

**Sweetwater Union High School District
History/Social Science
World Cultures 7 -- 4119, 4120**

Course Length: 1 year Classroom Instruction and Review: 160 hours	Grade Level: 7
UC/CSU/College: No	District Requirement: Meets 2 semesters of 7 th Grade Social Science requirements.

Course Prerequisites: None

District Approved Textbook/Materials: *The Medieval World and Beyond*, TCI – Teachers’ Curriculum Institute, ©2005.

Pedagogical Philosophy: I World Cultures is the first Social Science course that students in the Sweetwater Union High School District will encounter during their 7th – 12th grade education. Seventh grade World Cultures is the basis upon which future Social Science courses will build. Teachers will instill both the basic analysis skills and the motivation for learning that is essential for individual students throughout their middle and high school education. Teacher expectations of student achievement are paramount to the overall success of the student in World Cultures. The embedding of both skills and motivation will assure all students a promising beginning to their middle and high school careers.

World Cultures is a standards-based course with a set number of interrelated objectives. This course will analyze history through the six themes of World Cultures (geography, religion / belief systems, political systems, social structure, trade of good and ideas, and achievements and technology). The six themes of the course are addressed in six regions of the world: the Americas, the Middle East, Africa, China, Japan, and Europe. This approach encourages comparisons and contrasts between the different regions. Students will comprehend and analyze how major events are similar in different parts of the world and are related to one another throughout historical periods. This thematic emphasis creates the repeating of similar ideas and topics, with set and reasonable objectives, throughout the course, leading to student mastery of the major concepts contained within the curriculum. As a result of students’ increased understanding (mastery), the attitude and interest of students also increases.

World Cultures is a salute to the diversity of our world. The course studies cultures and societies that appear far different than American society on the surface, but frequently have remarkable similarities, as well as unique attributes. The journey begins in the Americas to explore the accomplishments of the Mayas, Aztecs, and Incas; travels to the Middle East for a study of the rise of Islam; moves onward to the trading civilizations of sub-Saharan Africa; then onto Asia to compare the empires of China and Japan; and finally finishes in Europe from the fall of ancient Rome through the Middle Ages including the Crusades, Renaissance, Reformation, Scientific Revolution, Age of Exploration, and the Enlightenment. Throughout this year course, students will be exposed to a variety of customs and beliefs. Of utmost importance is the sensitivity expressed while dealing with cultural differences. Being in tune with current world affairs is essential in displaying an accurate and fair account of cultures through their historic perspective as well as their modern interpretation and practice.

In keeping with the Social Science department’s desire to align itself with the Language Arts Research Sequence, World Cultures serves as a support for the I-Search paper written in the 7th grade English class. The I-Search, being a very rudimentary, elementary research style, lends itself very smoothly to the first course in the Social Science class sequence. Skills nurtured through the I-Search will mature during subsequent research-based instruction in the 8th – 12th grades.

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Districtwide ESLR's: Students in World Cultures will take their initial steps toward attainment of the district's ESLR's while completing the course work required in this class.

Self-Directed Learner

World Cultures expands the student's analysis skills through the use of chronological and spatial thinking, research, and historical interpretation. Students will explain how major events are related to one another through the use of timelines of the periods, and maps of the historical era they are studying. Students will learn to distinguish fact from opinion, relevant from irrelevant information, assess the credibility of primary and secondary sources, and to detect different historical points of view to determine perspective and bias. Students will explain the central issues, while distinguishing cause and effect and the correlation in historical events. Lessons are designed to foster creative and critical higher-order thinking, leading to capable decision making and problem solving.

Culturally Empowered Community Member

The process of student mastery of the curriculum will promote responsible citizenship with respect for self, personal and cultural differences, and the environment by investigating the similarities of societies around the world. The lessons of the course will confirm the strength of contributions of the family, with insight into local and global communities through a historical perspective. A survey of contrasting political systems throughout the world at different time periods will serve as a drive for the positive effects of participation in our own democratic society, reinforcing the constructive aspects of motivation, accountability, responsibility and self-discipline. Through projects and other classroom activities, the students will be shown the benefits of honest, ethical decision-making while working individually or productively with others.

Effective Communicator

The World Cultures curriculum lends itself to effective listening, speaking, reading and writing for clear, creative, and coherent student communication. The utilization of the six themes of World Cultures (geography, religion / belief systems, political systems, social structure, trade of good and ideas, and achievements and technology) creates a base for fundamental historic and geographical knowledge. The repetition of themes throughout different areas of the globe allows for an appreciation of multiple perspectives, as well as an increased awareness of bias.

Productive Individual

The content of the class, coupled with the process of its mastery, will inspire self-directed, life-long learners who can grow and change to meet their needs as they pursue academic and career goals now and in the future. A variety of assignments will address technological literacy with competence to access and communicate information from a variety of media.

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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District Course Content Standards and Content Objectives

Research Standard: Students will complete an I-Search Paper.

This paper is primarily a report of the student's research process. Students begin with a researchable question; and then, in their paper, they report upon efforts to answer the question (including personal learning and frustrations). MLA format should be followed. Examples may be found in the *Making It Work* handbook of supplemental materials to support the teaching of the SUHSD research sequence.

Emphasis should be placed on the grades six through eight, state-mandated Historical and Social Science Analysis skills (also found in the *Making It Work* booklet). This research project may be completed any time throughout the year and is the start of the SUHSD research sequence that scaffolds the learning of research skills and the research process. The research project must support the learning of one or more of the content objectives.

Explanation of arrangement and numbering of content standards and objectives: The Seventh Grade World Cultures course is divided into six thematic standards: geography, religion/belief systems, political systems, social structure, trade of goods and ideas, and achievements and technology. These standards are interwoven throughout the course, which is divided into geographic regions of study: the Americas, the Middle East, Africa, China, Japan, and Europe. For every geographic area, there is an objective developing each thematic standard. The numbering of the objectives within each geographic region corresponds to the numbering of the overall standards.

- 1. Geography:** Students will be able to analyze the effects physical features and climate have on a culture's development.
- 2. Religion/Belief Systems:** Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.
- 3. Political Systems:** Students will be able to explain and analyze the development of political systems and compare and contrast them globally.
- 4. Social Structure:** Students will be able to compare and contrast various social structures and their impact on societies.
- 5. Trade of Goods and Ideas:** Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.
- 6. Achievements and Technology:** Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

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OBJECTIVES BY GEOGRAPHICAL REGION
ORDER IN WHICH COURSE SHOULD BE TAUGHT

----- **First Semester** -----

1. The Americas (15 hours)
 - 1.1. Geography
Distinguish the locations, landforms, and climates of Mesoamerica and South America and analyze their affects on Maya, Aztec, and Inca agricultural systems, economies, trade and civilizations.
 - 1.2. Religion/Belief Systems
Analyze the impact polytheistic, nature-based religions had on the Maya, Aztec, and Inca cultures.
 - 1.3. Political Systems
Compare and contrast how and where the Maya city-states, and the Aztec and Inca empires arose.
 - 1.4. Social Structure
Explain the hierarchical class structures of the Mayas, Aztecs, and Incas, including the role of warfare and slavery.
 - 1.5. Trade of Goods and Ideas
Differentiate how the development of trade evolved to meet the unique needs of the Maya, Aztec, and Inca societies; summarize how the Aztec benefited from knowledge they gained from other tribes, including the Maya, during their ascent to power.
 - 1.6. Achievements and Technology
Describe the basis and uses of hieroglyphs, astronomy, mathematics, and the development of calendars and agricultural techniques; summarize the artistic oral traditions and architecture of the three civilizations.

2. Middle East (22 hours)
 - 2.1. Geography
Analyze the effect the physical features and climate of the Arabian Peninsula had upon the development of nomadic and sedentary ways of life; describe the growth of cities and the establishment of trade routes.
 - 2.2. Religion/Belief Systems
Describe the origins of Islam and the life and teachings of Muhammad; compare and contrast Islam with Judaism and Christianity.
 - 2.3. Political Systems
Describe how the political and religious schism between the Sunni and Shia developed.
 - 2.4. Social Structure
Analyze the influence the Qur'an and the Sunna (e.g. Five Pillars of Islam) as the primary sources of Islamic belief, practice and law, have on Muslims daily life; explain the role of merchants in Arab society.
 - 2.5. Trade of Goods and Ideas
Explain the spread and acceptance of Islam and the Arabic language through military conquests, treaties and established trade routes, emphasizing the cultural blending as well as intellectual exchanges amongst Muslim scholars.
 - 2.6. Achievements and Technology
Summarize Muslim contributions in the areas of science, geography, mathematics, philosophy, medicine, geometric art, and literature.

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3. Africa (14 hours)
 - 3.1. Geography
Analyze the effects climate regions (forest, savanna and desert) and major physical features, including the Niger River (as a highway for trading gold, salt, food and slaves) and Sahara Desert, had upon the development of West African culture.
 - 3.2. Religion/Belief Systems
Describe how monotheistic Islam adapted to West Africa's polytheistic, nature-based belief system, including Islam's adaptation to aspects of West African culture.
 - 3.3. Political Systems
Describe the growth of the empire of Ghana and the empire of Mali.
 - 3.4. Social Structure
Analyze the importance of matrilineal succession, kinship, labor specialization and oral traditions in the development of West African society.
 - 3.5. Trade of Goods and Ideas
Summarize the development of trans-Saharan caravan trade routes as a result of the need for salt for West Africans and the desire for gold of North Africans; and the increase in trade that led to the spread of Islamic beliefs, ethics, law and the Arabic language.
 - 3.6. Achievements and Technology
Trace the growth of the Arabic language in government, trade and Islamic scholarship.

