

HST 103- World History - SY2016-20

Instructional Cycle 1

Unit Name: Civilization Begins

Days 1-5

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
F2 Systems of Human Organizations- Changes brought on by the Agricultural Revolution, including the environmental impact of settlements	What are the most widely accepted theories on when and where the earliest humans lived and how they migrated? Why did some early peoples make the transition from hunter-gatherers to pastoral and agricultural societies? What are the essential conditions that define a people as a civilization? Why was ancient Egypt called "the gift of the Nile"? What are the distinguishing characteristics of ancient Egyptian culture?	TLAC Strategies:	1.03, 1.04, 1.05, 1.06, 1.07

Unit Name: Civilization Begins

Days 6-10

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
F2 Systems of Human Organizations	<p>What is a dynasty?"How do empires differ from other structures of government? How did Egypt expand and gain power during the New Kingdom?What are some major legacies of the Persian Empire?</p> <p>What characteristics did the early empires of western Asia share? How did they differ?</p> <p>Why was Hammurabi's code significant?"</p>		1.08, 1.09, 1.10, 1.11, 1.12

Unit Name:

Days 11-15

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>F2 Systems of Human Organizations</p> <p>F3 Growth and Development of World Religions</p>	<p>How did the Minoans and Phoenicians spread trade and culture in the Mediterranean? Why is our knowledge of Minoan culture limited? How did trade affect the spread of ideas in the ancient world? How did migrating peoples affect the civilizations of southern Asia? What literary works provide information on early Indian society? What are the basic beliefs of Hinduism? With what country is Hinduism most closely associated?</p>		1.13, 1.14, 2.01, 2.02, 2.03

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Growth and Development of World Religions

Days 16-20

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
F2 Systems of Human Organizations F3 Growth and Development of World Religions	What are the major founder(s), beliefs/teachings, sacred texts, and characteristics of Buddhism? What is a classical civilization? How was India under the Gupta Empire considered a classical civilization? What are the basic teachings of Confucianism and Daoism? How did Confucianism influence the Chinese and other Eastern societies/governments? What achievements were made in China under the Zhou Dynasty? How was China under the Han Dynasty a classical civilization?		2.04, 2.05, 2.06, 2.07, 2.08

Unit Name:

Days 21-25

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson

<p>F2 Systems of Human Organizations</p> <p>F3 Growth and Development of World Religions</p>	<p>How did the geography of Greece influence the development of independent city-states?</p> <p>What elements of shared culture and values bound together the diverse Greek city-states?</p> <p>How did life in Sparta and Athens differ?</p> <p>What are the main reasons for the rivalry between Sparta and Athens?</p> <p>Why is Athens considered the birthplace of democracy?</p>		<p>2.09, 2.11, 2.12, 3.01, 3.02</p>
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Unit Name:

Days 26-30

Standards	Essential Understandings– What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>F2 Systems of Human Organizations</p> <p>F3 Growth and Development of World Religions</p> <p>F4 - Regional Interactions</p> <p>4.1.1 Crisis in the Classical World;</p> <p>4.1.2 World Religions;</p> <p>4.1.3 Trade Networks and Contacts</p>	<p>What was the significance of the Persian Wars in Greek history?</p> <p>What cultural and political achievements characterize the Golden Age of Athens under Pericles? How did Greek democracy influence later Western political thought? What were the major causes and results of the</p>		<p>3.03, 3.04, 3.05, 3.06</p>

Instructional Cycle 2

Unit Name: Unit 3-5.06 Western Classical World, Regional Civilizations and Cultures, Regional Tran

Days 31-35

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>F2. Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. F2d.</p>	<p>How was Hellenistic culutre spread throughout central Asia? How was the Roman Republic Founded? Why was the Roman Republic so good at expanding its borders?</p>		<p>3.06 Alexander the Great 3.07 Discuss: Lasting influences 3.08 The Roman Republic 3.09 Rome's Expansion and Crisis 3.10 From Republic to Empire</p>

Unit Name:

Days 36-40

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>F2. Use the examples listed below to explain the basic</p>	<p>Why and how did Rome become an empire? How did Rome form a Greco Roman culture? How was christianity</p>		<p>3.11 Roman Society and Culture 3.13 The</p>

