

Map: **SS Grade 9** Grade Level: **9**District: **Island Trees**Created: **01/08/2007** Last Updated: **01/08/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p><b>World Geography</b></p> <p>What impact does geography have on history?</p> <p>How do different people adapt to their environment?</p> <p>How does location affect the people of a region?</p> <p>What impact does physical geography have on the development of a region?</p>	<p>Location of continents, countries, bodies of water, major cities and special features on a world map.</p> <p>Longitude and Latitude</p> <p>Types of Maps:</p> <p>Climate Maps</p> <p>Population Maps</p> <p>Map Scales</p> <p>Physical and Political Maps</p>	<p>Labels continents, countries, bodies of water, major cities and special features on a world map.</p> <p>Uses longitude and latitude to locate specific places and things on a world map.</p> <p>Analyzes the effects of climate on a region.</p> <p>Identifies the relationship between areas of high population density and natural resources.</p> <p>Measures distances using scales.</p> <p><b>Vocabulary</b></p> <p>Identify key terms.</p> <p>-latitude</p> <p>-longitude</p> <p>-equator</p> <p>-Prime Meridian</p> <p>-population density</p> <p>-climate</p>	<p><b>SS3-K1-1A</b></p> <p><b>SS3-K1-1C</b></p> <p><b>SS3-K2-1B</b></p> <p><b>SS3-K2-1C</b></p> <p><b>SS3-K2-1D</b></p>

			Compares the different information provided by political and physical maps.		
Unit 2	<p><b>Early Man</b></p> <p>What is the relationship between early people and their environment?</p> <p>Why did early people move from place to place?</p> <p>What does the use of tools tells us about a society?</p> <p>How did early people communicate without written language?</p> <p>How did the introduction of agriculture affect early people?</p> <p>Why did the development of civilization help people advance?</p> <p>How did advances in technology help people?</p>	<p><b>Prehistoric people</b></p> <ul style="list-style-type: none"> <li>-before development of writing</li> <li>-Old Stone Age</li> <li>-Nomads</li> <li>-hunter-gatherers</li> <li>-migration</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>-simple tools and weapons</li> <li>-oral language</li> <li>-adaptation of environment</li> <li>-belief in afterlife</li> </ul> <p>New Stone Age</p> <p>Agricultural/Neolithic Revolution</p> <p>Domestication of Animals</p> <p>Impacts of Agricultural Revolution</p> <ul style="list-style-type: none"> <li>-increase in food</li> <li>-population increase</li> <li>-permanent settlements</li> <li>-development of social classes</li> </ul>	<p>Discusses how early man communicated.</p> <p>Identifies early prehistoric people and their culture.</p> <p>Describes the relationship between people and their environment.</p> <p><b>Vocabulary</b></p> <p>Identify Key terms</p> <ul style="list-style-type: none"> <li>- prehistoric</li> <li>-nomadic</li> <li>-Paleolithic Age</li> <li>-Old stone age</li> <li>- hunter-gather</li> <li>- New Stone Age</li> <li>- domestication</li> <li>- polytheism</li> <li>- monotheism</li> <li>- Agricultural Revolution</li> <li>- specialization</li> <li>- institution</li> <li>- artisan</li> <li>- technology</li> <li>- civilization</li> <li>- culture</li> </ul>	<p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K1-1E</p> <p>SS3-K1-1F</p> <p>SS2-K1-1A</p> <p>SS2-K1-1C</p> <p>SS2-K2-1E</p> <p>SS2-K2-1A</p> <p>SS2-K3-1A</p> <p>SS2-K3-1C</p>	

		<p>-advances in technology (calendar, plow, tools, wheel)</p> <p>Features of a Civilization</p>	<p>- scribe</p> <p>- cuneiform</p> <p>- barter</p> <p>- ziggurat</p> <p>Identifies the impact of agriculture on early people.</p> <p>Examines the features of a civilization.</p> <p>Assesses the importance of technology on the advancement of civilization.</p>		
Unit 3	<p><b>Early River Vally Civilizations</b></p> <p>What impact did geography have on the political, economic, social structure of early river valley civilizations?</p> <p>What were the unique contributions and achievements of the early river valley civilizations?</p> <p>How did the rise of early civilizations lead to the building of cities?</p> <p>In what ways have science and technology helped humankind meet its basic needs and wants?</p>	<p><b>Mesopotamia: Ancient Sumer</b></p> <p><b>Geography</b></p> <p>-Tigris and Euphrates</p> <p>-Fertile Crescent</p> <p>-"Cradle of Civilization"</p> <p><b>Political</b></p> <p>-rise of Sumerian city-states</p> <p>-priests as tax collector</p> <p>-military leaders during war time</p> <p>-power in dynasties</p> <p>-Code of Hammurabi</p>	<p>Identifies location of major rivers and key cities of all river valley civilizations.</p> <p>Analyzes the importance of the river in developing political, economic and social structures.</p> <p>Examines the major contributions of early river valley civilizations.</p> <p>Analyzes the formation of early city-states</p> <p>Describes the impact of technology on early river valley civilization</p> <p><b>Vocabulary</b></p> <p>Identifies Key Terms</p>	<p>SS2-K1-1A</p> <p>SS2-K1-1D</p> <p>SS2-K2-1E</p> <p>SS2-K3-1A</p> <p>SS2-K3-1B</p> <p>SS2-K3-1C</p> <p>SS2-K4-1B</p> <p>SS3-K1-1D</p> <p>SS3-K1-1F</p> <p>SS3-K2-1D</p> <p>SS4-K1-1A</p> <p>SS5-K1-1D</p>	

**Economics**

- surplus food traded
- taxes in form of crops
- trade led to cultural diffusion

**Social Structure**

- priest and kings
- wealthy merchants
- working class
- slaves
- women

**Contribution/Achievements**

- polytheism
- wheel, sail, plow
- bronze tools
- irrigation
- ziggurat
- 1st writing system: cuneiform

**EGYPT****Geography**

- Nile River Valley "Gift of Nile"
- Irrigation

- Fertile Crescent
- silt
- irrigation
- city-state
- dynasty
- cultural diffusion
- Hammurabi's Code of Law
- pharaohs
- theocracy
- ethnocentrism
- mummification
- subcontinent
- hieroglyphics
- monsoons
- Mandate of Heaven
- dynastic cycle

-Yearly Floods

**Religion**

-Polytheism

-Theocracy

-Mummification/ Afterlife

**Government**

-Pharaoh/Theocracy

-Dynastic cycle

-Pharaohs power in afterlife

**Social Structure**

-Pharaoh

-Priests

-Nobles

-Merchants

-Peasant Farmers

-Slaves

- Women in high status

-Social Mobility

**Contributions/  
Achievements**

-Hieroglyphics

-Architecture- pyramids

-Calendar

-Knowledge of human body/

medicine

**Indus River Valley**

**Geography**

- Indian sub- continenet
- Islolationism- Himalyas
- Monsoons
- Indus / Ganges River

