

High School - World Cultures

North Boone CUSD 200

UNITS (11/16 SELECTED)

SUGGESTED DURATION

<input checked="" type="checkbox"/> Unit 1: Geography Core Concepts	15 lessons
<input checked="" type="checkbox"/> Unit 2: Culture Core Concepts	4 lessons
<input checked="" type="checkbox"/> Unit 3: Origins of Civilization	6 lessons
<input checked="" type="checkbox"/> Unit 4: Ancient Middle East & Egypt	6 lessons
<input checked="" type="checkbox"/> Unit 5: Ancient India & China	9 lessons
<input checked="" type="checkbox"/> Unit 6: The Americas	7 lessons
<input checked="" type="checkbox"/> Unit 7: Ancient Greece	8 lessons
<input checked="" type="checkbox"/> Unit 8: Ancient Rome & Christianity	10 lessons
<input checked="" type="checkbox"/> Unit 9: The Muslim World & Africa	12 lessons
<input checked="" type="checkbox"/> Unit 10: Renaissance & Reformation	11 lessons
<input checked="" type="checkbox"/> Unit 11: Civilizations of Asia	10 lessons
<input type="checkbox"/> Unit 12: New Global Connections	6 lessons
<input type="checkbox"/> Unit 13: Absolutism and Revolution	8 lessons
<input type="checkbox"/> Unit 14: The Industrial Revolution	4 lessons
<input type="checkbox"/> Unit 15: Nationalism and the Spread of Democracy	8 lessons
<input type="checkbox"/> Unit 16: Age of Imperialism	8 lessons

Unit 1: Geography Core Concepts

High School - World Cultures - Last Updated on July 1, 2022

STANDARDS

CSUSA Illinois - High School - Social Sciences

SS.G.1.9-12.

Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.

SS.G.3.9-12.

Analyze and explain how humans impact and interact with the environment and vice versa.

SS.G.8.9-12.

Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.

SS.G.11.9-12.

Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.

SS.H.12.9-12.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

SS.IS.1.9-12.

Address essential questions that reflect an enduring issue in the field.

PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Unit 1: Geography Core Concepts

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> Students will understand how geography shaped history. 	<ul style="list-style-type: none"> How did geography shape history?

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Academic Vocabulary and Key Terms:</p> <ul style="list-style-type: none"> geography latitude longitude cardinal directions intermediate directions Equator Prime Meridian Location <ul style="list-style-type: none"> absolute location relative location Place Region Movement Human-environment interaction globe scale Geographic Information Systems (GIS) Global Positioning System (GPS) Digital Maps distortion projections key locator map scale bar compass rose Physical maps elevation Political maps special-purpose maps orbit revolution axis equinox solstice rotation 	<ul style="list-style-type: none"> Identify and explain the 5 themes of geography Identify and locate the continents Identify methods used by geographers to analyze evidence Identify the effects of population growth on the physical environment Compare and contrast cardinal directions and intermediate directions Explain how a landform is created Distinguish between climate and weather Draw conclusions about the movement of water through the water cycle Identify climate types on a map Explain how people impact renewable and nonrenewable resources Explain how people have adapted to and changed the environment Identify and explain the effects of population growth and population distribution on the environment Explain voluntary and involuntary migration Explain the causes of urbanization Analyze social issues affecting urbanization

Unit 1: Geography Core Concepts

High School - World Cultures - Last Updated on July 1, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• time zones• core• crust• mantle• atmosphere• landforms• weathering• erosion• deposition• plains• plateau• delta• valley• plate tectonics• tectonic plates• faults• magma• weather• climate• precipitation• temperature• polar zones• high latitudes• low latitudes• tropics• temperate zones• middle latitudes• altitude• water cycle• evaporate• intertropical convergence zone• tropical cyclone• hurricane• tornado• tropical wet climates• tropical wet and dry climates• humid subtropical climates• maritime climates• subarctic climates• semiarid climates• arid climates• tundra climates• ice caps• ecosystem• deciduous trees• coniferous trees• forest	