<p>features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. F2d. Classical Mediterranean</p>	<p>spread throughout the empire? What factors led to the collapse of the Roman Empire?</p>		<p>Rise of Christianity 3.14 The Roman Empire crumbles 3.15 Preparing for the Unit test 3.16 Western Classical World Unit test</p>
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Unit Name:

Days 41-45

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>4.1.3 Trade Networks and Contacts - Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including: 4.1.3.a land-based routes across the Sahara, Eurasia and Europe 4.3.1 Africa to 1500 - Describe the diverse characteristics of</p>	<p>What are the key geographic features in Africa and how did it affect how did it influence how people lived? What are the causes and affects of the Bantu migration? Where is Meso America and what societies live there? Who were Justinian and Theodora and in what ways were they influential? What were the consequences of the schism of 1054?</p>		<p>4.01 North African Societies 4.02 South of the Sahara 4.03 Societies in the Americas 4.04 The Byzantine Empire 4.06 Byzantine Civilization</p>

Unit Name:

Days 46-50

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>5.3.1 Ottoman Empire through the 18th Century - Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by: 5.3.1.b analyzing the impact of the Ottoman rule 5.3.4 Russia through the 18th Century - Analyze the major political, religious,</p>	<p>Who was Ivan the great and how did he influence Russia? How are we influenced by Muslim culture today?</p>		<p>4.07 Russia Rises 4.08 The Rise of Islam 4.09 The Spread of Islam 4.10 Muslim Culture and Life 4.12 Preparing for the Unit test 4.13 Regional Civilizations and Cultures unit test</p>

Unit Name: Unit 5 Regional Transitions

Days 51-55

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>F4 Regional Interactions Identify the location and causes of frontier interactions and conflicts, and</p>	<p>What are the greatest achievements of the Tang and Song dynasties? What was traded along the silk road? How were the Mogols able to expand their empire so successfully? What were the similarities and differences in the rise of Japan and Korea? How did Charlemagne</p>		<p>5.01 China's Tang and Song Dynasties 5.02 The Silk Road 5.04 The Mongols 5.05 Korea and</p>

<p>internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. 4.3.3 Explain how Chinese</p>	<p>Japan and Korea. How did Charlemagne influence Europe?</p>	<p>Japan Rising 5.06 Charlemagne forges an Empire</p>
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Unit Name: Unit 3-5.06 Remediation

Days 56-60

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
			<p>TBD by student needs for remediation. USA Test Prep practice may be assigned as well</p>

Instructional Cycle 3

Unit Name: 5.06 Regional Transitions - Unit 7 Changing Worlds (and 1.2,1.3,1.4, 1.5 of S2)

Days 61-65

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>4.3 Regional Expectations Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China</p> <p>4.2 Interregional or Comparative Expectations Analyze and compare important</p>	<p>How influential was the Catholic Church in everyday life in the Middle Ages? What were the repercussions of the Crusades? What was the feudal system? Who was William the Conqueror and what was his greatest achievement?</p>		<p>5.07 Life in the Middle Ages</p> <p>5.08 Europe's Age of Faith</p> <p>5.09 The Crusades</p> <p>5.10 The Culture of the Middle Ages</p> <p>5.11 The Rise of Monarchs</p>

Unit Name: Unit 5 Regional Transitions

Days 66-70

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>4.2 Interregional or Comparative Expectations Analyze and compare important hemispheric interactions and cross-regional developments,</p>	<p>What are the lasting effects of European rivalries? How did geography and climate influence the lives of people in Africa?</p>		<p>5.12 Crises</p> <p>5.13 Powerful people</p> <p>5.16 Preparing for the Unit test</p> <p>5.17 Regional Transitions Unit 5 test</p> <p>6.01 West African Kingdoms</p>

including the growth and consequences of an interregional system of communication, trade, and culture exchange during an

Unit Name: Unit 6 Patterns of Civilization

Days 71-75

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>"4.1 Cross-temporal or Global Expectations Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.</p> <p>4.3 Regional Expectations Analyze important regional developments and</p>	<p>How did geography and climate influence the lives of people in Africa? Compare and contrast the cultures of the Ottomans and the Mughals. What is Cultural Diffusion? How did it happen in the past and how does it happen now? What are the differences between Japan's feudal system and that of Western Europe's?</p>		<p>6.02 Eastern and Southern African Kingdoms 6.03 New Muslim Empires 6.05 China's Ming and Qing Dynasties 6.06 Japan's Tokugawa Shogunate 6.08 Looking Back</p>