**Civilization**

- Major Cities
  - Harappa
  - Mohenjo-Daro
- City Planning
  - Grid System
  - Citadel
  - Plumbing/ sewer system
- Mysterious Ending to Civilization

**Chinese Civilization**

**Geography**

- Yellow River (Huang-He)
- Yangtze River
- Geographic Isolation (mountains,deserts,oceans)

-lack of cultural diffusion  
(ethnocentric culture)

**Government**

-Dynastic cycle

-Middle Kingdom (Center of  
Universe)

-Mandate of Heaven- Power  
comes from Heaven

-Feudalism-system of land  
ownership

-Zhou Dynasty

**Religion**

-Polytheism

-Ancestor worship

-oracle bones

**Social Structure**

-Noble warriors/land owners

-Merchants and craftsmen

-Peasants

**Contributions/  
Achievements**

-Character writing

-Coined money

-Iron and Bronze

-Roads and canals

		-Silk				
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p><b>World Religions</b></p> <p>How are the belief systems similar and different?</p> <p>How do belief systems impact the people of today?</p> <p>How does the belief system of a region affect its culture?</p> <p>Who are the key people and leaders of each major belief system?</p> <p>What holy books and texts are related to each belief system?</p> <p>How does cultural diffusion affect the spread of belief systems around the world?</p>	<p><b>ANIMISM</b></p> <p>-all living and non- living have spirit</p> <p>- found in Ancient Africa</p> <p>- Ancestor worship</p> <p>- Spirits of deceased effect life in positive or negative way</p> <p><b>HINDUISM</b></p> <p>-Major religion of India</p> <p>- Brahman unifying spirit</p> <p>- Three in one God</p> <p>- Brahma- the creator</p> <p>- Vishnu- the preserver</p> <p>- Shiva- the destroyer</p> <p>-Goal to achieve one with Brahman</p> <p>- Belief in reincarnation</p> <p>- Karma/ Dharma</p> <p>- Caste Sysyem- Social class structure of India</p> <p>- People born into caste NO social mobility</p> <p>- Karma determines next caste</p> <p>- Moksha- ultimate goal (state of perfection)</p> <p>- Ganges river - sacred</p> <p>- Cow sacred animal</p> <p>- Sacred texts</p>	<p>Identifies the origins, holy books and leaders of major world religions.</p> <p>Compares the beliefs and practices of major world religions.</p> <p>Describes the impact of religion on the culture of people in a region.</p> <p>Explains how cultural diffusion spreads religious beliefs.</p> <p>Evaluates the effects of religion on people today.</p> <p><b>Vocabulary</b></p> <p>Identifies key terms:</p> <p>-monotheism</p> <p>-polytheism</p> <p>-reincarnation</p> <p>-nirvana</p> <p>-dharma</p> <p>-karma</p> <p>-caste system</p> <p>-untouchables</p> <p>-Vedas</p> <p>-Bible</p> <p>-Koran</p> <p>-Torah</p> <p>-Ten Commandments</p> <p>-Eight Fold Path</p>	<p>SS2-K1-1A</p> <p>SS2-K2-1D</p> <p>SS2-K2-1E</p> <p>SS2-K3-1A</p> <p>SS2-K3-1B</p> <p>SS2-K3-1B</p> <p>SS2-K3-1C</p> <p>SS2-K3-1C</p> <p>SS2-K4-1B</p>

- Vedas- prayers and verses

- Upanishads- philoophical dialogue

### **BUDDHISM**

-Founder- Siddharta Guatama (Buddha)

"The Enlightened One"

- Developed in India, but spreads

- Four Noble Truths

-Eightfold Path

- Nirvana- ultimate goal

### **CONFUCIANISM**

-Founder- Confucius in China

- Text- Analects- Confucius' beliefs

-5 human relationships

-People born good, but affected by environment

- Education Important

- Civil Service Exam

- Individuals accept place in society

- Filial Piety- respect elders

- Family educates/ state before individual

### **DAOISM**

- Established in Ancient China

- Goal- live in harmony with nature

-Buddha

-Confucious

-Analects

-filial piety

-Yin and Yang

-Mohammed

-Five Pillars of Islam

-Shariah

-caliph

-moksha

- Founder- Laozi:  
contemplate "the way"
- Yin and Yang- balance in  
nature
- Peace depends on  
harmony of Yin and Yang
- Sacred text- Zhuang Zi-  
fables, sayings

### **JUDAISM**

- Hebrews- nomads lived in  
fertile crescent
- Enslaved in Egypt, God  
helped escape
- Kingdom of Israel,  
Jerusalem capital
- God promised land
- Hebrew beliefs become  
Jewish religion
- Major beliefs
  - Monotheistic
  - Temple- place of  
worship
  - Holy Day- Saturday
- Judaism influenced  
Christianity and Islam

### **CHRISTIANITY**

- Began in Palestine with  
teachings of Jesus
- Apostles- spread religion
- Jesus= Messiah
- Jews and Romans see  
Jesus as threat
- Romans crucify Jesus

- Teachings of Jesus
  - 10 commandments
  - Son of God
  - Salvation and eternal life to anyone who followed
  - Mercy and sympathy for all followers
- Sacred Book- The Bible
  - Old Testament
  - New Testament
- Holy Day- Sunday
- Place of Worship- Church
- ISLAM**- submission to will of God
  - Began in Arabia
  - Major religion of Middle East
  - Monotheistic
  - Founder- Muhammed
    - Angel Gabriel commanded Muhammad to spread religion
  - 5 pillars of Islam
  - Sacred book- Koran
  - Place of worship- mosque
  - Shariah- body of law covers all aspects of life
  - Caliphs- deputies of Islamic religion
  - Spread of Islam
    - Caliphs spread religion

		<ul style="list-style-type: none"> <li>- Empire stretched from Atlantic to Indus river</li> <li>- Jihad- Holy war</li> <li>- Umayyads- family comes to power</li> <li>- Split of the Muslims             <ul style="list-style-type: none"> <li>- Sunni</li> <li>- Shi'a</li> </ul> </li> <li><b>SHINTOISM-</b> "way of the Gods"</li> <li>- Kami- belief that spirits are found in everything</li> <li>- Importance of nature</li> <li>- Shrines built beautifully</li> </ul>			
Unit 5	<p><b>ANCIENT CHINA</b></p> <p>How does geography encourage isolationism and ethnocentrism?</p> <p>How is the dynastic cycle used to explain the rise and fall of Chinese civilizations?</p> <p>What contributions have classical Chinese civilizations made to the wider world?</p> <p>What impact has Confucianism had on Chinese society?</p> <p>How did Mongols rule affect China and Asia?</p> <p>Why was China determined to remain isolated from the western world?</p>	<p>Geographic Features</p> <ul style="list-style-type: none"> <li>- complete map</li> <li>bordering countries</li> <li>Regions</li> <li>Major cities</li> <li>Bodies of Water</li> <li>Special Features             <ul style="list-style-type: none"> <li>- Isolationism</li> <li>- Ethnocentrism</li> </ul> </li> </ul> <p><b>CLASSICAL CHINESE DYNASTIES</b></p> <p>SHANG</p> <ul style="list-style-type: none"> <li>- settled between Yangtze</li> </ul>	<p>Labels an outline map of China identifying major cities, landforms, regions, bodies of water and historical sites.</p> <p>Relates the effects of China's geography to its practices of self-sufficient isolationism and ethnocentrism</p> <p>Applies the dynastic cycle to the rise and fall of Chinese civilizations</p> <p>Compares the Mandate of Heaven with Divine Right Theory</p>	<p><b>SS3-K1-1A</b></p> <p><b>SS3-K1-1D</b></p> <p><b>SS3-K1-1F</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K3-1B</b></p> <p><b>SS2-K3-1C</b></p>	