Unit 1: Geography Core Concepts

High School - World Cultures - Last Updated on July 1, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• grasslands• brush• savanna• natural resource• renewable resource• nonrenewable resource• fossil fuels• colonization• industrialization• suburb• deforestation• biodiversity• pollution• spillover• acid rain• demographers• birth rate• death rate• infant mortality rate• population density• migration• emigrate• immigrate• push factors• pull factors• urban• rural• Urbanization• slums• suburban sprawl	

Unit 1: Geography Core Concepts

High School - World Cultures - Last Updated on July 1, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- How do the 5 themes of geography help explain what a place is like and why?
- How are we shaped by our environment?
- What makes up the Earth's inner and outer structures?
- How do physical processes affect humans?
- What factors should be considered when deciding how to use land?
- How have people adapted to and changed the environment?
- How might future uses of technology impact the environment?
- How does migration shape a region's culture and society?
- What are some causes of urbanization? What are some problems associated with urbanization?

Unit Resources:

- Savvas *World History*
 - Geography Core Concepts

Summary of Learning Activities:

Geography Core Concepts:

- Geography: The Study of Earth
- Geography's Five Themes
- Ways to Show Earth's Surface
- Understanding Maps
- Earth in Space
- Time and Earth's Rotation
- Earth's Structure
- Forces on Earth's Surface
- Forces inside Earth
- Climate and Weather
- Temperature
- Water and Climate
- Air Circulation and Precipitation
- Types of Climate
- Ecosystems
- Environment and Resources
- Land Use
- People's Impact on the Environment
- Population
- Migration
- Urbanization

Unit 2: Culture Core Concepts

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.EC.1.9-12.
Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.
SS.EC.3.9-12.
Evaluate how much competition exists within and among sellers and buyers in specific markets.
SS.G.4.9-12.
Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.G.7.9-12
Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.
SS.G.9.9-12.
Describe and explain the characteristics that constitute a particular culture.
SS.G.10.9-12.
Explain how and why culture shapes worldview.
SS.G.11.9-12.
Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
SS.IS.1.9-12.

Unit 2: Culture Core Concepts

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Address essential questions that reflect an enduring issue in the field.

PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Unit 2: Culture Core Concepts

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> • Students will understand how elements of culture help us understand civilizations of the past and present. 	<ul style="list-style-type: none"> • How do the elements of culture help us understand civilizations in the past and present?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Academic Vocabulary and Key Terms: <ul style="list-style-type: none"> ◦ culture ◦ norm ◦ cultural trait ◦ ethnicity ◦ race ◦ Nationalism ◦ cultural landscapes ◦ culture region ◦ society ◦ family ◦ nuclear family ◦ extended family ◦ social structure ◦ socialization ◦ multicultural society ◦ diversity ◦ social class ◦ gender ◦ language ◦ religion ◦ ethics ◦ science ◦ technology ◦ standard of living ◦ cultural health 	<ul style="list-style-type: none"> • Identify the 7 elements of culture • Identify and describe the common traits that define cultures • Define the common traits that unify a culture region • Identify institutions basic to all societies • Describe how art reflects history • Describe ways in which contemporary issues influence creative expressions. • Identify examples of art, music, and literature that have transcended the boundaries of societies and conveyed universal themes such as religion, justice, and the passage of time. • Identify and describe how cultural traits such as trade, travel, and war spread. • Identify and define the impact of cultural diffusion on individuals. • Identify examples of positive effects and negative effects of cultural diffusion. • Identify and describe factors that influence cultural change, such as improved communication, transportation, and economic development. • Analyze how technological innovations improve the standard of living in the United States. • Evaluate the impact of improved communication technology among cultures.

Unit 2: Culture Core Concepts

High School - World Cultures - Last Updated on July 1, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ cultural diffusion	<ul style="list-style-type: none">• Explain how belief systems and political decisions have affected the use of technology.

