:</p> <p>Divide a sheet of paper into four parts Adapt to meet your students' needs.... whether you want to emphasize on vocabulary, connecting concepts, or organizing steps or procedures for graphing or solving etc....</p>
	Venn Diagram	<p>Purpose: compare concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Draw two circles overlapping. Each circle represents a concept. 2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap. 3. Teacher should model the strategy first.

	Charts/Foldables	<p>Purposes: 1) engage with concept/lesson/text 2) construct graphic organizer/chart/foldable 3) self-monitor comprehension</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Create a Jot Chart, project on the whiteboard or produce a print copy for each student. The chart/matrix should be structured as follows. You can also use foldables to accomplish these tasks. <ul style="list-style-type: none"> o Main ideas/items for description or analysis are listed across the top of the chart. o Question/characteristics of the main concepts are listed down the left side of the chart. 2. Discuss the purpose of the chart with students before the assignment. Give an example of a completed chart to help clarify its functions. 3. Have students complete the chart or foldable as you go through the lesson or assign tasks to groups etc...As the teacher, you decide and adapt this to meet the needs of your students and what you want to accomplish from the task. 4. Discuss the students' findings and compile the results into a group chart. Stress the relationships between the data in the chart.
	Partner Learning	<p>Purpose: 1) To engage students in the content and spark meaningful discussions 2) To encourage collaboration and improve knowledge among students 3) Promote socialization and boost self-esteem 4) Reinforce concepts taught through open questioning and answer sessions</p> <p>Procedure: The students are paired up and given a task to complete together; open discussions, sharing of ideas, writing, final product presentation, etc....</p>
	Concept Map	<p>Purpose: activate and organize knowledge about a specific topic</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Select the main idea or topic of discussion; write it on a chart, overhead, or whiteboard; and put a circle around it. 2. Have students brainstorm subtopics; knowledge related to the topic. Use lines to connect to the main topic. 3. Have students brainstorm specific vocabulary, ideas, mathematical knowledge related to each subtopic. Record these ideas beneath each subtopic. Add new knowledge to the concept map as learning progresses.
	Graphic Organizer	<p>Purposes: 1) provide a visual model of the structure of lesson and 2) provide a format for organizing information and concepts</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Introduce the graphic organizer to the students. Demonstrate how it works by noting key concepts and ideas on the organizer. 2. Have groups of students practice using the graphic organizer with ideas from independently read mathematical text and/or mathematical information presented during lessons. Students can share their ideas with the class. 3. Choose an organizer that matches what you want to accomplish with your students for the topic or lesson.

	Jigsaw	<p>Purposes: 1) engage with mathematical concept or text 2) self-monitor comprehension 3) integrate new information with prior knowledge 4) respond to mathematical concept or text through discussion</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher. 2. Members of the teams with the same topic meet in an expert group with a variety of resource materials and texts available to explore their topic. 3. The students prepare how they will teach the information to others. 4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes. 5. Team members listen and take notes as their classmate teaches them
After:	Cooperative Learning/ Partner Learning/Practice	<p>Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. Each group is given a task or assignment to complete. Often a record keeper and team leader are assigned to keep everyone on task. Collaboration and discussion are expected with a final assignment or project completed and submitted. Open discussions between the teacher and/or students can occur during class as well.</p>
	Stations/ Carousels etc....	<p>Purposes: This strategy can fit almost any purpose developed.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher determines what topics/lessons will be placed on chart paper. 2. Chart paper is placed on walls around the room. 3. Teacher places students into groups of three- four. 4. Students begin at a designated chart. 5. They read the question or phrase, discuss with group, and respond directly on the chart or assigned task sheet. 6. After an allotted amount of time, students rotate to next chart. 7. Students read next question and records new response or discussion points. 8. Continue until each group has responded to each prompt. 9. Teacher shares information from charts and conversations heard while responding. <p>** This strategy can be modified by having the chart “carousel” to groups, rather than groups moving to chart.</p>

	Exit slip	<p>Purpose: 1) reflect on content of lesson</p> <p>The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically.</p> <p>There are three categories of exit slips (Fisher & Frey, 2004):</p> <ul style="list-style-type: none"> • Prompts that document learning, <ul style="list-style-type: none"> o Ex. Write one thing you learned today. o Ex. Discuss how today's lesson could be used in the real world. • Prompts that emphasize the process of learning, <ul style="list-style-type: none"> o Ex. I didn't understand... o Ex. Write one question you have about today's lesson. • Prompts to evaluate the effectiveness of instruction <ul style="list-style-type: none"> o Ex. Did you enjoy working in small groups today?
	Turn and Talk/Table Talk	<p>Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