and Huang He	Evaluates the major contributions of classical Chinese civilizations
- first to leave written records	
- use of bronze and silk	
- oracle bones	Analyzes the impact of Confucianism on Chinese society explains
<b>Zhou</b>	
- Mandate of Heaven	Explains why China turned away from expedition and trade despite achievements in science and engineering
- Dynastic cycle	
- Feudalism	Analyzes the effects of Mongol rule in Asia
- Roads and canals	
- coined money	
- civil servants	Identifies the achievements of the Tang and Song Dynasties
- iron tools and weapons	
- Chinese calendar	Describes the voyages of Zheng He and their impact on China
<b>TANG</b>	
- Tang Taizong (618 -907)	Recognizes the role of Marco Polo and the Silk Roads in facilitating cultural diffusion
- increased territory (Vietnam, Tibet and Korea)	
- centralized government	<b>Vocabulary</b>
- civil servant exam	Identifies Key Terms:
- land redistribution	-Mandate of Heaven
- won support of peasants	-dynastic cycle
- Government corruption	-feudalism
- drought	-Confucius
- rebellions	-civil servant exam
- 907 Dynasty falls	

- SONG -replaced the Tang -empire decreased but was stronger

#### Achievements of Tang and Song

-expanded network of roads and canals (Grand Canal)

-Strengthened central government

-increased overland trade (Silk Roads)

-Technology

-moveable type

-gunpowder

-mechanical clock

-magnetic compass

-paper money

-porcelain

#### Qin

-Shi Huangdi (1st emperor)

- centralized power

- abolished feudalism

- standandnized measures

- nationalized coin measures

- unified writing system

-Great Wall of China

-gentry

-Silk Roads

-isolationism

-Marco Polo

-Genghis Khan

-Zheng He

-Manchus

-Kublai Khan

- built Great Wall

- irrigation

HAN

- Wudi

-expanded borders

- civil service

- Government monopoly  
of resources

- silk roads

- Contributions

- astronomy

- paper

- silk

- wheel barrow

- acupuncture

MONGOLS

-nomads from central Asian  
steppe

**Ghengis Khan** "World  
Emperor"

- took Persia, India and  
North China

- skillful horseman
  
- invaded Constantinople
  
- empire divided among sons after his death
  
- Batu Khan invaded Kiev
  
- Four Khnates**
  
- Central Asia
  
- China/Mongolia
  
- Persia
  
- Russia "Khanate of the Golden Horde"
  
- Kublai Khan**- Genghis' grandson
  
- conquered China, Korea, Tibet, Vietnam
  
- Founded the Yuan Dynasty

**Mongol Rule**

-destructive conquerors

-religious toleration

-collected tribute payment

**Effect on Russia**

-required loyalty and  
tribute

-kept Russia isolated from  
west

-united separate  
principalities of Russia

-rise of Moscow

**Pax Mongolia**

-political stability

-Silk Roads

-Marco Polo

-Venetian merchant  
served Kublai Khan

-established cultural diffusion

MING

-last native Chinese dynasty

-reunited China after 400 years of Mongol rule

-expanded Great Wall of China

-redesigned watchtowers/added cannons

-commerical farming

-return of Confucious beliefs

-voyages of Zheng He

-established trade routes to Europe

-increased tribute to Ming

**Relations with Outsiders**

-Confucianism against exploration

-return to self-sufficient isolationism

-foreign trade controlled by government

-opposed Christian missionaries

QING

-invasion of Manchus (take over Beijing)

		<ul style="list-style-type: none"> <li>-upheld Confucian beliefs</li> <li>-restores Chinese prosperity</li> <li>-continue isolation</li> </ul> <p>Daily Life Under Ming and Qing</p> <ul style="list-style-type: none"> <li>-population doubles</li> <li>-agriculture improved</li> <li>-females inferior (footbinding/infanticide)</li> </ul>			
Unit 6	<p><b>JAPAN</b></p> <p>How does geography affect the development of a society?</p> <p>How did cultural diffusion from China impact Japan?</p> <p>How did the political, economic and social aspects of Japanese feudalism compare to European feudalism?</p> <p>What role did religion play in Japanese culture?</p> <p>How does isolation effect a country economically and socially?</p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-archipelago made of four major islands</li> <li>-"Ring of Fire"-land vulnerable to volcanoes</li> <li>-Natural disasters: tidal waves and typhoons</li> <li>-85% of land covered by mountains</li> <li>-high population density along the coast</li> <li>-staple diet of rice and seafood</li> <li>-lack of natural resources</li> <li>-deep respect for nature</li> </ul> <p><b>Impact of China</b></p> <ul style="list-style-type: none"> <li>-contact through warfare and trade</li> </ul>	<p>Labels an outline map Japan identifying the major islands, surrounding countries, bodies of water and special features.</p> <p>Evaluates the impact of Japan's geography on population density, development of cities, trade and cultural diffusion.</p> <p>Identifies the various aspects of Chinese culture which spread to Japan.</p> <p>Describes the major beliefs of Shinotism and Zen Buddhism.</p> <p>Explains the causes for the decline of the emperor and the rise of Japanese</p>	<p><b>SS3-K1-1A</b></p> <p><b>SS3-K1-1D</b></p> <p><b>SS3-K1-1C</b></p> <p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1B</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K2-1E</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K3-1B</b></p> <p><b>SS2-K3-1C</b></p> <p><b>SS2-K4-1B</b></p>	

-Korea acted as a bridge from China	feudalism.
-Cultural borrowing:	
-Zen Buddhism	Constructs a social pyramid of the class structure in feudal Japan
-Confucianism	
-tea drinking ceremonies, music, dancing, gardening, Buddhist temples	Compares and contrasts Japanese and European feudalism.
<b>Shintoism</b>	
-"Way of Gods"	Evaluates the accomplishments of the Tokugawa Shogunate
-Kami: spirits found in everything in nature	
-importance of nature and ancestors	Assesses the social and economic effects of the Japanese closed country policy.
-helped unite Japan	
-beautiful shrines used pagoda design	
<b>Yamatos</b>	<b>Vocabulary</b>
	Identifies key terms:
-royal family of Japan	
-descendents from the Sun God	-Shinto
-Heian Period (700-1100)	-archipeligo
-rich period of Japanese history	
-silks, elegance and sophistication	-feudalism
-led by an emperor with god-like power	-Samurai
-lavish lifestyle and palace left little time for governance	-kami