LEARNING PLAN

Learning Targets / Focusing Questions:

- How do the elements of culture help us understand civilizations in the past and present?
- How do educational and religious institutions participate in socialization?
- How do government and economic institutions reflect the society's values?
- What is the difference between a nuclear family and an extended family?
- What characteristics would you investigate to define a group's culture?
- Why do groups try to preserve their culture?

Unit Resources:

- Savvas *World History*
 - Culture Core Concepts

Summary of Learning Activities:

Culture Core Concepts:

- What is Culture?
- Families and Societies
- Language
- Religion
- The Arts
- Science and Technology
- Cultural Diffusion and Change

Unit 3: Origins of Civilization

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.G.3.9-12.
Analyze and explain how humans impact and interact with the environment and vice versa.
SS.G.5.9-12.
Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.G.8.9-12.
Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.

PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Unit 3: Origins of Civilization

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">Students will understand why culture is important and how it has shaped ancient civilizations.	<ul style="list-style-type: none">Why is culture important?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">Academic Vocabulary and Key Terms:<ul style="list-style-type: none">prehistoryhistorianartifactanthropologyculturearchaeologyMary LeakeyLouis LeakeyOlduvai GorgetechnologyDonald JohansonOld Stone AgePaleolithic PeriodNew Stone AgeNeolithic PeriodnomadanimismNeolithic RevolutiondomesticateÇatalhüyükJerichosurplustraditional economycivilizationsteppetheocracy	<ul style="list-style-type: none">Learn how scholars study the historical pastFind out how anthropologists investigate a period of historyUnderstand how discoveries in Africa and beyond have influenced anthropologists' views about early humans and their ancestors.Describe the skills and beliefs that early modern humans developed during the Old Stone Age.Analyze why the development of agriculture is considered the start of the New Stone Age and the Neolithic Revolution.Explain how the Neolithic Revolution dramatically changed the way people lived.Analyze the conditions under which the first cities and civilizations arose.Outline the basic features that define civilization.Understand the ways in which civilizations have changed over time.

Unit 3: Origins of Civilization

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ polytheistic◦ artisan◦ pictograph◦ scribe◦ cultural diffusion◦ city-state◦ empire	

Unit 3: Origins of Civilization

High School - World Cultures - Last Updated on July 1, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- What conclusions can you draw about why historians must consult many sources in order to present a straightforward, unbiased account of events in the past?
- Why must archaeologists use both relative dating methods and absolute dating methods in their work?
- What circumstances led the Leakeys to search for clues to the human past at Olduvai Gorge in East Africa?
- What do you think was the most likely effect of Donald Johanson's discovery of the remains of the hominid Lucy in 1974, fifteen years after Mary Leakey discovered a hominid skull in Olduvai Gorge?
- How do archaeologists know what people in the Old Stone Age were eating?
- How did the farmers of the New Stone Age raise plants in a controlled way?
- In the Neolithic societies, what new groupings of people emerged?
- How did a technological innovation (farming) lead to social changes?
- Did cities and civilization always replace traditional economies?
- Why did cities need complex governments?
- Why was job specialization essential for the development of civilizations?
- Why would ancient people agree to work on public works projects when they were costly and possibly dangerous?
- What effects would the invention of writing have on ancient civilizations?
- Why did rulers want to conquer territories beyond their boundaries and cities?

Unit Resources:

- Savvas *World History*: Topic 1

Summary of Learning Activities:

- Learning about our Past
- Neolithic Revolution
- Civilization Begins

Unit 4: Ancient Middle East & Egypt

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.5.9-12
Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.G.1.9-12.
Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
SS.G.3.9-12.
Analyze and explain how humans impact and interact with the environment and vice versa.
SS.G.4.9-12.
Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
SS.G.9.9-12.
Describe and explain the characteristics that constitute a particular culture.
SS.G.10.9-12.
Explain how and why culture shapes worldview.
SS.G.12.9-12
Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.11.9-12.