4. China (15 hours)
 - 4.1. Geography
Analyze the effects major physical features had on the historical isolation of China and the development of its culture.
 - 4.2. Religion/Belief Systems
Generalize the reasons for the spread of Buddhism after the fall of the Han Dynasty; and its coexistence along side Confucianism and Taoism.
 - 4.3. Political Systems
Compare and contrast the Chinese government during the Tang (aristocracy), Song (meritocracy) and Yuan (Mongol period) Dynasties; which includes the emperor's "mandate from Heaven" and the use of foreigners in governmental positions during Mongol rule.
 - 4.4. Social Structure
Summarize the development of an aristocracy and a meritocracy (civil service exam) in respect to the imperial state and the scholar-official class.
 - 4.5. Trade of Goods and Ideas
Analyze China's changing attitude toward trade from the Tang Dynasty through the Ming Dynasty; illustrating the influence of both the Silk Road and maritime expeditions.
 - 4.6. Achievements and Technology
Generalize the influence that agricultural, technological, and commercial developments, such as tea, manufacture of paper, woodblock printing, the compass, and gunpowder, had on China.

5. Japan (14 hours)
 - 5.1. Geography
Analyze the physical features that led to Japan's isolation; and explain the impact Japan's proximity to China had on its cultural development (intellectual, linguistic, religious and philosophical).

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- 5.2. Religion/Belief Systems
Generalize how the adaptation of Buddhism to Japan's more ancient, nature-based religion, Shinto, resulted in the distinctive forms of Japanese Buddhism (Amida and Zen).
- 5.3. Political Systems
Explain the transfer of power from the emperor in Heian-kyo to the military government led by the shogun.
- 5.4. Social Structure
Explain the characteristics of Japanese society (values, social customs and traditions), including the emperor and courtiers in Heian-kyo and the military government led by the shogun.
- 5.5. Trade of Goods and Ideas
Analyze the Chinese influences brought to Japan by Prince Shotoku including Buddhism, writing, art; and new ideas of government.
- 5.6. Achievements and Technology
Describe the effects of Japanese literature, art, and drama, including Murasaki Shikibu's *Tale of Genji*.

----- **Second Semester** -----

6. Europe (80 hours)
 - 6.1. Fall of Rome (10 hours)
 - 6.1.1. Geography
Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following:
 - the borders of the Eastern and Western Roman Empire and the factors that threatened its territorial cohesion.
 - 6.1.2. Religion/Belief Systems
Analyze the evolution of Christianity and its effects on European society. Consider the following:
 - the preservation and transmission of Christianity in Rome;
 - the development of the two distinct religions of Eastern Orthodox and roman Catholic.
 - 6.1.3. Political Systems
Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:
 - the internal weaknesses that led to the fall of the Roman Empire (rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and distribution of news);
 - the division of the Roman Empire into East and West;
 - the development of Constantinople by Constantine and the development of the Byzantine Empire.
 - 6.1.6. Achievements and Technology
Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:
 - the lasting contributions of Rome (citizenship, law, art, architecture, engineering and philosophy).

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6.2. Medieval Europe (20 hours)

6.2.1. Geography

Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following:

- the physical and political geography of Europe and the Eurasian land mass in relations to ways of life.

6.2.2. Religion/Belief Systems

Analyze the evolution of Christianity and its effects on European society. Consider the following:

- the diffusion of Christianity after the fall of the western Roman Empire, including the roles played by the early church and monasteries;
- the role played by Charlemagne in regards to the spread of Christianity;
- the importance of the Catholic Church (founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas' synthesis of classical philosophy with Christian theology and the rise of the concept of "natural law");
- the causes and effects of the Crusades.

6.2.3. Political Systems

Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:

- the development of feudalism sparked by outside invasions (Vikings);
- the feudal system of lord, knight, and serf;
- the importance of the Catholic Church as a political institution including the conflict between Gregory VII and Henry IV;
- the significance of concepts included within the Magna Carta (rule of law, limited government, balance of power, power of the purse, security of private property, due process of law and judgment by one's peers).

6.2.4. Social Structure

Examine the structures of European society and evaluate their impact on cultural development. Consider the following:

- feudalism's role in the medieval European economy.

6.2.5. Trade of Goods and Ideas

Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:

- the breakdown of society and trade with the fall of the Western Roman Empire, leading to Europe's cultural and political decline during the Dark Ages;
- the impact of the Crusades in creating trade with the Middle East and a European interest in acquiring new goods and developing trade;
- the impact that contact with the Byzantine Empire and the Middle East had on developing an appreciation for classical learning;
- the impact the opening of the Silk Road during the Mongol rule of China had on Europe (Marco Polo).

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6.2.6. Achievements and Technology

Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:

- the slow but constant disintegration of Western Roman accomplishments (literacy, architecture, social structure, urban society) from the Fall of Rome until the onset of the Crusades.

6.3. Renaissance (20 hours)

6.3.1. Geography

Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following:

- the spread of the bubonic plague and the impact it had on European society;
- the importance of location of Italian city-states (Florence and Venice) that stimulated trade and the spread of Renaissance ideas;
- the effects of the reopening of the Silk Road including Marco Polo's travels.

6.3.3. Political Systems

Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:

- the rise of central governments (France and England);
- the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

6.3.4. Social Structure

Examine the structures of European society and evaluate their impact on cultural development. Consider the following:

- the development of towns, guilds and the merchant class.

6.3.5. Trade of Goods and Ideas

Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:

- the importance of the Italian city-states in promoting trade in goods and ideas.

6.3.6. Achievements and Technology

Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:

- the impact of the rediscovery of Classical learning in fostering a new interest in humanism;
- the advances made in literature, the arts, and science (Dante, da Vinci, Michelangelo, Gutenberg, Shakespeare);
- the effects of the manufacture of paper and the printing press.

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6.4. Reformation (10 hours)

6.4.1. Geography

Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following:

- the distribution of Catholic and Protestant religions during and after the Reformation.

6.4.2. Religion/Belief Systems

Analyze the evolution of Christianity and its effects on European society. Consider the following:

- the internal and external problems faced by the Catholic Church which led to the Reformation;
- the Counter Reformation (St. Ignatius of Loyola and the Jesuits, the Council of Trent);
- the ideas of Erasmus, Luther, Calvin and Tyndale;
- religious persecution of individuals and groups (Spanish Inquisition).

6.4.3. Political Systems

Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:

- the Protestant concept of church self-government and its influence on the development of democratic practices.

6.5. Scientific Revolution (5 hours)

6.5.2. Religion/Belief Systems

Analyze the evolution of Christianity and its effects on European society. Consider the following:

- the co-existence of science with traditional religious beliefs during the Scientific Revolution.

6.5.5. Trade of Goods and Ideas

Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:

- the roots of the Scientific Revolution from Classical learning (including Greek rationalism), Muslim science, Renaissance humanism, and contact with other civilizations.

6.5.6. Achievements and Technology

Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:

- the impact of new scientific ideas (Copernicus, Galileo, Kepler, Newton, Bacon and Descartes) and inventions (telescope, microscope, thermometer and barometer).

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6.6. Exploration (5 hours)

6.6.1. Geography

Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following:

- the Iberian Peninsula's location (its distance from Italy, and its proximity to gold in West Africa and Muslims in North Africa), as an impetus for exploration;
- the great voyages of discovery.

6.6.2. Religion/Belief Systems

Analyze the evolution of Christianity and its effects on European society. Consider the following:

- the institution and impact of missionaries on other parts of the world.

6.6.5. Trade of Goods and Ideas

Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:

- the effect the Spanish defeat of the Aztec and Inca;
- the impact of mercantilism on the mother country and colony.

6.7. Enlightenment (10 hours)

6.7.3. Political Systems

Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:

- the rise of modern democratic thought and representative institutions (Parliament, an independent judiciary in England and habeas corpus);
- the influence of medieval English law and Enlightenment thinkers (Locke and Montesquieu);
- the embodiment of the principles of the Magna Carta and the English Bill of Rights in the Declaration of Independence.

6.7.4. Social Structure

Examine the structures of European society and evaluate their impact on cultural development. Consider the following:

- the rise of democratic institutions associated with new scientific rationalism (social contract and natural rights).

6.7.5. Trade of Goods and Ideas

Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:

- how the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, the Scientific Revolution and to the Greeks and Romans.

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6.7.6. Achievements and Technology

Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:

- the development of democratic thought and institutions.