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	Hands on Activity/ Graphs, charts, diagrams, etc.	Hand on activities are simply activities which students physically in some way connect with their learning...writing, drawing, graphing, demonstration through movement, use of manipulatives etc.... Hands-on activities are especially important in the classroom because it allows students to engage in kinesthetic learning. Educational studies have shown that kinesthetic learning, where a student performs some type of physical activity rather than just listening to a lecture, is the most popular type of learning with students - doing or working on something before, during, and/or after the lesson, helps them to gain a better understanding of the material. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. It also encourages students to collaborate with their peers and share information from different perspectives.
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Formatting:

- Honors or advanced material is highlighted in blue. Example: **Advanced: Page 145 #75-86**
- Remediation is highlighted in yellow. Example: **Remediation: Small group on fractions**

The Textbook for this course is:

Pearson myWorldHistory

Huntsville City Schools
2020 - 2021 Pacing Guide
8th Grade Social Studies World History
First Semester

1st 9 – weeks (August 17 – October 23)
 44 instructional days; 22 A-Days and 22 B-Days

Time Period	Unit Topic	Standards	Resources
August	PreHistory & Early Man Paleolithic/ Mesolithic/ Neolithic Periods	<p>1) Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.</p>	<p>Chapters 1 & 2</p> <p>Mary Leak: Exploring the Stone Age (p. 55) Based on this story, why do you think Mary Leakey’s discoveries caused so much excitement. Use the next to defend your response.</p> <p>The Story of Gilgamesh (p. 79) In this story, you read about a legendary king of the city of Uruk. Using examples from the text, what does the story suggest about government and religion in ancient times?</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>

<p>September</p>	<p>Early River Civilizations I: Agriculture Revolution Sumer/Mesopotamia + Egypt</p>	<p>2) Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings</p> <p>3) Compare the development of early world religions and philosophies and their key tenets.</p>	<p>Chapters 3 – 5</p> <p>TDW Example: Cyrus the Great: King of the World (p. 107) Based on this story, how do you think Cyrus’s use of technology affected his conquest of Babylon?</p> <p>Hatshepsut: Taking Power With Style (p. 141) What connections do you see in this story between geography and the lives of ancient Egyptians? Use specific examples from the story to defend your answer.</p> <p>The Story of Ruth (p. 167) Using examples from the story, discuss the connections between religion and the lives of the Jewish people in ancient times.</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>
<p>October</p>	<p>Early River Civilizations II: Indus Valley/Ganges + China</p>	<p>2) Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings</p> <p>3) Compare the development of early world religions and philosophies and their key tenets.</p>	<p>Chapters 6, 8, & 9</p> <p>TDW Example: Amala and Trijata (p. 197) In this story, you read about Amala, a fictional character set in the world of early India. Based on this story, how important do you think geography, including climate, was to the people of early India?</p> <p>The Wisdom of Zhang Shi, Mother of Mencius (p. 251) Based on this story, how did location influence Mencius? Use examples from the text.</p> <p>An Emperor in this Life and the Next (p. 271) Based on this story, what do you think Shi Huangdi thought government leaders should do? Use at least 3 examples from the story to support your answer.</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>

2nd 9 – weeks (October 26 – December 22)
 38 instructional days; 19 A-Days and 19 B-Days

Time Period	Unit Topic	Standards	Resources
November	Classical Greece: (1600 BCE - 300 BCE)	<p>3) Compare the development of early world religions and philosophies and their key tenets.</p> <p>4) Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.</p>	<p>Chapter 10</p> <p>TDW Example: Pericles: Calm in the Face of Danger (p. 297) Using specific examples from the text, how do you think the Greeks viewed political power?</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>
December	Hellenistic Greece	<p>3) Compare the development of early world religions and philosophies and their key tenets.</p> <p>5) Describe the role of Alexander the Great in the Hellenistic world.</p>	<p>Chapter 11</p> <p>TDW Example: A Prophecy Fulfilled (p. 325) Based on this story, how well do you think the Greeks handled conflict? Use specific examples from the text to support your answer.</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>

Second Semester

3rd 9 – weeks (January 4 – March 12)