Unit 4: Ancient Middle East & Egypt

High School - World Cultures - Last Updated on July 1, 2022

Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

PRIORITY STANDARDS

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Unit 4: Ancient Middle East & Egypt

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">Students will understand how geography affects people's lives.	<ul style="list-style-type: none">How much does geography affect people's lives?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">Academic Vocabulary and Key Terms:<ul style="list-style-type: none">Fertile CrescentMesopotamiaSumerThe Epic of GilgameshmonarchyhierarchyzigguratcuneiformSargonHammurabicodifycivil lawcriminal lawNebuchadnezzarbureaucracybarter economymoney economyZoroastercolonyalphabetmonotheisticTorahAbrahamcovenantMosesDavid	<ul style="list-style-type: none">Understand how geography influenced the development of civilization in the Fertile Crescent.Outline the main features of Sumerian civilization.Explain how the advances in learning made by the Sumerians left a lasting legacy for later peoples to build on.Outline the achievements of the first empires that arose in MesopotamiaUnderstand how conquests brought new empires and ideas into the Middle East.Describe the major political, religious, and cultural influences of Persia.Summarize the contributions the Phoenicians made to the ancient Middle East.Understand what made the ancient Israelites' belief system unique from others at the time.Outline the main events in the early history of the Israelites.Analyze the central moral and ethical ideas of Judaism.Understand the ways in which geography helped shape ancient Egypt.Explain how Egypt grew strong during the New Kingdom.Describe the ways in which religious beliefs

Unit 4: Ancient Middle East & Egypt

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ Solomon◦ patriarchal◦ Sabbath◦ prophet◦ ethics◦ Diaspora◦ cataract◦ delta◦ dynasty◦ pharaoh◦ bureaucracy◦ vizier◦ Hatshepsut◦ Thutmose III◦ Ramses II◦ Amon-Re◦ Osiris◦ Isis◦ Akhenaton◦ mummification◦ hieroglyphics◦ papyrus◦ decipher◦ Rosetta Stone	<p>shaped the lives of ancient Egyptians.</p> <ul style="list-style-type: none">• Explain how the Egyptians organized their society.• Outline the advances that the Egyptians made in learning, the arts, science, and literature.

Unit 4: Ancient Middle East & Egypt

High School - World Cultures - Last Updated on July 1, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- What made the Fertile Crescent an area in which civilizations could develop?
- What prompted people to work together in early Sumer?
- Discuss the relationship between the king and the Sumerian people. What was the role of the king in society?
- Why did each Sumerian city build a ziggurat?
- How did cuneiform come about?
- How did the Sumerian civilization influence later civilizations?
- How did the Babylonians and other later civilizations build on Sumerian understandings of mathematics and astronomy?
- How did Sumerian mathematical and technological ideas spread to other civilizations?
- Why did Sargon's empire collapse?
- Why was Hammurabi's Code a great achievement?
- Why did the Hittites want to keep their knowledge of how to extract iron from ore secret?
- How have historians been able to learn about ancient cultures in general and the Assyrian empire in particular?
- What made Nebuchadnezzar's Babylon such an impressive city?
- How did a network of roads maintain peace and unity in the Persian empire?
- What is the difference between a barter economy and a money economy?
- How did Persian religious ideas influence later civilizations?
- How did Phoenician colonies help spread their civilization?
- How were the ancient Israelites similar to other Canaanites and how were they different?
- Why is Abraham an important figure in Judaism?
- What happened when Nebuchadnezzar and the Babylonian armies captured Judah?
- How did the Diaspora contribute to Jewish values spreading to western cultures?
- Which concepts of democracy can be traced to Judeo-Christian influences?
- How did ancient people control the Nile's water and why was controlling it important?
- How were pharaohs viewed in ancient Egyptian civilization?
- What enabled pharaohs to create a strong, centralized state in ancient Egypt?
- How important do you think the afterlife was to ancient Egyptians?
- How did the Egyptians and Hyksos interact? What did each culture gain from the other?
- What caused the Egyptian empire to decline?
- Why was Osiris an important Egyptian god?
- What was the result of Akhenaton trying to get the people to worship Aton instead of Amon-Re?
- How was Egyptian society structured in a similar way to other ancient societies?
- In what ways did Egyptian women enjoy a higher status than women elsewhere in the ancient world?
- How did the Rosetta Stone enable historians to learn more about ancient Egypt?
- How were Egyptian medical advances spread to other civilizations?