**Feudal Japan**

- power of Emperor declined
- preoccupied with court life
- land owners and clan chiefs act as independant local rulers
- countryside becomes dangerous and vulnerable to attack
- landowners trade part of their land for protection
- rigid class structure
- Emperor: held high status but no real political power
- Shogun: military dictator with ruling power
- Daimyo: landowning lord
- Samurai: skilled warriors loyal to lords
- Artisans and Peasants: 75% of population
- Merchants: low status but gradually gain influence

-kabuki

-Code of Bushido

-Zen Buddhism

-haiku

-Shogun

-Daimyo

**Tokogawa Shogunate**

- come to power in 1603 after "warring states period"
- bring stability to Japan through centralized government
- forced peace among competing Daimyos (attendance policy)
- Economic boom
- agriculture grew

		<ul style="list-style-type: none"><li>-population increases</li><li>-trade flourished</li><li>-Closed Country Policy</li><li>-Shogun threatened by influence of missionaries</li><li>-Christianity banned</li><li>-1638: foreigners barred from Japan, no contact with foreigners</li><li>-government monopoly on foreign trade</li><li>-internal trade grew</li></ul> <p><b>Cultural Advances</b></p> <ul style="list-style-type: none"><li>-Growth of Zen Buddhism</li><li>-Kabuki: actors performed drama depicting urban life</li><li>-Haiku: 3 line 17 syllable Japanese poetry</li></ul>			
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	Essential Questions	Content	Skills	Standards/PIs
Unit 7	<p><b>INDIA</b></p> <p>How did the geography of India hinder its ability to unite?</p> <p>What impact did Hinduism have on Indian culture?</p> <p>What contributions did the first empires make in India?</p> <p>How did family life differ in northern and southern India?</p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-subcontinent</li> <li>-Himalaya Mountains isolate India from Asia</li> <li>-Indus-Ganges Plain</li> <li>-Three Major Areas               <ul style="list-style-type: none"> <li>-Northern Plain: fertile land</li> <li>-Deccan Plateau: center of India, dry and little population</li> <li>-Coastal Plain: flat land along east and west coast</li> </ul> </li> <li>-Monsoons: seasonal wet and dry winds</li> <li>-Geography made it difficult to unite</li> </ul> <p><b>Aryans and the Vedic Age (1500 BC- 500 BC)</b></p> <ul style="list-style-type: none"> <li>-Indo-European who migrate from Europe</li> <li>-History of Aryans found in the Vedas               <ul style="list-style-type: none"> <li>-built no cities</li> <li>-few artifacts</li> <li>-fierce warriors</li> <li>-loved music, food, chariot races</li> </ul> </li> <li>-responsible for early caste system               <ul style="list-style-type: none"> <li>-non-Aryans at the bottom of the social pyramid</li> </ul> </li> </ul>	<p>Labels an outline map of India identifying the surrounding countries, major cities, bodies of water, and special features.</p> <p>Explains how the geographic features of India made it difficult for the country to unite.</p> <p>Analyzes the impact of Hinduism and the Caste System on Indian society and culture.</p> <p>Evaluates the changes and advancements of the Mauryan Dynasty.</p> <p>Assesses the effects of Asoka's policies of nonviolence and religious toleration.</p> <p>Explains the contributions made by the Gupta Empire.</p> <p>Identifies the different family patterns that existed in India</p> <p><b>Vocabulary</b></p> <p>Identifies key terms and names</p> <p>-subcontinent</p>	<p><b>SS3-K1-1D</b></p> <p><b>SS3-K1-1A</b></p> <p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K3-1B</b></p> <p><b>SS2-K3-1C</b></p> <p><b>SS2-K4-1B</b></p>

**Mauryan Empire**

- monsoon
- Asoka
- Chandragupta united India
- religious toleration
- fears assassination
- Aryans
- advisor writes guide for governing a vast empire (Arthashastra)
- Vedas
- creates strong government with effective bureaucracy
- patriarchal
- matriarchal
- collected taxes
- built roads and harbors
- helped trade
- harsh rule and high taxes on farmers
- created secret police

**Asoka's Reforms**

- Chandragupta's grandson
- horrified by brutality of constant war
- preached nonviolence
- converted to Buddhism
- religious toleration
- unified people of India and brought prosperity

**Mauryan Contributions**

- trade flourished (roads, shade, rest houses for travelers)
- capital city of pataliputta