Unit Name: Unit 6 Patterns of Civilization

Days 76-80

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
4.3.2 The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American	What are the greatest achievements of the Aztecs and the Incas? What factors helped make Italy the birthplace of the Renaissance?		6.12 Preparing for the Unit Test 6.13 Patterns of Civilization Unit Test 7.01 The Aztec Empire 7.02 The Empire of the Inca 7.03 The Renaissance Begins in Italy

Unit Name: Unit 7 Changing Worlds

Days 81-85

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
"4.3.5 Western Europe to 1500 – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including	In what areas did Renaissance figures make notable achievements? In what ways did the Northern Renaissance differ from that in the South? What were the political and cultural achievements in England during the Elizabethan age?		7.06 Artistic Genius 7.07 Beyond Italy 7.08 The Elizabethan Age 1.02 Europeans set Sail (103B) 1.03 Conquest and Colonies (103B)

- the role and political impact of the Roman Catholic Church in European medieval society
- the cultural and

Unit Name: Unit 7 Changing Worlds and Global Contact from S2 103B

Days 86-90 (*Note with 88 days in S1, some days will need to double up to fit. All discussions are in class or

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
5.2.1 European Exploration/ Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by • describing the	Can you explain why explorers set sail? I can explain the "3 G's" of exploration. What was the impact of the Columbian Exchange on the world, both short term and long?		1.04 Global Contact (103B) 1.05 Results of Global Contact 7.10 Preparing for the Unit Test 7.11 Changing Worlds Unit test

Instructional Cycle 4-- Beginning of Semester 2

Unit Name: Unit 1 Entering the Modern Era

Semester 2 begins Days 1-5

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>5.3.5 Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in</p>	<p>What is the Protestant Reformation? In what ways did the Northern Renaissance differ from that in the South?</p>		<p>1.01 Semester Introduction 1.07 Protestant Reformation 1.08 Catholic Reformation 1.09 Religious Wars and the Rise of Absolutism 1.10 England's Monarchy and its Limits</p>

Unit Name: Entering Modern Era Cont., Unit 2 Revolution and Empire

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>4.3.5 Western Europe to 1500 – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including</p> <ul style="list-style-type: none"> the role and political impact of 	<p>What were the political and cultural achievements in England during the Elizabethan age? What is the importance of the printing press? How did the American Revolution change the world order? How did new ideas transform Europe?</p>		<p>1.12 Preparing for the Unit test 1.13 Entering the Modern Era Unit Test 2.01 The Scientific Revolution 2.03 The Enlightenment 2.04 The American Revolution</p>

the Roman Catholic Church in European medieval society

- the cultural and

Unit Name: Unit 2 Revolution and Empire, Unit 3 Changing Expectations

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>6.2 Interregional or Comparative Expectations Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.6.2.1 Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes</p>	<p>How did the French Revolution change France? Can you compare/contrast the American and French Revolutions?</p>		<p>2.05 The French Revolution 2.06 Radical Revolution 2.08 Age of Napoleon 2.09 Latin American Independence Movements 2.10 Nationalism in Europe</p>

Unit Name: Unit 2 Revolution and Empire,

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including • gains from trade • organizational “revolution” (e.g., development of corporations and labor organizations) • advantages of physical geography •</p>	<p>Can you explain the causes of the Industrial Revolution? How did the I.R. change Europe? What were some new ways of thinking in Europe? USA?</p>		<p>2.11 The Growth of Western Democracies 2.12 Preparing for the Unit test 2.13 Revolution and Empire Unit Test 3.01 The Industrial Revolution begins in England 3.02 The Industrial Revolution Spreads</p>

Unit Name:

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>3.1.4 GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea)</p>	<p>Can you explain the rise of the middle class? What is "standard of living? What is GDP? What did Europeans want from Africa? What is Imperialism? How did Europeans conquer Africa?</p>		<p>3.04 Business, Labor, and a New Middle Class, 3.05 New Ways of Thinking 3.06 Taking Action 3.07 A Rising Standard of Living 3.09 European Scramble for Empire</p>

construct a relationship between real GDP and standard of living. (National Geography Standard

Unit Name:

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by • using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial</p>	<p>What did Europeans want from Africa? What is Imperialism? How did Europeans conquer Africa?</p>		<p>3.10 Asia Divided 3.11 Non-European Nations Compete 3.12 Preparing for the Unit test 3.13 Changing Expectations Unit Test Extra Day for reteach and remediation</p>

Instructional Cycle 5

Unit Name: Unit 4: War, Revolution, and Crisis

Days 1-5

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
7.2.1 World War I 7.3.1 Russian Revolution	<p>What circumstances, attitudes, and events led to war in Europe in 1914? Once the war was underway, how did it differ from popular expectations?</p> <p>Why did the Great War result in such high casualties on the both sides? What is total war? In what ways was the Great War an example of total war?</p> <p>Why did the United States remain neutral in the first years of the war? What were Woodrow Wilson's goals for peace?</p> <p>To what extent were Woodrow Wilson's goals for peace achieved by the Treaty of Versailles?</p> <p>How did the Treaty of Versailles deal with Germany, and how did many</p>		4.01, 4.02, 4.03, 4.04, 4.06

Unit Name: Unit 4: War, Revolution, and Crisis

Days 6-10

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
7.2.2 Inter-war Period 7.3.3 Asia 7.3.5 Middle East	<p>What philosophy and tactics did Gandhi advocate in India's independence movement?</p> <p>What issues divided the people of India? How did nationalism influence events in the Middle East after World War I?</p> <p>What issues led to continuing tensions in the Middle East? How did artists, writers, and composers respond to the uncertainty of the postwar era?</p>		4.07, 4.08, 4.09, 4.10, 4.12

<p>Why was the United States able to enjoy an economic boom after World War I?</p> <p>What characterizes the American era known as the Roaring Twenties? What conditions did most of Europe face after World War I?</p>		
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Unit Name: Unit 4: War, Revolution, and Crisis & Unit 5: World War II Reshapes the World

Days 11-15

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>7.2.2. Inter-War Period 7.2.3 World War II 7.3.2 Europe and Rise of Fascism and Totalitarian States</p>	<p>How did European nations respond to German aggression in the years before World War II?</p> <p>What were the major causes of World War II?</p> <p>Why did the Soviet Union enter the war in 1941?</p> <p>What were the key consequences of the attack on Pearl Harbor?</p>		<p>4.13, 4.14, 5.01, 5.02</p>

Unit Name: Unit 5: World War II Reshapes the World

Days 16-20

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
7.2.3 World War II	<p>what is the meaning of the term the Holocaust.</p> <p>What are consequences of the Nazi government's "Final Solution." Explain the term the Holocaust.</p> <p>What was the Nazi government's policies toward and treatment of Jews before and during World War II.</p> <p>What was the Allied strategy for winning the war in the Pacific?</p> <p>What were the arguments for and against the use of the atomic bomb?</p> <p>Who and what were the participants, goals, and outcomes of the Yalta and Potsdam conferences.</p>		5.03, 5.04, 5.05

Unit Name: Unit 5: World War II Reshapes the World

Days 21-25

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
8.1.1 Origins of the Cold War 8.1.2 Cold War Conflicts	<p>What was the Cold War and why did it begin? How did the Western democracies respond to the spread of communism in Europe and around the world? What developments and policies led to an arms race between the United States and the USSR? Where did Cold War conflicts erupt into fighting? What were the consequences of these conflicts? What was détente, and how did it affect the progress of the Cold War? What characterized the American economy and American society during</p>		5.06, 5.07, 5.09

the 1950s and 1960s What political and economic changes shaped Western Europe in the postwar years?		
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Unit Name: Unit 5: World War II Reshapes the World

Days 26-30

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
8.1.3 End of the Cold War 8.1.4 Mapping the 20th Century	<p>Why was the Soviet economy failing by the 1970s? What key causes led to the end of the Cold War and the end of communism in Europe? What challenges did the former Soviet Union and the nations of Eastern Europe face after their communist regimes collapsed?</p>		5.10, 5.12, 5.13