Unit 4: Ancient Middle East & Egypt

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Unit Resources:

- Savvas *World History*: Topic 2

Summary of Learning Activities:

- A Civilization Emerges in Sumer
- Empires in Mesopotamia
- The Hebrews and the Origins of Judaism
- Egyptian Civilization

Unit 5: Ancient India & China

High School - World Cultures - Last Updated on July 1, 2022

STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.5.9-12
Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.G.1.9-12.
Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
SS.G.3.9-12.
Analyze and explain how humans impact and interact with the environment and vice versa.
SS.G.5.9-12.
Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.G.7.9-12
Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.
SS.G.8.9-12.
Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.
SS.G.9.9-12.
Describe and explain the characteristics that constitute a particular culture.
SS.G.10.9-12.
Explain how and why culture shapes worldview.
SS.H.2.9-12
Analyze change and continuity within and across historical eras.

Unit 5: Ancient India & China

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SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

PRIORITY STANDARDS

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Unit 5: Ancient India & China

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> • Students will understand how religion and culture are connected. • Students will understand the ancient religions of South Asia. 	<ul style="list-style-type: none"> • How are religion and culture connected?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Academic Vocabulary and Key Terms: <ul style="list-style-type: none"> ◦ subcontinent ◦ plateau ◦ monsoon ◦ Harappa ◦ Mohenjo-Daro ◦ veneration ◦ acculturation ◦ Vedas ◦ rajah ◦ Indra ◦ brahman ◦ mystic ◦ atman ◦ moksha ◦ reincarnation ◦ karma ◦ dharma ◦ ahimsa ◦ caste ◦ Siddhartha Gautama ◦ Four Noble Truths ◦ Eightfold Path ◦ nirvana ◦ sect 	<ul style="list-style-type: none"> • Describe the Indian subcontinent's geography. • Understand the clues archaeology has provided about the rise and fall of the Indus civilization. • Analyze the main characteristics of the Aryan civilization and the Vedic age. • Explain what ancient Indian epics reveal about Aryan life. • Describe the origins and central beliefs of Hinduism. • Analyze and summarize how the caste system shaped India. • Describe the origins and central beliefs of Buddhism. • Describe how Buddhism grew and changed as it spread beyond India. • Analyze how Maurya rulers created a strong central government for their empire. • Explore the kingdoms that arose across the Deccan. • Explain why the period of Gupta rule in India is considered a golden age. • Understand how family and village life shaped Indian society.

Unit 5: Ancient India & China

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ Chandragupta Maurya◦ dissent◦ Asoka◦ missionary◦ golden age◦ decimal system◦ joint family◦ dowry◦ loess◦ clan◦ dynastic cycle◦ feudalism◦ Confucius◦ Laozi◦ philosophy◦ filial piety◦ oracle bone◦ characters◦ calligraphy◦ Shi Huangdi◦ Wudi◦ monopoly◦ expansionism◦ civil servant◦ warlord◦ acupuncture	<ul style="list-style-type: none">• Understand how geography influenced early Chinese civilization.• Analyze how Chinese culture took shape under the Shang and Zhou dynasties.• Describe the origins, central ideas, and spread of Confucianism and Daoism.• List some achievements made in early China.• Understand how Shi Huangdi unified China and established a Legalist government.• Outline why the Han period is considered a golden age of Chinese civilization.• Analyze how the Silk Road facilitated the spread of ideas and trade in China.• Analyze why Buddhism spread throughout China.