-schools and libraries

-unification of India

### **Gupta Empire (320-550)**

-came to power after 500  
years of Mauryan rule

-northern people benefited  
from geography

-Himalayas keep out  
invaders

-Indus and Ganges rivers  
provide water and fertile  
land

-time of peace and  
prosperity

### **Influence of Hinduism**

-practice Hindu traditions  
and beliefs

-lived according to caste  
system

-cultural and intellectual  
achievements affected by  
the caste system

### **Gupta Rulers**

-1st ruler-Chandra Gupta I

-Samudra

-son of Chandra Gupta

-lover of poetry and music

-expanded empire of his  
father

-Chandragupta II: empire reached its height

-took parts of western India and ports on the Indian Ocean

-increased trade through Mediterranean Sea

-arranged political marriages

#### **Gupta Government**

-centralized power, ruled by the Ganges

-farming and trade flourished

-artistic achievement

#### **Gupta Family Life**

-joint families

-patriarchal families in the north

-matriarchal families in the south

-arranged marriages through caste system

#### **Gupta Achievements**

-zero and decimal system

-arabic number system

-advanced medicine, classified diseases and medical plants, plastic surgery

		<ul style="list-style-type: none"> <li>-discovered earth was round by observing lunar eclipses</li> <li>-calculated value of pi and length of solar year</li> </ul>			
Unit 8	<p><b>AFRICA</b></p> <p>How did the geography of Africa cause cultural diversity?</p> <p>How did the Bantu-Speaking people spread culture to Sub-Saharan Africa?</p> <p>What role did African kingdoms play in overland and maritime Global trade routes?</p> <p>What impact did Islam have on African kingdoms?</p> <p>What forces contributed to the rise and fall of African Kingdoms?</p> <p>How did traditional art reflect the beliefs of African Kingdoms?</p> <p><b>LATIN AMERICA</b></p> <p>How does the land bridge theory explain the arrival of the first Americans?</p> <p>How did the development of farming change the way people lived in the Americas?</p> <p>What role did religion play in early Native American civilizations?</p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-2nd largest continent</li> <li>-varied climates and terrains</li> <li>-savanna <ul style="list-style-type: none"> <li>- grassy plains that cover much of Africa</li> </ul> </li> <li>-dense farmland</li> <li>-heavy population</li> <li>-desert <ul style="list-style-type: none"> <li>-Sahara Desert is largest in world</li> <li>-separates North African and Sub-Saharan Africa</li> </ul> </li> <li>-rainforest <ul style="list-style-type: none"> <li>-located along the equator in Central Africa</li> <li>-extensive plant and animal species</li> </ul> </li> <li>-regular coastline with natural harbors</li> <li>-unnavigable rivers (contains waterfalls and rapids)</li> <li>-"Dark Continent"- geography has isolated Africa from rest of the world</li> </ul> <p><b>Movement of People and Goods</b></p>	<p>Explains how the geography of Africa affected its people and caused cultural diversity.</p> <p>Identifies the various geographic features of Africa on a physical map.</p> <p>Assesses the effects of desertification in the Sahara Desert.</p> <p>Describes the reasons for the Bantu migration into southern Africa.</p> <p>Discusses traditional African society, religion and family patterns.</p> <p>Evaluates the importance of the salt and gold trade to west African Kingdoms.</p> <p>Identifies the impact of Islam on early African Kingdoms.</p> <p>Explains why African Kingdoms fell into decline after their successful rise to power.</p> <p>Demonstrates how African art reflected early African beliefs and culture.</p> <p><b>Vocabulary</b></p> <p>Identifies key terms and phrases:</p> <ul style="list-style-type: none"> <li>-savanna</li> </ul>	<p><b>SS3-K1-1D</b></p> <p><b>SS3-K1-1F</b></p> <p><b>SS3-K1-1A</b></p> <p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1B</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K2-1D</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K3-1C</b></p> <p><b>SS2-K4-1B</b></p>	

How did culture and economics link North American societies?	-Bantu-Speaking people began the migration of people in Africa	-rainforest -desertification
How did the Maya develop a complex civilization?	-moved southward into Sub-Saharan Africa	-unnavigable
How did the Aztecs create a powerful empire through alliances and conquest?	-spread their culture and language	-consensus -nuclear family
How did the Incas use bureaucracy and extensive roads to unify their empire?	-adapted to African environment and climate	-extended family
	-farmed along Congo River	-patrilineal
	-raised cattle in the savanna	-matrilineal
	-new crops led to an increase in population	-clan
	-Continued to migrate in search of needed fertile land	-stateless society
	-helped unify parts of Africa	-lineage
	-intermarriage with other tribes led to cultural blending	-Mansu-Masa
		-Timbuktu
		-Rite of Passage
		-griot
	<b>Traditional African Society</b>	
	-Village Government	Labels an outline map of Latin American countries, major cities, geographic features and bodies of water.
	-power shared by people	
	-group came before individual needs	
	-consensus-village members gathered and had open discussion	Explains the land bridge theory of the settlement of Latin America.
	<b>Family Patterns</b>	
	-family was basic unit in society	Examines the religious practices and beliefs of early Latin American civilizations and its effects
	-hunter gatherers tended to have nuclear families	

-extended families common	on society.
-families organized into lineages with common ancestry	Evaluates the achievements and contributions of early Latin American civilization before the arrival of Europeans.
-patrilineal- leadership held by the father	
-matrilineal-leadership held by mother	
-clan-group of people united by common ancestors	Describes the impact of agriculture to early American civilizations.
<b>Early Religion</b>	Compares the Inca and Aztec empires to early Afro-Eurasian classical civilizations.
<b>Animism</b>	
-belief in ancestral worship	
-all living and non-living things have a spirit	Discusses the significance of the widespread Incan and Aztec trading systems.
-polytheistic	<b>Vocabulary</b>
-elders led religious ceremonies	Identifies Key Terns:
-drums used to communicate with ancestors	-Land Bridge Theory
<b>Rise and Fall of African Kingdoms</b>	-domestication
-leaders become powerful through slave trade	-maize
-Saharan people traded salt to savannah people for gold	-glyphs
	-codex
	-Tikal
	-Triple Alliance
<b>Ghana (800-1000)</b>	-Montezuma
-controlled gold and salt trade	-obsidian
-military and political leaders	-Pachacuti
	-allya

-Islam introduced by Arab traders

-mita

-Muslims advisors worked for government

-quipa

-Decline

-king lost trade monopoly

-attacks from northern invaders

-fell to Sundiata of Mali

### **Mali (1200-1450)**

-Sundiata becomes first emperor after fall of Ghana

-Mansu-Masa increased empire and divided into four provinces

-Timbuktu becomes center of learning

-control of gold and salt trade

-government based on Koran

-Decline

-ineffective rulers

-invasions decreased power

### **Songhai (1450-1600)**

-Sunni Ali conquered Timbuktu

-Askia Muhammed devout Muslim

-launched jihads for

expansion

-Gold, kola nuts, and slaves  
main exports

-Decline

-defeated by Moroccans  
seeking to control gold  
trade

-lackd modern weapons

**Benin People**

-traded ivory, pepper and  
slaves with northern  
neighbors

-traded with Portugese  
beginning in 1500's

-learned to cast brone and  
brass

-bronze sculptures  
portrayed warriors

**Kingdom of Aksum**

-present day Ethiopia

-Adulis-important trade port

-traded salt, rhino, tortoise  
shells and emeralds

-Ezana-leader who  
conquered parts of Arabian  
peninsula

-Contributions

-established Christianity

- stone pillars
- written language
- minted coins
- terrace farming
- canals
- Decline
  - conquered by Islamic invaders
  - Adulis was conquered and trade declined
- African Contributions**
- Art**
  - ivory, wood and bronze items
  - tied to religious beliefs
  - statues and masks used in ceremonies
  - decorations identify clans
- Literary Traditions**
  - oral traditions
  - history and folktales passed by word of mouth
  - griots
  - influenced by Arabic written language
- Education**
  - elders responsible for education (wise)

- Rite of Passage
- Timbuktu attracted students from Muslim world

**Commerce**

- introduced African crops to other lands
- established long lasting trade routes

**Early Development**

- Land Bridge Theory
- Beringia (Ice Age)
- paleolithic hunters followed herds
- Agricultural Revolution (permanent settlement)
- Mesoamerica

**Olmec Civilization**

- along the coast of Mexico
- pyramid shaped temples
- calendar
- system of writing
- cultural diffusion through trade
- salt, tar and trade
- honored priests
- worshipped jaguar

**Mayas**

- southern Mexico
- influenced by Olmec
- terrace farming
- maize, beans, squash
- profitable trade system  
(honey, cocoa, feathers)
- men cultivated, women  
produced food
- Religion
  - polytheistic
  - human sacrifices/body  
piercing
  - ceremonies guaranteed  
harvests and battle victories
- Social Structure
  - chief and nobles
  - officials and military  
leaders
  - farmers
- Contributions
  - Giant Temples and  
Palaces
  - paintings and carvings
  - hieroglyphics ( 800  
glyphs)
  - codex
  - 365 day calendar
  - astronomy (planets, sun  
and moon)