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Region 1: Americas

Standard: 1. Geography – Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
1.1. Distinguish the locations, landforms, and climates of Mesoamerica and south America and analyze their affects on Maya, Aztec, and Inca agricultural systems, economics, trade and civilizations.	None	Highland, lowland Physical features Mesoamerica Economics Terrace farm Agricultures Slash and burn Chinampas Environment Land forms Geography Climate Distinguish Analyze Identify Summarize Differentiate Compare & contrast Comprehension Evolved	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which of the following is NOT an example of how the Maya adapted their farming to different landforms and climates? a. cutting flat terraces into hillsides b. slash and burning in rain forests b. building chinampas in the highlands * c. moving mud from rivers to dry areas	Pages 268-269 (Maya) 273-275, 276 (Aztec) 290 (Inca) 160-161, 165 (INB) 168-169 (INB) 172-173 (INB) 176-177 (INB)	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	Using a physical map of Meso and South America showing a legend for elevation and including physical features (i.e. mountains, deserts, rivers, lakes), students will write a paragraph explaining what effects these features might have on the cultures that developed in those areas.		
<u>Authentic/Real World Performance</u>			

Notes:

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Region 1: Americas

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
1.2. Analyze the impact polytheistic, nature-based religions had on the Maya, Aztec, and Inca cultures.	None	Polytheistic Nature based Semidivine Ritual Sacrifice God-King	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which statement does NOT describe the Aztec religion? a. the Aztec used their religion to scare other tribes b. the Aztec feared their own gods' punishment c. the Aztec copied their religion from the Mayas * d. the Aztec believed in many different gods	Pages 164 (INB) Maya 172-173 (INB) Aztec 266-267 (Maya) 286 (Aztec) 296-297 (Inca)	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The Maya, Aztec, and Inca cultures had polytheistic, nature-based religions.</p> <p>In a paragraph, summarize how the Maya, Aztec, and Inca's polytheistic, nature based religions affected their daily lives. Provide details about the impact of religion on the social structure of all three cultures.</p>		
<u>Authentic/Real World Performance</u>			

Notes:

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Region 1: Americas

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
1.3. Compare and contrast how and where the Maya city-states, and the Aztec and Inca empires arose.	None	City state Empire Alliance Tribute Bureaucracy Hierarchy Quarter Rank	Range: Acquisition: 4 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	After defeating tribes, the Inca had to keep control of them. Which of the following is NOT a way the Inca kept control of tribes? a. sacrificing the tribes warriors * b. forcing the Inca religion on them c. having their warriors join the Inca d. relocating tribes near the Inca	Pages 168-169 (INB) Aztec 172-173 (INB) 176-177 (INB) Inca 260-261 (Maya) 276-277 (Aztec) 290-291, 298-299 (Inca)	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The Aztec and Incas both created empires by conquering neighboring tribes.</p> <p>In a paragraph, contrast the ways the Aztec and Inca treated the conquered tribes. Consider the differences in their approaches to ruling and their impact on the conquered tribes.</p>		
<u>Authentic/Real World Performance</u>			

Notes:

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Region 1: Americas

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
1.4. Explain the hierarchical class structures of the Mayas, Aztecs, and Incas, including the role of warfare and slavery.	None	Hierarchy Noble Peasant Commoners Serfs Slaves Emperor Priests Artisans Merchants Mercenary Calpulli Ward Ayllu	Range: Acquisition: 5 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	The Maya, Aztec, and Inca civilizations allowed themselves to be ruled by all-powerful rulers. Why did these societies agree to be ruled by these leaders? a. The rulers were warriors who ruled their societies by fear. b. The people believed their rulers could influence the gods. * c. The priests selected rulers from the commoners. d. The commoners were kept uneducated and were powerless.	Pages 162 (INB) Maya 172-173 (INB) 176-177 (INB) Inca 262-263 (Maya) 280-281 (Aztec) 292-293 (Inca)	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The Aztec had a class structure set up as a hierarchy including the nobility, merchants, commoners, serfs, and slaves.</p> <p>In a paragraph, select one class and explain one benefit and one disadvantage of that class within Aztec society. Be sure to give examples of the effect of the advantage and disadvantage on the people within the class.</p>		
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

Sweetwater Union High School District
World Cultures 7 - 4119, 4120

Region 1: Americas

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
1.5. Differentiate how the development of trade evolved to meet the unique needs of the Maya, Aztec, and Inca societies; summarize how the Aztec benefited from knowledge they gained from other tribes, including the Maya, during their ascent to power.	None	Quechua Quipu Jade Obsidian Copal Route	Range: Acquisition: 2 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	The Inca created a trading system based on a vertical economy. Which of the following statements best describes a vertical economy? a. a system of tribute from the lower classes to the nobility b. a system of giving goods to everyone equally c. growing of all crops throughout the empire d. growing of crops at the elevation which they grow best *	Pages 162 (INB) Maya 172-173 (INB) Aztec 263 (Maya) 285 (Aztec) 298-299	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The Inca agricultural system (vertical economy) promoted the development of trade.</p> <p>In two paragraphs, explain the vertical economy of the Incas and how it led to the need for trade. In your first paragraph explain and give examples of how a vertical economy was organized. In your second paragraph, explain how the vertical economy's organization led to trade.</p>		
<u>Authentic/Real World Performance</u>	<p>Ask students for examples of goods or ideas America gained from other cultures, and list these on the board. Complete the list if necessary (i.e. Arab numbers, Roman letters, gunpowder from China). Have the students explain, either through a discussion or a written assignment, how America has benefited from these goods and ideas.</p>		

Notes:

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Sweetwater Union High School District
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Region 1: Americas

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
1.6. Describe the basis and uses of hieroglyphs, astronomy, mathematics, and the development of calendars and agricultural techniques; summarize the artistic oral traditions and architecture of the three civilizations.	None	Pictograph Hieroglyphic Glyph Quipu Iodex Dunampas Stele	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>	Which of the following was not an achievement of the Maya? a. an advanced math system b. knowledge of astronomy c. a paved highway system * d. development of hieroglyphs	Pages 168-169 (INB) 180-182 (INB) 301-307 (Text)	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The Maya had many cultural achievements including hieroglyphs, astronomy, mathematics, the development of calendars and agricultural techniques.</p> <p>In an essay, discuss three cultural achievements of the Maya and how the advancements affected Maya society and later Mesoamerican cultures. Describe the achievement and how it improved Maya society as well as later societies (Aztec).</p>		
<u>Authentic/Real World Performance</u>			

Notes:

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Sweetwater Union High School District
World Cultures 7 - 4119, 4120

Region 2: Middle East

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
2.1. Analyze the effect the physical features and climate of the Arabian Peninsula had upon the development of nomadic and sedentary ways of life; describe the growth of cities and the establishment of trade routes.	Understanding of basic landforms.	Peninsula Nomad Sedentary Trade route Oases Caravan Coastal plain Desert Adapt	Range: Acquisition: 4 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	The physical features and climate of the Arabian Peninsula shaped the people's culture. Which of the following is NOT an example of this statement? a. being nomadic camel herders b. developing large trading cities on oasis * c. believing the gods controlled sandstorms d. establishing sedentary farming communities	Pages 75-81 H.A. 44-47 I.S.N.B. 172-175 L.G.I.	Map with key reflecting the various landscapes

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The physical features and climate of the Arabian Peninsula had an impact on the culture's development.</p> <p>In a paragraph, explain how physical features and climate affected the cultures in the Arabian Peninsula. Give at least three examples and explain how the example was affected by a physical feature or by climate.</p>	Pgs. 75-81 H.A.	Cause and effect chart for each environment
<u>Authentic/Real World Performance</u>	Using physical maps (showing climate) of Southern California have students select areas they think sedentary and nomadic ways of life would develop. Have the students explain the way they chose to place different areas (e.g. Deserts, mountains, coast, river basins) in the different categories.	Internet for maps Pgs. 75-81 H.A.	Jigsaw various climates in California

Notes:

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Sweetwater Union High School District
World Cultures 7 - 4119, 4120

Region 2: Middle East

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
2.2. Describe the origins of Islam and the life and teachings of Muhammad; compare and contrast Islam with Judaism and Christianity.	Students should understand the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity, and students should understand the sources of the ethical teachings and central beliefs of Judaism, including the Torah and the importance of Abraham.	Idam Muslim Prophet Convert Five pillars Sunnah Qur'an Jihad Torah Hadith Caliph Imam Almsgiving Ramadan Schism Mosque Pilgrimage Set Idol	Range: Acquisition: 8 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which of the following statements best describes a relationship between Judaism, Christianity, and Islam? a. different polytheistic religions that began in the Middle East b. different sects of the same polytheistic religion c. monotheistic religions which began at about the same time d. monotheistic religions that believe in the same one God *	Pages 83-88 H.A. 93-101 H.A. 56-60 I.S.N.B. 184-203 L.G.I.	Sequence chart: origins of Islam Concept map: teachings of Muhammad Venn Diagram: Religions

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Judaism, Christianity, and Islam are related religions.</p> <p>In a five-paragraph essay, compare and contrast the similarities and differences of Judaism, Christianity, and Islam. Include information that shows how these three religions are related, while including details of how they are different.</p>	Pgs. 94 H.A.	<p>Note-taking on each religion</p> <p>Outline essay</p> <p>Construct essay</p> <p>Peer edit</p>
<u>Authentic/Real World Performance</u>	<p>Using excerpts from the Qur'an, Torah, and Bible that show the similarity of the religions (i.e. same stories, same people) have the students explain through a discussion how and why the excerpts are similar but how they can be thought of as different by point of view, or perspective.</p>	<p>School library</p> <p>Internet</p>	Jigsaw for each excerpt

Notes:

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Sweetwater Union High School District
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Region 2: Middle East

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
2.3. Describe how the political and religious schism between the Sunni and Shia developed.	None	Sunni Shia Caliph Council Sect Empire Burerocracy	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	How did Islam break apart into Sunni and Shia? a. Sunnis were all from Mecca, while Shias were all from Medina. b. Sunnis believed that only Arabs could be Muhammad's successor. c. Shias believed that Muhammad's successor could only come from his family. d. Shias were non-Arabs who lived in areas outside of the Arabian Peninsula.	Pages 89-90 H.A. 54 I.S.N.B. 206 L.G.	T-chart : Sunni and Shia

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Islam, a brotherhood of believers, is divided into two major groups, Sunni and Shia.</p> <p>In a multi-paragraph essay, compare and contrast the two sects. Be sure to include both similarities and differences.</p>	Pages 89-90 H.A.	Role play various views of Sunni and Shia
<u>Authentic/Real World Performance</u>	In a Socratic seminar form, have students evaluate the current Middle East crisis with the origination of the Sunni and Shia.	<p>Newspaper articles of past conflicts.</p> <p>Timelines of Middle East events.</p>	Research in library for Middle East events.