Unit 5: Ancient India & China

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LEARNING PLAN

Learning Targets / Focusing Questions:

- How do the monsoons affect life in India?
- What factors do archaeologists believe led to the decline of the Indus civilization? Why is the decline of the Indus civilization still a mystery?
- What factors do you think led to the transition of the Aryan people from nomadic herders to farmers?
- Why do you think archaeologists have found extensive samples of Aryan texts, while relatively little written information has been recovered from ancient Indus civilization?
- What factors contributed to the influx of written texts during the Aryan period?
- What are some of the most important principles in Hinduism?
- Compare and contrast the basic principles of Buddhism with the basic principles of Hinduism.
- In Buddhism, what is the relationship between the Four Noble Truths and the Eightfold Path? How do the two concepts explain the most important principles of Buddhism?
- What is the importance of the *Tripitaka* to the Buddhist religion? How did the development of the texts support the evolution of Buddhism?
- Compare and contrast the two major sects of Buddhism that developed after the death of the Buddha.
- Compare and contrast the reigns of the Mauryan emperors and the Guptas.
- How did the role of women in India change from the time of the Aryans?
- How did agriculture and trade help shape life in Indian villages?
- How did geography contribute to the philosophy that China was the sole source of civilization?
- Why would the evolution of dynasties play such an important role in Chinese history?
- How was Shang society structured?
- Why did Wuwang grant control of territories to his supporters? How did this make him an effective leader?
- Why were Shang kings considered a link between the people and Shang Di?
- Compare and contrast the philosophies of Confucianism and Daoism.
- How did the evolution of a complex system of writing help foster unity in early China?
- How was the Silk Road an important part of the growth of civilization in China?
- Compare and Contrast the reign of Wudi with the reign of Shi Huangdi.
- Why was the era of Han rule considered a Golden Age in China?
- What was the role of women during the Han Golden Age in China?
- Why was the spread of Buddhism in China initially met with resistance?
- How does the concept of filial piety relate to Buddhist principles?

Unit Resources:

- Savvas *World History*: Topic 3

Summary of Learning Activities:

- Early Civilization in South Asia

Unit 5: Ancient India & China

High School - World Cultures - Last Updated on July 1, 2022

- The Origins of Hinduism and Buddhism
- Powerful Empires Emerge in India
- Ancient Civilization in China
- Strong Rulers Unite China

Unit 6: The Americas

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.IS.2.9-12.
Explain how supporting questions contribute to an inquiry.
SS.IS.3.9-12.
Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.
SS.IS.5.9-12
Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
SS.G.1.9-12.
Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
SS.G.3.9-12.
Analyze and explain how humans impact and interact with the environment and vice versa.
SS.G.4.9-12.
Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.G.10.9-12.
Explain how and why culture shapes worldview.
SS.H.1.9-12.

Unit 6: The Americas

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Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.11.9-12.

Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

Unit 6: The Americas

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> • Students will understand how geography affects people's lives. 	<ul style="list-style-type: none"> • How much does geography affect people's lives?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Academic Vocabulary and Key Terms: <ul style="list-style-type: none"> ◦ Mesoamerica ◦ maize ◦ Olmec ◦ stela ◦ Valley of Mexico ◦ Tenochtitlan ◦ chinampa ◦ tribute ◦ Teotihuacan ◦ Chavín ◦ Moche ◦ adobe ◦ Nazca ◦ Huari ◦ Tiahuanaco ◦ Pachacuti Inca Yupanqui ◦ Sapa Inca ◦ Cuzco ◦ quipu ◦ ayllu ◦ Inti ◦ Mesa Verde ◦ pueblo ◦ Pueblo Bonito ◦ kiva ◦ earthwork 	<ul style="list-style-type: none"> • Explain when and where people first settled the Americas. • Analyze the rise of the Olmec civilization. • Describe the major developments of the Maya and Aztec civilizations. • Explain how prior civilizations influenced the Maya and Aztec. • Examine the early cultures of the Andes. • Understand how Inca emperors extended and maintained their empire. • Describe the major developments of Inca civilization. • Understand how groups of people adapted to the desert environment of the Southwest. • Analyze the evidence from which we have learned about the emergence of culture in eastern North America. • Examine the cultures that developed in three very different geographic regions.