- Decline
- constant warfare
- overpopulation
- overused soil
- divided into weak city-states

**Aztecs**

- Central Mexico
- arrive in valley 1200
- sun god led them to their capital
- Tenochtitlan- founded 1325
- Triple Alliance formed
- required tribute from conquered
- military conquests
- Tenochtitlan- urban center
- connected by streets
- canals, aqueducts
- temple at center of city
- Religion
- polytheistic
- public ceremonies
- human sacrifice
- Sun God

-Problems

-Montezuma became emperor 1502

-demanded high tribute

-empire weakened by rebellion

-Spanish conquistadors (Cortez) conquers Aztec

### **Inca**

-small kingdom in the Andes Mountains

-worshipped dead rulers and ancestors

-ruler descended from sun god

-Religion

-human sacrifice

-mummified dead rulers

-American Empire

-Pachacuti-expanded empire into Peru

-powerful military

-divided empire into territories

-efficient economic system

-unified language

-extensive roads lead to Cuzco

-schools taught Incan beliefs and culture

-Decline

-civil war over throne

		-Spanish conquistadors (Pizarro)			
Unit 9	<p><b>Ancient Greece</b></p> <p>How did the geographic features influence the development of Ancient Greece?</p> <p>How did the trade routes of Ancient Greece allow for cultural diffusion?</p> <p>How did the Greek city-states of Athens and Sparta differ?</p> <p>What impact did Athenian government have on the western world?</p> <p>How did the ideas of Greek philosophers impact traditional thought?</p> <p>What contributions did the ancient Greeks make in art, architecture and science?</p> <p>How did the rule of Alexander the Great spread Hellenistic culture?</p> <p><b>Ancient Rome</b></p> <p>How did Rome' legal system influence government in the U.S and Western Europe?</p> <p>What factors contribute to the rise and fall of great empires?</p> <p>What are the necessary qualities of a great leader?</p> <p>How are cultural, economic and political achievements affected by periods of peace</p>	<p><b>Geography</b></p> <p>-archipelago</p> <p>-isolated by mountains</p> <p>-Aegean, Mediterranean, Ionian Seas provide trade</p> <p><b>Early Civilization</b></p> <p>-Minoans (1750 B.C)</p> <p>-Mycenaens (1400 B.C)</p> <p><b>Rise of City-States</b></p> <p>-Athens vs. Sparta</p> <p>-direct democracy</p> <p>-Peloponnesian War</p> <p>-Persian War</p> <p><b>Contributions</b></p> <p>-Art/Sculpture: ideal human form</p> <p>-Archetecture: Parthenon, columns, balance and proportion</p> <p>-Drama: traged and comedy</p> <p>-Philosophy: Socrates, Plato, Aristotle</p> <p><b>Rulers</b></p> <p>-Pericles: Golden Age of Athens</p>	<p>Explains how the geography of Greece led to the development of independent city-states.</p> <p>Compares and contrasts the political organization of Ancient Athens and Sparta.</p> <p>Describes the contributions in art, architecture and science that Ancient Greece made to later civilizations.</p> <p>Evaluates the long lasting impact of Athenian democracy.</p> <p>Explains ideas of Ancient Greek philosophers.</p>	<p><b>SS5-K1-1B</b></p> <p><b>SS5-K1-1D</b></p> <p><b>SS5-K3-1A</b></p> <p><b>SS2-K1-1B</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K2-1D</b></p> <p><b>SS2-K3-1C</b></p> <p><b>SS2-K4-1B</b></p>	

and prosperity?	-Philip of Macedonia: wants revenge for the Persian War	Analyzes the role of Alexander the Great in spreading Hellenistic Culture.
<b>Byzantine Empire</b>	-Alexander the Great	
How did the Byzantine Empire pressure Greco-Roman culture after the fall of the western Roman Empire?	-general and politician	
	-conquered Greece, Persia, and Egypt	
How did Roman law influence the government and code of law of emperor Justinian?	-spread Hellenistic Culture	
	<b>Geography</b>	<b>Vocabulary</b>
What was the significance of the Orthodox Christian Church in the Byzantine Empire?	-peninsula	Define Key Terms:
How did the Byzantine Empire influence Russia and other areas of eastern Europe?	-strategic location in Mediterranean	-archipeligo
	-Alps in the north	-polis
<b>Ottoman Empire</b>		
How did the Ottoman Turks gain control of Constantinople?	-rolling hills	-aristocracy
How should conquerors treat the people they conquer to create a stable and powerful empire?	-natural protection	-direct democracy
How impact did European Exploration have on the Ottoman Empire?		-totalitarian
	<b>Beginnings/Early People</b>	-Golden Age of Athens
	-Remus and Romulus	-Hellenistic Culture
	-Latins: settled on Paletine Hill	-Parthenon
		Discusses the myth of Remus and Romulus.

-Greeks: settled along coast	
-Etruscans: native to northern Italy	Identifies the impact of Rome's early people on its culture and development.
<b>Early Republic</b>	
-Government: Senate, Consuls, Tribunes	Explains the structure of the Roman Republic.
-Plebeians vs. Patricians	
-Punic Wars	Describes Rome's role in the Punic Wars.
<b>Roman Empire</b>	
-Julius Caesar	Evaluates the leadership of Julius Caesar leading to his downfall.
-dictator of Rome	
-assassinated by Senate	Judges the accomplishments of Augustus Caesar during the Pax Romana.
-Augustus Caesar	

-1st Roman Emperor	
-Pax Romana	Describes the rise and spreading of Christianity in the Roman Empire.
-Life in Imperial Rome	
<b>Rise of Christianity</b>	Explains the political, economic, social and military reasons for the collapse of the Roman Empire.
-Jesus Christ	
-Constantine adopts Christianity	Values Roman achievements in law, architecture, language, literature and engineering.
-Capital moved to Constantinople	
	<b>Vocabulary</b>
<b>Fall of Rome</b>	Defines Key Terms:
-Economic	-Republic
-Political	-senate
-Military	-patrician
	-plebian

	-Social			
		-Twelve Tables		
	<b>Contributions</b>	-Pax Romana		
	-Law: basis for government of U.S and Western Europe	-aqueduct		
	-Archetecture: dome, arch, Colosseum	Explains how the Byzantine Empire rose out of the eastern Roman Empire		
	-Language: Romance Languages			
	-Engineering: aqueducts, roads, bridges			
	Split of the Roman Empire into east and west (early 200's A,D)	Recognizes Constantinople as a strategic location for the capital.		
	Location of Constantinople (old Greek city of Byzantium)			
	<b>Achievements</b>	Identifies the influence of Roman law on Justinian Code.		
	-preserved Greek and Roman culture			
	-Justinian Code	Describes the events leading up to the schism.		