Notes:

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Sweetwater Union High School District
World Cultures 7 - 4119, 4120

Region 2: Middle East

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
2.4. Analyze the influence the Qur'an and the Sunna (e.g. Five Pillars of Islam) as the primary sources of Islamic belief, practice and law, have on Muslims daily life; explain the role of merchants in Arab society.	None	Sunna Qur'an Pillars Shari'ah	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	A passage from the Qur'an states that women should "guard their modesty, that they should not display their beauty". According to this passage, what clothes would a Muslim woman be required to wear? a. a veil and a long robe with long sleeves b. clothes that cover the entire body c. long sleeves and long pants or long skirt d. clothing depends upon interpretation of the passage *	Pages 95-100 H.A. 101-102 H.A. 56-60 I.S.N.B. 209-211 L.G.I. 216-223 L.G.I.	Note card for each pillar using definition and pictograph

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The Five Pillars of Islam guide Muslims through their everyday life.</p> <p>In an essay, describe how the Five Pillars of Islam influence a Muslim's daily life. Give at least one example showing how each of the Five Pillars affects a Muslim's life.</p>	Pages 95-102 H.A.	<p>Essay outline</p> <p>Rubric</p>
<u>Authentic/Real World Performance</u>	Pretend you are a text book publisher and write a caption for each of the images on page 215 of Lesson Guide 1.	215 L.G.I. 95-102 H.A.	Create own visuals in addition to objective

Notes:

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Sweetwater Union High School District
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Region 2: Middle East

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
2.5. Explain the spread and acceptance of Islam and the Arabic language through military conquests, treaties and established trade routes, emphasizing the cultural blending as well as intellectual exchanges amongst Muslim scholars.	None	Bazaar Barter Coinage Arabic Treaties	Range: Acquisition: 4 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Islam spread by way of trade routes since Muslim traders were more likely to a. trade with people in far away places. b. trade with people in their own town. c. trade with members of their own religion. * d. trade with members of other religions.	Pages 90 H.A. 105-108 H.A. 60 I.S.N.B. 206 L.G.I.	Cause and effect chart

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Islam was spread through wars as well as through trading.</p> <p>In a paragraph, summarize one of the ways Islam was spread. Provide details on how either wars or trade was able to expand the religion of Islam into new areas.</p>	Pages 90 H.A.	Concept map of how it was spread
<u>Authentic/Real World Performance</u>	On a map of Europe, Middle East, Asia, and Africa create a key to reflect the spread of Islam from 1000-1500.	129 H.A.	Blank map

Notes:

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Sweetwater Union High School District
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Region 2: Middle East

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
2.6. Summarize Muslim contributions in the areas of science, geography, mathematics, philosophy, medicine, geometric art, and literature.	None	Geometric art Algebra Pharmacy University Classics Calligraphy Astronomy	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	The city of Cordoba in Islamic Spain allowed people from other cultures to study at their universities since a. Cordoba charged non-Muslims more money to learn. b. Cordoba wished to gain more knowledge. * c. Cordoba allowed invaders to force their way in. d. Cordoba did not care much about education.	Pages 105-116 H.A. 62-65 I.S.N.B. 225-227 L.G.I. 232-235 L.G.I.	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Scholars throughout the Muslim world studied in the areas of science, mathematics, medicine, art, and literature.</p> <p>In a paragraph, summarize how Muslim scholars contributed knowledge to one area of study. Describe how the contribution helped the Muslim civilization.</p>	Pages 105-116 H.A.	<p>Note-taking on each achievement</p> <p>Essay outline</p>
<u>Authentic/Real World Performance</u>	<p>For each of the categories below list at least two ways Muslims contributed.</p> <ul style="list-style-type: none"> • City building and architecture • Scholarship and learning • Science and technology • Math • Medicine • Geography • Recreation • Art • Literature 	229 L.G.I.	Note-taking

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Sweetwater Union High School District
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Region 3: Africa

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
3.1. Analyze the effects climate regions (forest, savanna and desert) and major physical features, including the Niger River (as a highway for trading gold, salt, food and slaves) and Sahara Desert, had upon the development of West African culture.	Understanding of basic landforms	Savanna Sahel Vegetation zone Rainforest Woodland forest	Range: Acquisition: 4 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>	West Africa's climate had a huge impact on the people of West Africa. This effect is shown in which of the following statements? a. trading of food from one region for another region's crops * b. having large herds of cattle in the rain forest c. building large roads from one region to another d. creating hundreds of small kingdoms on the Niger River	Pages HA 134-135 138-139 ISBNB 76-80 LG1 278-284	Geography Challenge 3 Preview 12 Reading Notes 3

<p>HA = History Alive! Text ISBNB = Interactive Student Notebook LG1 = Lesson Guide 1 LG2 = Lesson Guide 2</p>
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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>High temperatures and high rainfall characterize West Africa's climate.</p> <p>In a paragraph, explain why the people of West Africa needed to trade for salt. Provide details of how West Africa's climate forced the people to need salt in their diet.</p>	<p>Pages HA 150 ISNB 83-85</p>	<p>Preview 13 Reading Notes 13 Experimental Exercise 13</p>
<u>Authentic/Real World Performance</u>	<p>Below is a map of West Africa.</p> <p>a. Write the name of the place represented by the letter A. Explain one reason why it developed there.</p> <p>b. Put a B in the climate zone where the fewest people lived.</p> <p>c. Write a one-sentence summary that answers the question, "How did geography affect settlement patterns in West Africa?"</p> <p>d. Write a one-sentence summary that answers the question, "How did geography affect ways of life in West Africa?"</p>	<p>Assessment 12 Geography Challenge 3 Preview 12 Reading Notes 12.2</p>	

Notes:

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Sweetwater Union High School District
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Region 3: Africa

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
3.2. Describe how monotheistic Islam adapted to West Africa's polytheistic, nature-based belief system, including Islam's adaptation to aspects of West African culture.	None	Adapt Pilgrimage	Range: Acquisition: 2 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which of the following describes the spread of Islam into West Africa? a. West African culture changed to follow all Islamic beliefs. b. West African culture ignored all Islamic beliefs. c. Islam in West Africa adapted to existing traditions. * d. Islam in West Africa never became very strong.	Pages HA 156 -161 ISNB 89 - 92 LG! 318 - 322	Preview 14 Reading Notes 14 Processing 14

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Islam adapted to parts of West Africa's culture.</p> <p>In a paragraph, explain how Islam adapted to West African culture. Include problems Islam faced and how solutions were found.</p>	<p>Pages HA 154 – 163 ISNB 89-92 LG1 318 – 322</p>	<p>Preview 14 Reading Notes 14 Processing 14</p>
<u>Authentic/Real World Performance</u>	<p>Pretend you have taken a job as a tour guide in Timbuktu. On your tour, you want to show visitors examples of both West African and Islamic cultures.</p> <ul style="list-style-type: none"> ▪ In each box below draw a sight you might see in Timbuktu. ▪ In each box below draw a sight you might see in Timbuktu. ▪ Beneath each picture, write a sentence or two to explain to your tour group the West African or Islamic elements of that sight. 	<p>Pages HA 154-163 ISNB 89-92 LG1 318-322 and 325</p>	<p>Preview 14 Reading Notes 14 Processing 14 Assessment 14 - LG1 p. 325</p>

Notes:

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Region 3: Africa

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
3.3. Describe the growth of the empire of Ghana and the empire of Mali.	None	Tribute Succession Sultan	Range: Acquisition: 2 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which statement best describes why power shifted from the empires of Ghana to Mali and then to Songhai in West Africa? a. West Africans always followed leaders who practiced traditional West African beliefs. b. West Africans began to follow leaders who practiced the religion of Islam. * c. West Africans followed the empire that could trade the most gold. d. West Africans followed the empire that could trade the most salt.	Pages HA 139 – 143 146 – 153 ISNB 81 - 87 LG1 282 - 302	Reading Notes 12.3 – 12.5 Experimental Exercise 12 Preview 13 Experimental Exercise 13 Reading Notes 13 Processing 13

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Power in West Africa changed over the centuries from one tribe to another.</p> <p>In an essay, describe the shift in power from Ghana to Mali to Songhai. For each empire, include details of what weakened the empire before it, and what events took place to allow for a change in leadership.</p>	<p>Pages HA 139 – 143 146 – 153 ISNB 81 - 87 LG1 282 - 302</p>	<p>Reading Notes 12.3 – 12.5 Experimental Exercise 12 Preview 13 Experimental Exercise 13 Reading Notes 13 Processing 13</p>
<u>Authentic/Real World Performance</u>	<p>You are an archeologist excavating a site in West Africa. You have dug a pit at your site that has four layers. The layers indicate that four types of societies have lived in this area, ranging from the simplest society to the most complex society. The drawing shows the cross section of your excavation pit. Complete the drawing by doing the following:</p> <ul style="list-style-type: none"> • Label each layer from the simplest society at the bottom of the pit to the most complex society at the top of the pit. Use these terms: <i>villages, towns, family-based communities, and kingdoms.</i> • Draw and label an artifact that would indicate some important feature about how people lived in each type of society. • On the floor of the pit, write a brief paragraph that explains each artifact you drew. 	<p>Pages HA 139 – 143 ISNB 80 – 82 LG 1 282 - 301</p>	<p>Reading Notes 12.3 – 12.5 Experimental Exercise 12 Assessment 12 LG1 p. 292</p>

Notes:

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Region 3: Africa

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
3.4. Analyze the importance of matrilineal succession, kinship, labor specialization and oral traditions in the development of West African society.	None	Matrilineal Patrilineal Kinship	Range: Acquisition: 2 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	West Africa was a _____ society based on _____. a. patrilineal, kinship b. patrilineal, friendship c. matrilineal, kinship * d. matrilineal, friendship	Pages HA 147,159	Use a “T-chart” comparing the differences between matrilineal and patrilineal succession and its influence on West African family succession.