Instructional Cycle 6 Unit 6 The Contemporary World

Unit Name: Unit 6

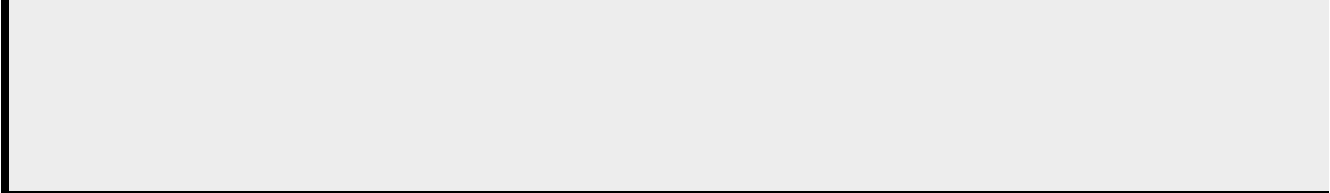
Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>8.2.1 The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of</p>	<p>Why were dictators able to control much of Latin America? How did Latin American countries finally gain independence? What affect did the communist revolution have on the modern world?</p>		<p>6.01 Postwar Latin America 6.02 Dictators in Control 6.03 Directions in Latin America 6.05 Preparing a presentation 6.06 China since 1945</p>

Unit Name: Unit 6

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
<p>8.2.1 The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria,</p>	<p>How did communism affect the governments of southeast Asia? How did the independence movement affect the geopolitical landscape of Africa? How did Europe influence the current hostilities in the middle east?</p>		<p>6.07 South Asia Since 1945 6.08 Southeast Asia since 1945 6.11 The end of Colonialism in Africa 6.12 Challenges in Modern Africa 6.13 New Nations in the Middle East</p>

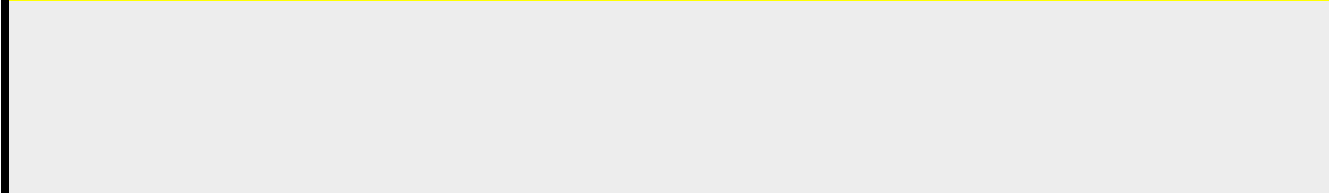
Vietnam, Cuba, Guatemala, and the changing nature of exploitation of			
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Unit Name: Unit 6



Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
8.2.3 Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. 8.1.2 Cold War Conflicts – Describe the	What influence did conflicts in the middle east influence American involvement? How has the U.S. taken the lead in the worlds politics today?		6.14 Ongoing Struggles in the Middle East 6.15 New Threats and Responses 6.16 Preparing for the Unit Test 6.17 The Contemporary World Unit Test Day for reteach and remediation

Unit Name:



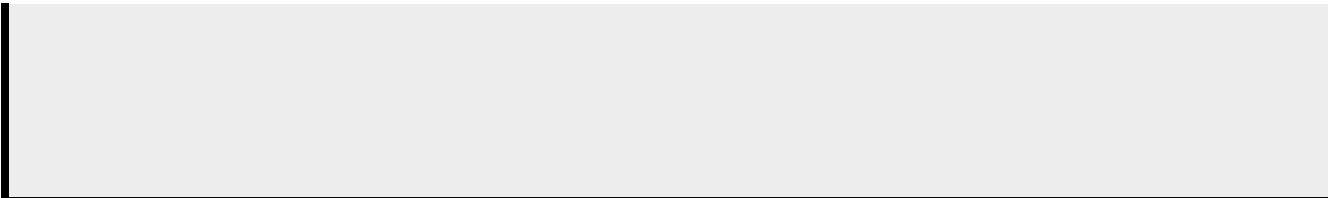
Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson

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Unit Name:

Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson

Unit Name:



Standards	Essential Understandings- What should students know and be able to do at the end of this unit?	Instructional Strategies	OLS/LMS Lesson
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2017 Curriculum Map

Week 1:

Essential
Questions

Graded Assignments/Assessments

Resources

Classwork/Homework

Checkpoints

Assessments

1.05 Quiz

Projects

MVCA: Unit long graded assignment & introductory discussion board

Week 2

Essential
Questions

<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u></p> <p>Checkpoints</p> <p><u>Assessments</u></p> <p>1.09 Quiz 1.12 Chapter Quiz</p> <p><u>Projects</u></p> <p>MGLVA does an Ancient Civs. Travel Brochure</p>	<p>Resources</p>
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Week 3	
	Essential Questions
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u></p> <p>Checkpoints</p> <p><u>Assessments</u></p> <p>1.14 Unit 1 Test 2.03 Chapter Quiz</p>	<p>Resources</p>