-Engineering (Hagia Sophia, dome)

-Art (mosaic)

-Commerce (Byzantine culture spread through trade)

**Justinian Code**

-the code

-the digest

-the institutes

-the novellae

**Orthodox Christian Church**

-Byzantine Christianity

-Schism (banned use of icons)

-patriarch head of the church

Compares Roman Catholicism to Eastern Orthodox.

Explains how the Byzantine empire was able to preserve Greco-Roman culture.

Identifies the influence of Byzantine Christianity on the development of early Russia.

Recognizes the importance of trade routes linking the Byzantine Empire and Russia.

**Vocabulary**

Identifies Key Terms

-Justinian Code

	-spread through trade and missionaries	-autocrat			
	<b>Impact on Russia</b>	-Hagia Sophia			
	-Cyrillic alphabet	-icon			
	-idea of a single ruler (Ivan the Great)	-mosaic			
	-Byzantine Christianity	-patriarch			
	<b>Early Russia</b>	-schism			
	-geography	Describes the fall of the Byzantine Empire to the Ottoman Turks.			
	-trade links to Byzantine Empire				
	-Kiev	Analyzes the achievements made during the Golden Age of Suleimann.			
	-Russian Orthodox Church				
	Background of Ottoman people				
	<b>Byzantine Heritage</b>	Examines the treatment of conquered people under Ottoman rule.			
	-conquered Constantinople in 1453				

-blocked Mediterranean and Middle East trade routes

Evaluates the diverse social structure of the Ottoman Empire.

### **Suleimann's Golden Age**

-modernized army

Assesses the Persian influence on Ottoman art and literature.

-conquered new lands (Mesopotamia/Hungary)

-"the lawgiver"

Discusses why Europeans sought new trade routes to east Asia and the effects on the Ottoman Empire.

-strong political bureaucracy

-caliph of all Muslims

### **Vocabulary**

### **Diverse Society**

Identifies Key Terms:

-social class structure

-Constantinople

-millets: non-Muslim communities

-Suleimann

-janissaries-elite force of Ottoman army

-sultan



	Essential Questions	Content	Skills	Standards/PIs
Unit 10	<p><b>MEDIEVAL EUROPE</b></p> <p>What assumptions did Medieval Europe make regarding power, authority, governance, and law?</p> <p>How did the roles of men and women differ in medieval society?</p> <p>What role did individual citizens play in feudal society?</p> <p>How were decisions made about the use of scarce resources in medieval Europe?</p> <p>What principles were the basis of these decisions?</p> <p><b>THE CRUSADES</b></p> <p>Why did Christians and Muslims engage in the crusades?</p> <p>What effect did the Crusades have on the economy of Europe?</p> <p>How did the Crusades affect the power of the church and feudal lords?</p> <p>How did the Crusades expand European's view of the world?</p> <p>How did the events of the 1300's lead to a change in attitudes toward religion and state?</p> <p>How did the plague affect the world socially, economically and politically?</p>	<p><b>Geography of Europe</b></p> <ul style="list-style-type: none"> <li>-Map of Europe</li> <li>-Locate countries</li> <li>-Bodies of water</li> <li>-Special features</li> <li>-Major cities</li> </ul> <p><b>Frankish Empire</b></p> <ul style="list-style-type: none"> <li>- Impact of Charlemagne</li> </ul> <p><b>Feudalism</b></p> <ul style="list-style-type: none"> <li>- land for protection</li> <li>- loyalty to lord</li> <li>- rigid class system</li> </ul> <p><b>Manorialism</b></p> <ul style="list-style-type: none"> <li>- self-sufficient system</li> </ul> <p><b>Medieval Church</b></p> <ul style="list-style-type: none"> <li>-self-sufficient system</li> <li>-secular role</li> </ul> <p><b>Cultural achievements</b></p> <ul style="list-style-type: none"> <li>-Gothic cathedrals</li> <li>- Role of women</li> </ul>	<p>Labels countries, bodies of water, major cities and special features on a Europe map.</p> <p>Explains duties and responsibilities of people's lives in Medieval Europe</p> <p>Discusses the roles of the individual in Medieval society</p> <p>Understand the role the church played in medieval society</p> <p><b>Vocabulary</b></p> <p>Define Key Terms</p>	<p><b>SS2-K1-1A</b></p> <p><b>SS2-K1-1C</b></p> <p><b>SS2-K1-1D</b></p> <p><b>SS2-K3-1A</b></p> <p><b>SS2-K3-1B</b></p> <p><b>SS2-K3-1C</b></p> <p><b>SS3-K1-1A</b></p> <p><b>SS3-K1-1B</b></p> <p><b>SS3-K1-1C</b></p> <p><b>SS3-K1-1D</b></p> <p><b>SS3-K1-1E</b></p> <p><b>SS3-K1-1F</b></p> <p><b>SS5-K1-1C</b></p> <p><b>SS5-K1-1D</b></p>

<b>THE GROWTH OF TOWNS</b>	<b>Causes/Beginning</b>	Medieval
What are the short term and long term effects of the switch to the 3-field system?	- Pope Urban II	Charlamagne
How did the growth of towns hurt the Feudal system?	Christians win the Crusades	Feudalism
What role did the Jews and Muslims play in Christian Europe's financial revolution?	Saladin and the Muslim victory	Manorialism
How did the governments of France and England differ as they moved toward a stronger sense of nationhood?	<b>Effects of the Crusades</b>	Chivalry
What were the circumstances that forced King John to accept the Magna Carta?	- Sparked trade	Vassal
	- Cultural diffusion	Fief
	- Weakened Feudalism	Serf
<b>RENAISSANCE</b>	<b>Growth of Agriculture</b>	Secular
What impact did capitalism have on the Renaissance?	-climate	Monastery
How was the Renaissance similar and different from the Medieval Period?	- 3 field system	Anti-Semitism
How were humanist thinkers influenced by the Greeks and the Romans?	<b>Trade and finance expand</b>	Gothic
Why was the Renaissance considered a Golden Age?	- guilds	
	- moneylenders	
	-Urban Splendor	
	-Revival of Learning	
	- Vernacular	
	- Dante, Chaucer	
<b>THE REFORMATION</b>	Golden Age in art and literature	<b>Vocabulary</b>
Explain the causes and impacts of the Reformation and Counter- Reformation		
How did religious reform lead to conflict? How were these conflicts resolved?		