HA = History Alive! Text
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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The practice of oral traditions (storytelling) was very important in remembering the history of West Africa.</p> <p>In two paragraphs, explain how oral traditions in West Africa kept its history alive. Also explain how over time the storytelling changed the history.</p>	<p>Pages HA 166 - 167 ISNB 94 LG1 332 – 333</p>	<p>Reading Notes 15.2 Activity 1 LG1 p. 332 - 333</p>
<u>Authentic/Real World Performance</u>	<p>You are an African <i>Griot</i>. Write a folk tale about African culture and recite it to the members of your group.</p>	<p>Pages HA 166 - 167 ISNB 94 LG1 332 – 333</p>	<p>Reading Notes 15.2 Activity 1 LG1 p. 332 - 333</p>

Notes:

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Region 3: Africa

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
3.5. Summarize the development of trans-Saharan caravan trade routes as a result of the need for salt for West Africans and the desire for gold of North Africans; and the increase in trade that led to the spread of Islamic beliefs, ethics, law and the Arabic language.	None	Middlemen barter	Range: Acquisition: 4 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Islamic ideas were spread when West Africans traded gold for salt with North Africans. Which of the following best explains this statement. a. tribes have to be tempted with goods before they accept another culture's religion b. people trade to get goods and share each other's ideas while trading * c. ideas are not very important, that is why traders spread them d. goods are better than ideas so they come first, ideas come later if there is time	Pages HA 142,148-149 ,150-152 ISNB 83 – 87 LG 1 302 - 317	Preview 13 Experimental Exercise 13 Reading Notes 13 Processing 13

HA = History Alive! Text
ISNB = Interactive Student Notebook
LG1 = Lesson Guide 1
LG2 = Lesson Guide 2

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Constructed Response</u></p>	<p>Salt was trade from North Africa to West Africa for gold.</p> <p>In a paragraph, summarize where salt and gold originated, and where both salt and gold ended up. Included as many geographic details as possible.</p>	<p>Pages HA 142,148-149 ,150-152 ISNB 83 – 87 LG 1 302 - 317</p>	<p>Preview 13 Experimental Exercise 13 Reading Notes 13 Processing 13</p>
<p><u>Authentic/Real World Performance</u></p>	<p>If you were to complete the map below to show North African trade with West Africa in about the year 1,000, which of the following would you do?</p> <p>A. Place Taghaza south of Ghana and Wangara in the desert. B. Place Wangara south of Ghana and Taghaza in the desert. C. Place Taghaza on the coast of North Africa and Wangara south of Ghana. D. Place Taghaza in the desert and Wangara in northern Ghana. Label Taghaza and Wangara in appropriate places on the map. Then draw a symbol for the type of mining—either salt mining or gold mining—done in each area.</p>	<p>Pages HA 142,148-149 ,150-152 ISNB 83 – 87 LG 1 302 - 317</p>	<p>Preview 13 Experimental Exercise 13 Reading Notes 13 Processing 13</p>

Notes:

<p>HA = History Alive! Text ISNB = Interactive Student Notebook LG1 = Lesson Guide 1 LG2 = Lesson Guide 2</p>

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Region 3: Africa

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
3.6. Trace the growth of the Arabic language in government, trade and Islamic scholarship.		Textile Griot Oral tradition Arabic language Scholarship	Range: Acquisition: 1 hour Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	What type of writing did Muslim traders spread throughout West Africa? a. Arabic b. Hieroglyphs c. Chinese d. Latin	Pages HA 158-160 ISBN 89 – 92 LG1 318 - 329	Preview 15 Reading Notes 15 Social Studies Skill Builder 15

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Constructed Response</u></p>	<p>Fill in the six ovals in the web below. In each, give one example of how Islam affected that area of West African life. You may either write or draw the influence. If you draw it, label your picture.</p>	<p>Pages HA 158-160 ISNB 89 – 92 LG1 318 - 329</p>	<p>Preview 15 Reading Notes 15 Social Studies Skill Builder 15</p>
<p><u>Authentic/Real World Performance</u></p>	<p>Timbuktu was a center for Islamic education. Much as college towns do today, Timbuktu attracted many visitors. Some of those visitors wanted to attend school there; others wanted to see the city's cultural attractions.</p> <p>Pretend you have taken a job as a tour guide in Timbuktu. On your tour, you want to show visitors examples of both West African and Islamic cultures.</p> <ul style="list-style-type: none"> • In each box below, draw a sight you might see in Timbuktu. • Beneath each picture, write a sentence or two to explain to your tour group the West African or Islamic elements of that sight. 	<p>Pages HA 158-160 ISNB 89 – 92 LG1 318 - 329</p>	<p>Preview 15 Reading Notes 15 Social Studies Skill Builder 15</p>

Notes:

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Region 4: China

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
4.1. Analyze the effects major physical features had on the historical isolation of China and the development of its culture.	Understanding of basic landforms.	Isolation Plateau	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>	China had limited contact with the rest of the world because a. it was isolated by physical features.* b. it was controlled by despots. c. it was restrict by its religion. d. it was underdeveloped by its people.	Pages 176-177 H.A. 100-101 I.S.N.B.	Physical map of china - identify <ul style="list-style-type: none"> • Taklamakan Desert • Gobi Desert Geography challenge

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>China was isolated from most of the world by physical features.</p> <p>In a two-paragraph essay, explain what physical features isolated China from most of the world. In your first paragraph describe how physical features protected China. In your second paragraph describe what physical feature left China vulnerable to attack.</p>	Pages 176-177 H.A.	T-chart of pro's and con's of China's geography
<u>Authentic/Real World Performance</u>	<p>Class discussion or writing prompt:</p> <p>What are the benefits of a country remaining isolated? What are the pro's and con's.</p>	Internet 176-177 H.A.	Pro's and con's chart of isolationism

Notes:

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Region 4: China

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
4.2. Generalize the reasons for the spread of Buddhism after the fall of the Han Dynasty; and its coexistence along side Confucianism and Taoism.	None	Buddhism Confucianism Taoism Coexist Chaos	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	What aspect of Buddhism made it popular during times of chaos? a. it stressed living in harmony with nature b. It stressed that life is suffering * c. It stressed being content with one's life d. It stressed respect for your elders	Pages 182-183 H.A. 205 H.A.	Graphic organizer showing differences and similarities of each religion.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>After the fall of the Han Dynasty, Buddhism became popular in China, replacing Confucianism.</p> <p>In a paragraph, summarize why Buddhism became popular in China, and Confucianism lost popularity. Consider what China was like after the fall of the Han Dynasty, which lead to Buddhism rise, and Confucianism's fall.</p>	<p>Pages 182-183 H.A. 205 H.A.</p>	<p>Note-taking on pages 182-183 H.A.</p>
<u>Authentic/Real World Performance</u>	<p>Discussion: How did the social and political changes occurring in China influence the movement to Buddhism? Elsewhere in the world, how have political and social changes effected other institutionalized religions?</p>	<p>182-183 H.A. Internet</p>	<p>Research in library Jigsaw other countries or regions</p>

Notes:

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Region 4: China

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
4.3. Compare and contrast the Chinese government during the Tang (aristocracy), Song (meritocracy) and Yuan (Mongol period) Dynasties; which includes the emperor’s “mandate from Heaven” and the use of foreigners in governmental positions during Mongol rule.	None	Dynasty Aristocracy Meritocracy Mandate Warlord Civil service Emperor Imperial Barbarians	Range: Acquisition: 6 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	When the Mongols took control of China, many parts of Chinese culture changed. Which of the following was a major change in the Chinese government that took place during Mongol rule? a. belief in a mandate from Heaven b. starting civil service exams c. all high positions filled by foreigners * d. ruled based on despotism	Pages 179-185 H.A. 104-105 I.S.N.B. 365-367 L.G.I. 372-379 L.G.I.	Jigsaw each dynasty reflecting the various political differences.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Chinese emperors ruled China with a "mandate from Heaven."</p> <p>In a paragraph, explain what is meant by the phrase "mandate from Heaven". Give reasons for the Chinese people agreeing with the concept of a mandate.</p>	Pages 179-185 H.A.	Proposition and support outline in favor of the mandate of heaven
<u>Authentic/Real World Performance</u>	Historically, other civilizations have ruled with a form of mandate from heaven. Research and identify another civilization who has ruled with the same mandate and then identify the benefits and consequences of this form of rule.	Library Internet	Research strategies Bibliography Outline