48 instructional days; 24 A-Days and 24 B-Days

Time Period	Unit Topic	Standards	Resources
January	Roman Republic Rise/Fall of the Roman Empire	<p>3) Compare the development of early world religions and philosophies and their key tenets.</p> <p>6) Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.</p> <p>7) Describe the widespread impact of the Roman Empire.</p>	<p>Chapters 12 + 13</p> <p>TDW Example: Tullia’s Father Saves the Republic (p. 361) Citing examples from the story, what do you think were some jobs of a consul and why were their jobs important?</p> <p>Paul’s Shipwreck (p. 387) Based on this story, what was one reason why people traveled in ancient Rome? How did Julius help Paul survive during the shipwreck and how did he survive once in Malta</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>
February	Rise/Fall of the Byzantine Empire	<p>3) Compare the development of early world religions and philosophies and their key tenets.</p> <p>9) Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian and the effect of the Byzantine Empire on art, religion, architecture, and law.</p> <p>10) Trace the development of the early Russian state and the expansion of its trade systems.</p>	<p>Chapter 14</p> <p>TDW Example: The Nika Riot: Theodora’s Great Victory (p. 429) Based on the story, why do you think Theodora was so successful as an empress? Using examples from the story, do you believe she was more or less powerful than her husband Justinian.</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>

Early March	Early Middle Ages: (600 CE - 1000 CE)	<p>3) Compare the development of early world religions and philosophies and their key tenets.</p> <p>15) Describe military and governmental events that shaped Europe in the early Middle Ages</p>	<p>Chapter 21</p> <p>TDW Example: Charlemagne and Leo: The Sword and the Crown (p. 625) Based on the story, how do you think people in the Middle Ages struggled over power? Citing examples from the text, analyze who had more power, Charlemagne or the Pope?</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>
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4th 9 – weeks (March 15 – May 28)
 46 instructional days; 23 A-Days and 23 B-Days
 +4 Exam Days

Time Period	Unit Topic	Standards	Resources
Late March	Late Middle Ages (1000 CE - 1300 CE)	<p>16) Describe major cultural changes in Western Europe in the High Middle Ages.</p> <p>17) Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.</p>	<p>Chapters 22-24</p> <p>TDW Example: Joan of Arc: Voices of Victory (p. 679) What does this story tell you about the role of religion in medieval life? Using examples from the text, what role did Joan of Arc play?</p> <p>So Many Things Unknown (p. 709) Citing evidence from the text, what do you think distinguished the culture of Europe during the Renaissance?</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>

<p>April</p>	<p>India, China, Japan, Korea, East Asia African + Islamic Civilizations</p>	<p>3) Compare the development of early world religions and philosophies and their key tenets.</p> <p>8) Describe the development of a classical civilization in India and China.</p> <p>11) Early Islamic civilizations, including the development of religious, social, and political systems.</p> <p>12) Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.</p> <p>13) Compare the African civilizations of Ghana, Mali, and Songhai to include geography, religions, slave trade, economic systems, empires, and cultures</p>	<p>Chapters 15-18</p> <p><u>TDW Example:</u> Ibn Battuta's Voyage (p. 447) Analyze the connection between religion and culture during Ibn Battuta's time. Use specific examples from the story. Mansa Musa: The Lion of Mali (p. 485) In this story, you read about Mansa Musa, the real-life emperor of Mali in the 1300s. From what you learned in this story; how do you think Mansa Musa's hajj affected trade? Kublai Khan: How to Make an Impression (p. 513) In this story, you read about Kublai Khan, a legendary but real-life ruler of China. Using examples from the text, analyze how trade and technology affected China.</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>
<p>May</p>	<p>MesoAmerica Early Native American Cultures</p>	<p>3) Compare the development of early world religions and philosophies and their key tenets.</p> <p>14) Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayas, Aztecs, Incas, and North American tribes.</p>	<p>Chapters 19 + 20</p> <p><u>TDW Example:</u> Moctezuma Ilhuicamina: He Frowned Like a Lord, He Pierces the Sky Life an Arrow (p. 579) In this story, you read a fictionalized account of Mactezuma, a real Aztec king. Based on the information in the text, what do you think distinguishes the cultures of Mesoamerica, or makes them different? The Incan Ice Maiden: Frozen for Five Hundred Years (p. 599) Using examples from the story, defend this statement: Geography greatly impacted many aspects of the Incas lives.</p> <p>Ellevations - myWorldHistory ELL Support Strategies Teacher Edition</p> <p>myWorldHistory Enrichment Activity in Teacher Edition</p>