<u>Projects</u>	
MVCA: Unit long graded assignment	

Week 4

	Essential Questions
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Graded Assignments/Assessments <u>Classwork/Homework</u> Checkpoints <u>Assessments</u> 2.08 Chapter Quiz <u>Projects</u> Unit 2 Graded Assignment	Resources
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Week 5

	Essential Questions
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Graded Assignments/Assessments	Resources
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Classwork/Homework

Checkpoints

Assessments

2.12 Unit 2 Test

Projects

MVCA: Unit long graded assignment & discussion primary source for unit 3

Week 6

Essential
Questions

Graded Assignments/Assessments

Classwork/Homework

Checkpoints

Assessments

3.06 Chapter Quiz

Projects

Unit 3 Graded Assignment

Resources

Week 1: Western Classical World

**Essential
Questions**

Graded Assignments/Assessments

Resources

Classwork/Homework

Checkpoints
3.07 Discussion

Assessments

3.06 Quiz
3.10 Quiz

Projects

Week 2 Western Classical World Cont.

**Essential
Questions**

Graded Assignments/Assessments

Resources

Classwork/Homework

Checkpoints

<p><u>Assessments</u></p> <p>3.11 Graded Assignment Roman Society and Culture *</p> <p>3.14 Quiz</p> <p>3.16 Unit 3 Test</p> <p><u>Projects</u></p> <p>MGLVA has a Primary Source DBQ that replaces 3.11</p>	
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Week 3 Unit 4 Regional Civilizations and Cultures

	Essential Questions
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u></p> <p>Checkpoints</p> <p>4.05 Discussion: Strategic Location</p> <p><u>Assessments</u></p> <p>4.03 Quiz</p> <p><u>Projects</u></p> <p>MGLVA does a Mini-DBQ about the Hagia Sophia and removes 4.10 Graded</p>	<p>Resources</p>

Week 4

	Essential Questions
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 4.07 Quiz 4.10 Quiz 4.10 Graded Assignment* 4.13 Unit 4 Test</p> <p><u>Projects</u></p>	Resources

Week 5: Unit 5 Regional Transitions

	Essential Questions
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p>	Resources

<p><u>Assessments</u> 5.02 Graded Assignment 5.05 Quiz</p> <p><u>Projects</u></p>	
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Week 6 Remediation reteaching cycle

	<p>Essential Questions</p>
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u></p> <p><u>Assessments</u></p> <p><u>Projects</u></p>	<p>Resources</p>

Week 1

	<p>Essential Questions</p>
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	Essential Questions
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 5.08 Quiz</p> <p><u>Projects</u></p>	Resources

Week 2 Regional Transitions End/ U6 start

	Essential Questions
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> 5.15 Discussion Checkpoints</p> <p><u>Assessments</u> 5.12 Quiz 5.13 Graded Assignment</p>	Resources

5.17 Unit 5 Test	
<u>Projects</u>	

Week 3 Unit 6

	Essential Questions
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Graded Assignments/Assessments <u>Classwork/Homework</u> Checkpoints 6.04 Discussion <u>Assessments</u> 6.06 Quiz 6.06 Graded Assignment 6.08 Graded Assignment * MGLVA omits <u>Projects</u>	Resources
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Week 4 Unit 6 Cont.

	Essential Questions
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 6.13 Unit 6 test 7.03 Graded Assignment* MGLVA omits</p> <p><u>Projects</u> MGLVA: Recipe project for Columbian Exchange essay</p>	<p>Resources</p>
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<p>Week 5 Unit 7 Changing Worlds</p>	
	<p>Essential Questions</p>
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 7.08 Quiz</p>	<p>Resources</p>

<u>Projects</u>	
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Week 6 Changing Worlds and Global Contact

part of another daily lesson)	Essential Questions
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<p>Graded Assignments/Assessments</p> <p style="text-align: center;"><u>Classwork/Homework</u></p> <p style="text-align: center;"><u>Assessments</u> 7.11 Unit 7 test</p> <p style="text-align: center;"><u>Projects</u> MGLVA: Col. Ex recipe project due</p>	<p>Resources</p>
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Week 1