Notes:

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Region 4: China

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
4.4. Summarize the development of an aristocracy and a meritocracy (civil service exam) in respect to the imperial state and the scholar-official class.	None	Aristocracy Meritocracy Civil service exam Scholar-official	Range: Acquisition: 2 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	An example of meritocracy in China a. the civil service exam * b. the opening of the Silk Road c. the mandate from Heaven d. the start of maritime expeditions	Pages 182-183, 185 H.A. 104-106 I.S.N.B. 372-379 L.G.I.	Reading notes 16 Note-taking

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>China, although historically very aristocratic, did attempt to create a meritocracy with the use of the civil service exam.</p> <p>In a three-paragraph essay, compare and contrast aristocracy and meritocracy. In the first two paragraph compare and contrast the two ideas. In the third paragraph explain the limitation of the civil service exam in ending the aristocracy.</p>	<p>pages 182-183 H.A. 185 H.A.</p> <p>372-379 L.G.I.</p>	<p>Compare and contrast chart of aristocracy and meritocracy.</p>
<u>Authentic/Real World Performance</u>	<p>After the class has covered and mastered the concepts of aristocracy and meritocracy, have the class create a chart showing examples of both concepts in practice in America.</p>	<p>Library Internet</p>	<p>Research skills</p>

Notes:

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Region 4: China

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
4.5. Analyze China’s changing attitude toward trade from the Tang Dynasty through the Ming Dynasty; illustrating the influence of both the Silk Road and maritime expeditions.	None	Silk road Currency Maritime expeditions Grand canal	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which statement best describes the Chinese attitude toward trade before the Mongols? a. China traded to gain items they could not manufacture b. China traded for clothing and dishes to eat off of c. China was very protective of their goods and ideas * d. China shared their goods and ideas with the rest of the world	Pages 187-193 H.A. 111-114, 117, 124-130 I.S.N.B. 372-379 L.G.I. Audio CD Track	Reading notes 19 Reading notes 17 Jigsaw attitudes of foreign involvement during each dynasty.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The opening of the "Silk Road" during the Yuan Dynasty changed the world.</p> <p>In a paragraph, summarize the impact the opening of the "Silk Road" had on the world. Give a specific example of how this opening of trade affected Europe.</p>	<p>Pages 206-211 H.A.</p> <p>372-379 L.G.I.</p>	<p>Reading notes 19</p> <p>Identify 3 other countries affected by the opening of silk road.</p>
<u>Authentic/Real World Performance</u>	<p>Choose two of the three dynasties and pretend you are someone who is applying for a civil service exam. In your resume, include your opinions on trade and foreigners that you know they would want to hear.</p>	<p>371 L.G.I.</p>	<p>Note-taking on attitudes during each dynasty</p>

Notes:

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Region 4: China

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
4.6. Generalize the influence that agricultural, technological, and commercial developments, such as tea, manufacture of paper, woodblock printing, the compass, and gunpowder, had on China.	None	Wood block printing Paper making Porcelain Alchemy Inoculate Vaccine Compass Gun powder Rudder	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which Chinese invention harmed China later in its history? a. silk weaving b. gunpowder * c. compass d. rice production	Pages 195-203 H.A. 118-122 I.S.N.B. 397-399 L.G.I. 403-409 L.G.I.	Reading notes 18 Web diagram of all achievements with pictographs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>China's achievements and technologies changed the world.</p> <p>In a paragraph, discuss one Chinese achievement and explain how it changed the world. Describe how the achievement influenced the world and mention what the world was like before the Chinese achievement.</p>	195-203 H.A.	Cause and effect chart
<u>Authentic/Real World Performance</u>	Identify four Chinese achievements of the most importance and explain their value to the world.	402 L.G.I.	Graphic organizer

Notes:

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Region 5: Japan

Standard: 1. Geogriphy - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
5.1. Analyze the physical features that led to Japan's isolation; and explain the impact Japan's proximity to China had on its cultural development (intellectual, linguistic, religious and philosophical).	None	Isolation Proximity Typhoon	Range: Acquisition: 2 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which part of Japanese culture was affected the least by Japan's physical features? a. the religion of Shinto b. the type of food they ate c. the way they built their buildings d. the language that they spoke *	Pages 216-217, 219-220 H.A. 136-137 I.S.N.B. 4720475 L.G. 2	Geography challenge 5

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Japan's position as an island caused its isolation from the rest of the world.</p> <p>In a paragraph, explain the impact Japan's isolation had on its cultural development. Include at least one positive and at least one negative impact.</p>	Pages 216-217 H.A.	T-chart of pro's and con's of isolationism
<u>Authentic/Real World Performance</u>	Create a situation in which some members of the class are isolated for a time being from the rest of the class. Discuss with the entire class any benefits or disadvantages the isolated group might encounter.	216-2217 H.A.	Discussion format drawing on the comparisons

Notes:

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Region 5: Japan

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
5.2. Generalize how the adaptation of Buddhism to Japan’s more ancient, nature-based religion, Shinto, resulted in the distinctive forms of Japanese Buddhism (Amida and Zen).	None	Meditation Buddhism Shinto Enlightenment Nirvana Amida Zen Moral Monastery Co-exist	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Why did Zen Buddhism appeal to the samurai class? a. Zen Buddhism was a tie to Japan’s ancient history b. Zen Buddhism emphasized spiritual and physical discipline * c. Zen Buddhism stressed the importance of art and learning d. Zen Buddhism illustrated the beauty of nature	Pages 222-223, 247 H.A. 153 I.S.N.B. 177-179 L.G.2 490 L.G.	Reading notes 20

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>When Buddhism was introduced to Japan it found that it blended well with Japan's more ancient religion of Shinto.</p> <p>In a paragraph, explain how Buddhism blended so well with Shinto. Give details on what Buddhism offered believers that Shinto was lacking.</p>	Pages 222-223 H.A.	Venn Diagram: compare and contrast Buddhism and Shintoism
<u>Authentic/Real World Performance</u>	Create a chart reflecting the characteristics of China and Japan's religions prior to the blending and then show the new forms made.	482 L.G. 2	Web Diagram

Notes:

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Region 5: Japan

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
5.3. Explain the transfer of power from the emperor in Heian-kyo to the military government led by the shogun.	None	Corruption Emperor Shogun Daimyo Samurai Regent Imperial	Range: Acquisition: 4 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Power shifted from the emperor to the provincial nobles. Which was not a reason for this shift in power. a. the emperor did not care what was going on in the countryside b. the provincial nobles controlled the peasants in the countryside c. the emperor received taxes from the provincial nobles* d. the provincial nobles were given more land by the peasants	Pages 229-231 H.A. 144 I.S.N.B. 241-248 H.A. 150-153 I.S.N.B.	Reading Notes 21

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Feudalism in Japan was sparked by a weak central government.</p> <p>In a paragraph, summarize how feudalism began in Japan. Give details on what was happening in the capital with the emperor and in the countryside with the provincial nobles.</p>	Pages 229-232 H.A.	Sequence chart reflecting the changes.
<u>Authentic/Real World Performance</u>	Compare and contrast Japan's feudal government to the United States government. Identify how they are different and prove it.	229-232 H.A.	T-Chart listing each governments characteristics.

Notes:

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Region 5: Japan

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
5.4. Explain the characteristics of Japanese society (values, social customs and traditions), including the emperor and courtiers in Heian-kyo and the military government led by the shogun.	None	Aristocrat Rank Hierarchy Social custom Courtier Code	Range: Acquisition: 3 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Which of the following was not a social class of feudalism in Japan? a. the warrior samurai b. the land owning daimyo c. the "great general" shogun d. the holy Shino priest *	Pages 230-234 H.A. 144-145 I.S.N.B. 241-248 H.A. 150-153 I.S.N.B. 500-509 L.G. 2	Reading Notes 21

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Japan's lord-vassal system was divided into shogun, daimyo, and samurai.</p> <p>In a paragraph, summarize how Japan's lord-vassal system operated. Include the positions and duties of the different classes.</p>	Pages 230-233 H.A.	Create a graphic organizer in the shape of a pyramid. For each category, define it and draw a visual.
<u>Authentic/Real World Performance</u>	<p>Assign each person a role of the Japanese hierarchy. Each person must demonstrate their importance to the Japanese government.</p> <p>Pretend you're a member of Japanese society. (refer to 499 L.G. 2)</p>	230-233 H.A. 499 L.G. 2	Role play each of the roles.