<p>What role did Elizabeth I play in the English Reformation?</p>					
<p><b>THE COMMERCIAL REVOLUTION</b>                  What factors led to the Commercial Revolution?                  How did the Commercial revolution introduce new ways of doing business?                  What were the social and economic changes in Europe?</p>	<p>Starts in Italy                   - city-states center of trade</p>	<p>Define Key terms:                   Crusades                   Urban II                   Council of Clermont                   Holy Land</p>			
<p><b>AGE OF EXPLORATION</b>                   How did Global trade patterns change between 1400 and the 1700's?                   What type of technology did Western Europeans use to explore the oceans?</p>	<p>- wealthy merchants became patrons of arts</p>	<p>Explains the causes and effects of the Crusades</p>			
<p>What were the European motives for establishing colonies?</p>	<p>Humanism</p>	<p>Great Schism                   John Wycliffe</p>			
<p>What were the major changes in European expansion that brought people around the world?</p>	<p>Artistic Achievements</p>	<p>Bubonic Plague</p>			
<p><b>ABSOLUTISM</b>                   What is absolute power?                  Why did Monarchs want power?                  Who controlled Spain's Power?                  What were the weaknesses of the Spanish Empire?                  How did France's Absolute Monarch rule his nation?                  Why did Central European Monarch Clash?                  How did Russia's Czar rule his nation?                  What changes occurred during the reign of Peter the Great?                  How did Parliament limit the English monarchy?</p>	<p>- perspective                   -realism                   -Michelangelo                   -Da Vinci "Renaissance Man"                   - Northern artists</p>	<p>100 years war                   Joan of Arc   <b>Vocabulary</b>                   define key terms:                   capitalism                   Joint - stock companies                   middle class</p>			

			mercantilism		
	Literary Achievements				
	- vernacular		Explains the effects of the Commercial Revolution in Europe		
	-Cervantes- <a href="#">Don Quixote</a>	<b>Vocabulary</b>			
	- Shakespeare	Defines Key Terms:			
	-Machiavelli- <a href="#">The Prince</a>	reconquista			
		cartographer			
		astrolabe			
		imperialim			
		sepoy			
	Johann Gutenberg - printing press	conquistator			
		middle passage			
		encomienda system			
		columbian exchange			
		mercantilism			
	Effects of Renaissance				
	Causes of the Reformation		Explains the technology used by Western Europeans		
	- Renaissance challenged church's authority		Explains how trade patterns changed		
	- printing press		Describes the motives of colonization		
	- rise of monarchs				

			<b>Vocabulary</b>		
			defines key terms:		
		Church Problems	Humanism		
		- corruption in church	perspective		
		- worldliness of church leaders	Vernacular		
			printing press		
			patron		
		Martin Luther challenges church authority	secular		
		- 1517- Luther questions sale of indulgences	Explains causes and effects of Renaissance		
		- 95 theses			
		- Luther's beliefs	Describes the differences between Renaissance period and medieval period		
		Henry VIII and the creation of the church in England			
		- Act of Supremacy	<b>Vocabulary</b>		
			Defines key terms:		
		Elizabeth restores power			
		- Anglican church formed	95 theses		
		- religious toleration	Protestant reformation		
		- Spanish Armada attack on England	Counter- reformation		
			Sale of indulgences		
			Act of supremacy		
		John Calvin	Predestination		
		- Predestination	Ignatius Loyola		
		- strict moral lifestyle			
		- Theocracy	Explanation of the		

	reformation and counter-reformation
John Knox	
- Presbyterian church	Describes the religious reform that led to conflict
Catholic (counter) Reformation	
- Ignatius Loyola	Explains the rise and fall of Monarchies
- society of Jesus (Jesuits)	
- Council of Trent- 1545	Discusses the rule of each monarch in their nation
Effects of Reformation	
- religious differences spread to politics	Understands the reforms that are being made
- 30 year war	
- rise of anti- semitism	
- witch hunts	<b>Vocabulary</b>
Map of Europe/ Russia	Define Key Terms:
Spanish Rule	absolute monarch
Philip II absolute rule	divine right
Golden Age of Spanish art	Philip II
Problems that weaken the Spanish Empire	Edict of Nantes
	skepticism
	Cardinal Richelieu
France's ultimate Monarch	Louis XIV
Louis XIV rule	Jean Baptiste Colbert
religious toleration	intendant
economic growth of France	Thirty Years War
Louis's XIV style	

Decline of Louis XIV rule	Maria Theresa
	Frederick the Great
Monarchs of Central Europe	Seven Years War
Thirty Years War	Ivan the Terrible
Peace of Westphalia	boyars
Differences from western to central monarchs	Peter the Great
Prussia ans Austria clash	Westernization
Maria Theresa vs. Frederick the Great	Charles I
Seven Years War	English Civil War
	Oliver Cromwell
	Restoration
	habeas corpus
	Glorious Revolution
Russia increase power	Constitutional Monarchy
First Czar - Ivan the Terrible	
Rule of terror	
Rise of the Romanovs	
Peter the Great takes control	
Russia differences from Europe	
Peter the Great - WESTERNIZATION	
Monarchs clash with Parliament	
English Civil War	
Restoration and Revolution	

Glorious Revolution  
rise of Constitutional  
Monarchy

### Key to Standards used in this Map

**SS2-K1-1A** [7 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1A - define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. [Commencement]

**SS2-K1-1B** [3 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. [Commencement]

**SS2-K1-1C** [5 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1C - analyze historic events from around the world by examining accounts written from different perspectives. [Commencement]

**SS2-K1-1D** [7 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1D - understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. [Commencement]

**SS2-K2-1A** [1 occurrence] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place. [Commencement]

**SS2-K2-1D** [3 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1D - explain the importance of analyzing narratives drawn from different times and places to understand historical events. [Commencement]

**SS2-K2-1E** [4 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1E - investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. [Commencement]

**SS2-K3-1A** [8 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. [Commencement]

**SS2-K3-1B** [7 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1B - explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world. [Commencement]

**SS2-K3-1C** [10 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1C - examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. [Commencement]

**SS2-K4-1B** [6 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - interpret and analyze documents and artifacts related to significant developments and events in world history. [Commencement]

**SS3-K1-1A** [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions. [Commencement]

**SS3-K1-1B** [1 occurrence] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities. [Commencement]

**SS3-K1-1C** [4 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - investigate the characteristics, distribution, and migration of human populations on the Earth's surface. [Commencement]

**SS3-K1-1D** [7 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. [Commencement]

**SS3-K1-1E** [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1E - analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface. [Commencement]

**SS3-K1-1F** [5 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1F - explain how technological change affects people, places, and regions. [Commencement]

**SS3-K2-1B** [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1B - locate and gather geographic information from a variety of primary and secondary sources [Commencement]

**SS3-K2-1C** [1 occurrence] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information [Commencement]

**SS3-K2-1D** [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1D - analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations [Commencement]

**SS4-K1-1A** [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. [Commencement]

**SS5-K1-1B** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - consider the nature and evolution of constitutional democracies throughout the world. [Commencement]

**SS5-K1-1C** [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture. [Commencement]

**SS5-K1-1D** [3 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - identify and analyze advantages and disadvantages of various governmental systems. [Commencement]

**SS5-K3-1A** [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of ones actions (Adapted from The National Standards for Civics and Government,1994). [Commencement]