	Essential Questions
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 1.10 Quiz</p> <p><u>Projects</u></p>	<p>Resources</p>
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Week 2

	<p>Essential Questions</p>
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints 2.02 Discussion: Modern World</p> <p><u>Assessments</u> 1.13 Unit 1 test 2.04 Quiz</p>	<p>Resources</p>

<u>Projects</u>	
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Week 3

	Essential Questions
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<p><i>Graded Assignments/Assessments</i></p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 2.06 Graded Assignment* 2.08 Quiz</p> <p><u>Projects</u> MGLVA 2.06 is a series of DBQs with primary source excerpts and chart work</p>	<p>Resources</p>
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Week 4

	Essential Questions
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 2.11 Quiz 2.13 Unit 2 Test</p> <p><u>Projects</u></p>	<p>Resources</p>
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<p>Week 5</p>	
	<p>Essential Questions</p>
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> 3.03 Discuss: Important Innovation or invention</p> <p><u>Assessments</u> 3.04 Quiz 3.04 Graded Assignment 3.07 Quiz</p>	<p>Resources</p>

<u>Projects</u>	
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Week 6

	Essential Questions
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Graded Assignments/Assessments <u>Classwork/Homework</u> Checkpoints <u>Assessments</u> 3.11 Quiz 3.13 Unit 3 Test <u>Projects</u>	Resources
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Week 1

	Essential Questions
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 4.04 Chapter Quiz</p> <p><u>Projects</u> MVCA: Unit long graded assignment MGLVA: 14 Points Assignment/All Quiet on Western Front excerpts and responses/ Op Ed letter</p>	<p>Resources</p>
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Week 2	
	Essential Questions
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 4.08 Chapter Quiz 412 Chapter Quiz</p>	<p>Resources</p>

<p><u>Projects</u> Unit 3 Graded Assignment</p>	
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Week 3

	<p>Essential Questions</p>
<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 4.14: Unit 4 Test</p> <p><u>Projects</u> MVCA: Unit long graded assignment</p>	<p>Resources</p>

Week 4

	<p>Essential Questions</p>
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 5.05 Chapter Quiz</p> <p><u>Projects</u> Unit 5 Graded Assignment MGLVA Cold War PPT Project</p>	<p>Resources</p>
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Week 5

	<p>Essential Questions</p>
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> None</p>	<p>Resources</p>
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<p>Projects</p> <p>Unit 5 Graded Assignment MGLVA Cold War PPT Project</p>	
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Week 6

	<p>Essential Questions</p>
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<p style="text-align: center;">Graded Assignments/Assessments</p> <p style="text-align: center;"><u>Classwork/Homework</u></p> <p style="text-align: center;">Checkpoints</p> <p style="text-align: center;"><u>Assessments</u></p> <p style="text-align: center;">5.10 Chapter Quiz 5.13 Unit 5 Test</p> <p style="text-align: center;"><u>Projects</u></p> <p style="text-align: center;">Unit 5 Graded Assignment MGLVA Cold War PPT Project</p>	<p>Resources</p>
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World

Week 1

	<p>Essential Questions</p>
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 6.03 Graded Assignment 6.05 Quiz</p> <p><u>Projects</u></p>	<p>Resources</p>
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Week 2

	<p>Essential Questions</p>
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints 6.10 Discuss: Asia Today</p> <p><u>Assessments</u> 6.09 Quiz 6.11 Graded Assignment</p>	<p>Resources</p>
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<u>Projects</u>	
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Week 3

	Essential Questions
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u> Checkpoints</p> <p><u>Assessments</u> 6.15 Quiz 6.17 Unit 6 Test</p> <p><u>Projects</u></p>	<p>Resources</p>
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Week 4

	Essential Questions
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<p>Graded Assignments/Assessments</p> <p><u>Classwork/Homework</u></p>	<p>Resources</p>
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<u>Assessments</u>	
<u>Projects</u>	

Week 5

	Essential Questions
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Graded Assignments/Assessments	Resources
<u>Classwork/Homework</u>	
<u>Assessments</u>	
<u>Projects</u>	

Week 6

**Essential
Questions**

Graded Assignments/Assessments

Resources

Classwork/Homework

Assessments

Projects