Notes:

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Region 5: Japan

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
5.5. Analyze the Chinese influences brought to Japan by Prince Shotoku including Buddhism, writing, art; and new ideas of government.	None	Kanji Tanka Influence	Range: Acquisition: 1 hour Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Buddhism was originally brought from China to Japan for what purpose? a. to strengthen the Japanese government * b. to update the religion of Shinto c. to help begin trade with China d. to give the people a choice of religions	Pages 220-222, 224-226 H.A. 140-141 I.S.N.B. 476-479 L.G. 2 484-490 L.G. 2	Reading Notes 21

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Prince Shotoku brought many ideas from China to Japan.</p> <p>In a paragraph, summarize the Chinese influences brought to Japan. Be sure to include how the Chinese idea changed Japan.</p>	Pages 221 H.A.	Cause and Effect Chart: Identify 3 new Chinese achievements and how they were adapted to Japanese culture.
<u>Authentic/Real World Performance</u>	Create a diagram showing what an element was like in China and Japan and the new element that was made after China's influence on Japan.	482 L.G. 2	Web Diagram

Notes:

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Region 5: Japan

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
5.6. Describe the effects of Japanese literature, art, and drama, including Muraskaki Shikibu's <i>Tale of Genji</i> .		Imagery Calligraphy Scroll painting	Range: Acquisition: 2 hours Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	All Japanese art shows that value was placed on Which of the following a. humanism. b. individualism. c. process. d. religion.	Pages 235-237 H.A. 509 L.G. 2	Reading Notes 21

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	During the Heian Period literature, art, and drama changed dramatically. Write a paragraph for each topic explaining the new characteristics.	Pages 235-237 H.A.	3-column T-Chart for each topic
<u>Authentic/Real World Performance</u>	Create a web diagram reflecting the changes during the Heian Period of literature, art, and drama.	498 L.G. 2	Web Diagram

Notes:

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Region 6.1: Europe – Fall of Rome

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.1.1. Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following.</p> <ul style="list-style-type: none"> the borders of the Eastern and Western Roman Empire and the factors that threatened its territorial cohesion. 		Plains Borders Constantinople	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>	At it's height the Roman Empire spanned a. Byzantium to Portugal, China West Africa b. Middle East to England, Norway to Italy c. Africa to Scottish border, Syria to Spain d. Italy to England, Greece to France	Pages 4-5, 9 61-62 4-5 W.B.	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.1: Europe – Fall of Rome

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.1.2. Analyze the evolution of Christianity and its effects on European society. Consider the following:</p> <ul style="list-style-type: none"> • The preservation and transmission of Christianity in Rome; • The development of the two distinct religions of Eastern Orthodox and Roman Catholic. 		Christianity Eastern orthodoxy Pagan Patriarch Pope Icon Schism Catholic	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	What was one cause of the schism of 1045? a. accepting the prophet Muhammad b. one was polytheistic the other was monotheistic c. they believe in different gods d. differences about icon worship	Pages 64-67 32-33 W.B.	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.1: Europe – Fall of Rome

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.1.3. Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:</p> <ul style="list-style-type: none"> • The internal weaknesses that led to the fall of the Roman Empire (rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and distribution of news); • The division of the Roman Empire into East and West; • The development of Constantinople by Constantine and the development of the Byzantine Empire. 		Republic Citizenship Democracy Barbarian Famine Inflation Corruption Byzantine empire Civil unrest (wars) Unemployment Separation	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>	The Byzantine Empire is also known as a. Eastern Roman Empire. b. Western Roman Empire. c. Southern Roman Empire d. Northern Roman Empire.	Pages 8-9 61-62 66-67 32-33 W.B.	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.1: Europe – Fall of Rome

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.1.6. Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through he Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> The lasting contributions of Rome (citizenship, law, art, architecture, engineering and philosophy). 		Justinian code Mosaics Classical Concrete Philosophy Scribe Aqua-duct Mural Fresco Legion Roman numerals senate	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>	<p>Which of the following is not a lasting contribution of Rome?</p> <ol style="list-style-type: none"> citizenship gun powder aqueducts dome architecture 	<p>Pages 10-17 63, 65</p> <p>8-9 W. B.</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.2: Europe – Medieval Europe

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.2.1. Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following.</p> <ul style="list-style-type: none"> the physical and political geography of Europe and the Eurasian land mass in relations to ways to life. 		Political boundaries	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>	<p>During the middle ages Europe was divided into</p> <ol style="list-style-type: none"> two large empires. many small kingdoms. the Roman Empire. many papal states. 	Pages 4-5	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.2: Europe – Medieval Europe

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.2.2. Analyze the evolution of Christianity and its effects on European society. Consider the following:</p> <ul style="list-style-type: none"> • the diffusion of Christianity after the fall of the western Roman Empire, including the roles played by the early church and monasteries; • the role played by Charlemagne in regards to the spread of Christianity; • the importance of the Catholic Church (founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’ synthesis of classical philosophy with Christian theology and the rise of the concept of “natural law”); • the causes and effects of the Crusades. 		Diffusion Monasteries Persecution Clergy Excommunication Theology Natural law Convent Heretic Patriarch Icon Eastern orthodox Church	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>	<p>Charlemagne's greatest achievement was</p> <ul style="list-style-type: none"> a. becoming Pope. b. Building the Hagia Sophia. c. Unification of Christian Europe. d. Learning to read and write. 	<p>Pages 32-41</p>	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Constructed Response</u></p>	<p>Christianity continued to spread after the fall of the Roman Empire.</p> <p>In a paragraph, explain how Christianity survived after the fall of Rome. Give specific examples of places and people who saved Christianity.</p>		
<p><u>Authentic/Real World Performance</u></p>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.2: Europe – Medieval Europe

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.2.3. Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:</p> <ul style="list-style-type: none"> • the development of feudalism sparked by outside invasions (Vikings); • the feudal system of lord, knight, and serf; • the importance of the Catholic Church as a political institution including the conflict between Gregory VII and Henry IV; • The significance of concepts included within the Magna Carta (rule of law, limited government, balance of power, power of the purse, security of private property, due process of law and judgment by one's peers). 		Feudalism Lord Knight Peasant Serf Rule of law Limited government Balance of power Power of the purse Security of private property Due process of law Judgment by one's peers Schism Habeas corpus Magna Carta	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>	Who invaded Europe from the north after death of Charlemagne? a. the Huns b. the Norwegians c. the Mongols d. the Vikings	Pages 20-23	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>The Magna Carta written in 1215 is the foundation of medieval law.</p> <p>In an essay, describe how ideas introduced in the Magna Carta influenced later Enlightenment thinkers. Include quotes from both the Magna Carta and later Enlightenment documents to show the influence.</p>		
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.2: Europe – Medieval Europe

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.2.4. Examine the structures of European society and evaluate their impact on cultural development. Consider the following:</p> <ul style="list-style-type: none"> Feudalism’s role in the medieval European economy. 		Guild Serf Lord Knight Manor	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>	<p>The feudal system in Europe was organized as a hierarchy. Which of the following was the lowest class in feudalism?</p> <p>a. king b. serf * c. knight d. lord</p>	<p>Pages 23-29 45-51</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.2: Europe – Medieval Europe

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.2.5. Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the roman Empire through he enlightenment. Consider the following:</p> <ul style="list-style-type: none"> • the breakdown of society and trade with the fall of the Western Roman Empire, leading to Europe’s cultural and political decline during the Dark Ages; • the impact of the Crusades in creating trade with the Middle East and a European interest in acquiring new goods and developing trade; • the impact that contact with the Byzantine Empire and the Middle East had on developing an appreciation for classical learning; • the impact the opening of the Silk Road during the Mongol rule of China had on Europe (Marco Polo). 		Crusades Inquisition Segregation Classics Holy Land Expulsion	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>	<p>The most important outcome of the Crusades was that</p> <ol style="list-style-type: none"> a. European armies defeated Muslim armies in the Middle East. b. European peasants gained land in the Middle East to farm. c. Europe became interested in trade and acquiring new goods. * d. Europe began peaceful means for solving problems. 	<p>Pages 44, 61-67 121-129 206-209</p>	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.2: Europe – Medieval Europe

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.2.6. Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> the slow but constant disintegration of Western Roman accomplishments (literacy, architecture, social structure, urban society) from the Fall of Rome until the onset of the Crusades. 			<p><u>Range:</u></p> <p><u>Acquisition:</u></p> <p><u>Mastery:</u></p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>	<p>After the Fall of Rome, Europe entered a period of _____.</p> <ol style="list-style-type: none"> slow ascent slow decline rapid decline rapid ascent 		

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.3: Europe – Renaissance

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.3.1. Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following.</p> <ul style="list-style-type: none"> • the spread of the bubonic plague and the impact it had on European society; • the importance of location of Italian city-states (Florence and Venice) that stimulated trade and the spread of Renaissance ideas; • the effects of the reopening of the Silk Road including Marco Polo's travels. 		<p>City-state Plague</p>	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		<p>CST, EOCE</p>

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>	<p>New ideas came to Europe from</p> <ol style="list-style-type: none"> a. the reopening of the Silk Road. b. the Viking invasions. c. the spread of Christianity. d. the spread of the bubonic plague. 	<p>Pages 56-57 318-319 312-313</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Italy's rise to power during the Renaissance can be explained with one word, location.</p> <p>In a paragraph, describe how Italy's location led to its rise. Explain how location benefited Italy before the Renaissance and during the Renaissance.</p>		
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.3: Europe – Renaissance

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.3.3. Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:</p> <ul style="list-style-type: none"> • the rise of central governments (France and England); • the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms. 		Republic City-states Citizenship Democracy Individual rights Inquisition Expulsion Self-rule	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>	Strong central government developed in all of the following EXCEPT a. France b. Spain c. Italy d. England	Pages 54-55 123	

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.3: Europe – Renaissance

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
6.3.4. Examine the structures of European society and evaluate their impact on cultural development. Consider the following: <ul style="list-style-type: none"> • The development of towns, guilds and the merchant class. 		Patron Guild	<u>Range:</u> <u>Acquisition:</u> <u>Mastery:</u>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>	Who was excluded from joining guilds? a. carpenters b. peasants c. artisans d. blacksmiths	Pages 44-46	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>During the Renaissance towns began to appear in Europe bring an end to Feudalism.</p> <p>In an essay, describe the rise of towns in Europe. Give examples of the social structure of towns.</p>		
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.3: Europe – Renaissance

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.3.5. Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> the importance of the Italian city-states in promoting trade in goods and ideas. 		City-state	<p><u>Range:</u></p> <p><u>Acquisition:</u></p> <p><u>Mastery:</u></p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>	<p>Where did the Renaissance begin?</p> <ol style="list-style-type: none"> Muslim city states Italy city states German city states England city states 	<p>Pages 318-319</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.3: Europe – Renaissance

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.3.6 Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> the impact of the rediscovery of Classical learning in fostering a new interest in humanism; the advances made in literature, the arts, and science (Dante, da Vinci, Michelangelo, Gutenberg, Shakespeare); the effects of the manufacture of paper and the printing press. 		Perspective Humanities Secular Humanism Digression Anatomy Engineering Comedy Tragedy Moveable-type	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>	Who invented the moveable-type printing press in Europe? a. da Vinci b. Gutenberg * c. Galileo d. Rousseau	Pages 316-317 320-321 334-344	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.4: Europe – Reformation

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture's development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.4.1. Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following:</p> <ul style="list-style-type: none"> the distribution of Catholic and Protestant religions during and after the Reformation. 		Missionaries Pamphlets	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	<p>Lutheranism spread primarily in which country?</p> <p>a. England b. Italy c. France d. Germany</p>	<p>Pages 312-313 366-367</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.4: Europe – Reformation

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.4.2. Analyze the evolution of Christianity and its effects on European society. Consider the following:</p> <ul style="list-style-type: none"> • the internal and external problems faced by the Catholic Church which led to the Reformation; • the Counter Reformation (St. Ignatius of Loyola and the Jesuits, the Council of Trent); • the ideas of Erasmus, Luther, Calvin and Tyndale; • religious persecution of individuals and groups (Spanish Inquisition). 		Reformation Protestant Indulgences Heresy Doctrine Theses Sect Predestination Theocracy Inquisition Persecution Excommunicate	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	In 1517, Martin Luther nailed his <i>Ninety-Five Theses</i> to a church door in Wittenburg, Germany. Which of the following was NOT one of Luther's arguments against the Church? a. that the selling of indulgences went against the Bible b. that the Inquisition went against the Bible * c. that the bible was the only authority for Christians d. that there was a priesthood of the Christians	Pages 347-367 214-222 W.B.	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>	Students will prepare and then hold a debate between Martin Luther and Pope Leo X concerning the issues that led to the Reformation.		

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.4: Europe – Reformation

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.4.3. Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:</p> <ul style="list-style-type: none"> the Protestant concept of church self-government and its influence on the development of democratic practices. 		Theocracy Councils	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	<p>How did Calvinists select their leaders?</p> <p>a. being appointed by Calvin</p> <p>b. buying the position</p> <p>c. electing church councils</p> <p>d. being appointed by the pope</p>	<p>Pages 358-367 366 *</p> <p>218-220 W.B.</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.5: Europe – Scientific Revolution

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
6.5.2. Analyze the evolution of Christianity and its effects on European society. Consider the following: <ul style="list-style-type: none"> the co-existence of science with traditional religious beliefs during the Scientific Revolution. 		Geocentric Heliocentric Rationalism Spiritualism Intolerance Inquisition	Range: Acquisition: Mastery:		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
Multiple Choice	Scientists challenged all of the following religious teaching EXCEPT a. the earth rotating around the sun. b. the sun rotating around the earth. c. the earth was flat. d. the earth was stationary.	Pages 390-393 237-240 W.B.	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.5: Europe – Scientific Revolution

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.5.5. Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> • the roots of the Scientific Revolution from Classical learning (including Greek rationalism), Muslim science, Renaissance humanism, and contact with other civilizations. 			<p><u>Range:</u></p> <p><u>Acquisition:</u></p> <p><u>Mastery:</u></p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>		<p>Pages 390</p> <p>238-240 W.B.</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.5: Europe – Scientific Revolution

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.5.6. Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> the impact of new scientific ideas (Copernicus, Galileo, Kepler, Newton, Bacon and Descartes) and inventions (telescope, microscope, thermometer and barometer). 		Hypothesis Observation Theory Telescope Microscope Thermometer Barometer	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>		Pages 391-396 238-240 W.B.	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>	<p>Copernicus' and Galileo's idea of the universe was different than that of Ptolemy.</p> <p>In two paragraphs, explain the different opinions of Copernicus and Galileo verses Ptolemy.</p>		
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.6: Europe – Exploration

Standard: 1. Geography - Students will be able to analyze the effects physical features and climate have on a culture’s development.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.6.1. Analyze the effects that location, physical landforms, and climate had on the development of European cultures. Consider the following:</p> <ul style="list-style-type: none"> • the Iberian Peninsula’s location (its distance from Italy, and its proximity to gold in West Africa and Muslims in North Africa), as an impetus for exploration; • the great voyages of discovery. 		Cartography Impetus Longitude Latitude Circumnavigate Strait	<p><u>Range:</u></p> <p><u>Acquisition:</u></p> <p><u>Mastery:</u></p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>		Pages 372-373, 374	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.6: Europe – Exploration

Standard: 2. Religion/Belief Systems – Students will be able to generalize the evolution and impact of various world religions and belief systems in both isolated regions and the larger areas into which the ideas spread.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
6.6.2. Analyze the evolution of Christianity and its effects on European society. Consider the following: <ul style="list-style-type: none"> the institution and impact of missionaries on other parts of the world. 		Missionary Convert	<u>Range:</u> <u>Acquisition:</u> <u>Mastery:</u>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Multiple Choice</u>		Pages 364-365	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.6: Europe – Exploration

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.6.5. Analyze the effect of the exchange of goods and ideas on the culture of Europe from the falloff the Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> • the effect the Spanish defeat of the Aztec and Inca; • the impact of mercantilism on the mother country and colony. 		Colony Mercantilism Capitalism Cottage industry Market economy Inflation	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>		Pages 383, 386-387	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.7: Europe – Enlightenment

Standard: 3. Political Systems – Students will be able to explain and analyze the development of political systems and compare and contrast them globally.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.7.3. Analyze the progression of European political institutions toward a belief in individual rights, limited government, representative government, and democracy. Consider the following:</p> <ul style="list-style-type: none"> • the rise of modern democratic thought and representative institutions (Parliament, an independent judiciary in England and habeas corpus); • the influence of medieval English law and Enlightenment thinkers (Locke and Montesquieu); • the embodiment of the principles of the Magna Carta and the English Bill of rights in the Declaration of Independence. 		Enlightenment Bill of Rights Social contract Natural rights Parliament representative Parliament Separation of powers Liberty Nationalism	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>		Pages 54-55 403-404	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>	A copy of the Declaration of Independence is to be given to groups of paired students. The students are then to underline passages of the Declaration of Independence highlighting influences from the Magna Carta, English Bill of rights, Locke, Montesquieu, and Rousseau.		

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.7: Europe – Enlightenment

Standard: 4. Social Structure – Students will be able to compare and contrast various social structures and their impact on societies.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.7.4. Examine the structures of European society and evaluate their impact on cultural development. Consider the following:</p> <ul style="list-style-type: none"> the rise of democratic institutions associated with new scientific rationalism (social contract and natural rights). 		Philosophers Social contract Natural rights Reason Rationalism	<p>Range:</p> <p>Acquisition:</p> <p>Mastery:</p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p>Multiple Choice</p>		Pages 403, 407	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.7: Europe – Enlightenment

Standard: 5. Trade of Goods and Ideas – Students will be able to explain and analyze cultural diffusion as a result of the exchange of goods and ideas.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.7.5. Analyze the effect of the exchange of goods and ideas on the culture of Europe from the fall of the Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> • how the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, the Scientific Revolution and to the Greeks and Romans. 			<p><u>Range:</u></p> <p><u>Acquisition:</u></p> <p><u>Mastery:</u></p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>		<p>Pages 400-401</p>	

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Region 6.7: Europe – Enlightenment

Standard: 6. Achievements and Technology – Students will be able to describe achievements and innovations in technology and analyze their influence on both the isolated regions as well as the global community.

Objective	Prerequisites	Essential Vocabulary	Typical Time Range	Performance Standard	Formal Assessments
<p>6.7.6. Examine how the cultural digression and progression of European culture is shown in European achievement and technologies from the fall of the Western Roman Empire through the Enlightenment. Consider the following:</p> <ul style="list-style-type: none"> The development of democratic thought and institutions. 			<p><u>Range:</u></p> <p><u>Acquisition:</u></p> <p><u>Mastery:</u></p>		CST, EOCE

Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<p><u>Multiple Choice</u></p>			

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.

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Assessment and Practice Format Specifications	Sample Assessment	Suggested Instructional Resources	Possible Instructional Strategies for Objective
<u>Constructed Response</u>			
<u>Authentic/Real World Performance</u>			

Notes:

The typical time ranges reflect estimated times needed to teach the objective to mastery. Times may need to be modified, depending on student needs.