Unit 6: The Americas

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ Cahokia◦ potlatch◦ Iroquois League	

LEARNING PLAN

Learning Targets / Focusing Questions:

- Why was the ability to cultivate domestic plants and animals an important part of the evolution of civilization in the Americas?
- How did the development of city-states contribute to the cultural advancement of the Maya?
- Why is it important to know that the Maya were a polytheistic society?
- Compare and contrast the Maya and Aztec civilizations.
- Why is the reign of Pachacuti now considered historic?
- How did the development of language and roads help unite the Inca empire?
- What are the most important developments of the Inca culture?
- Describe the Hohokam system of irrigation.
- What was the impact of the Iroquois League on the ancient civilizations of the Northeast?
- What were the effects of the natural environment on the development of ancient civilizations in North America?

Unit Resources:

- Savvas *World History*: Topic 4

Summary of Learning Activities:

- Civilizations of Middle America
- The World of the Incas
- Peoples of North America

Unit 7: Ancient Greece

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.G.1.9-12.
Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
SS.G.3.9-12.
Analyze and explain how humans impact and interact with the environment and vice versa.
SS.G.4.9-12.
Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.G.10.9-12.
Explain how and why culture shapes worldview.
SS.H.1.9-12.
Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.IS.5.9-12

Unit 7: Ancient Greece

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Identify evidence that draws information from multiple sources to revise or strengthen claims.

PRIORITY STANDARDS

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Unit 7: Ancient Greece

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> Students will understand governmental powers and how power affects the citizens. 	<ul style="list-style-type: none"> How much power should the government have?

Students will know (Knowledge):	Students will be able to do (Skills):
<p>Academic Vocabulary and Key Terms:</p> <ul style="list-style-type: none"> Knossos shrine fresco Trojan War strait Homer polis acropolis citizen monarchy aristocracy phalanx oligarchy Sparta Athens democracy tyrant legislature alliance Pericles direct democracy stipend jury ostracism philosopher logic 	<ul style="list-style-type: none"> Identify the influences on Minoan culture and how the civilization prospered. Summarize how the Mycenaeans ruled the sea trade and started the Trojan War. Describe the works of Homer and their influence on Greek culture. Understand how geography influenced the Greek city-states. Explain how democracy and other forms of government developed in Greece. Describe the influence of Greek concepts related to the rights and responsibilities of citizenship. Identify the culture and values shared by Greeks. Summarize how the Persian and Peloponnesian Wars affected Greece. Analyze the political and ethical ideas developed by Greek philosophers. Understand how balance and order governed Greek art and architecture. Identify the themes explored by Greek writers and historians. Explain how Alexander the Great built an extensive empire. Describe the empire's cultural impact. Identify major Greek scientists and their

Unit 7: Ancient Greece

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• rhetoric• Socrates• Plato• Aristotle• Parthenon• tragedy• comedy• Herodotus• Alexander the Great• Phillip II• assassination• assimilate• Alexandria• Pythagoras• heliocentric• Archimedes• Hippocrates	discoveries and innovations.

Unit 7: Ancient Greece

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LEARNING PLAN

Learning Targets / Focusing Questions:

- Why do historians believe that Minoan women had more rights in their society than women in other ancient civilizations?
- How did Minoan culture prosper?
- Compare and contrast the Minoan and Mycenaean civilizations.
- How do historians know that the Trojan War actually occurred?
- How did the Minoan and Mycenaean civilizations affect each other?
- What might people today learn about the ancient Greeks from the *Odyssey* and the *Iliad*?
- How did geographical features shape Greek city-states?
- How was Sparta different from other city-states?
- Compare and contrast women's and men's lives in Sparta.
- What were Solon's reforms in Athens? Why were many Athenians still unsatisfied with their government?
- Contrast the lives of well-to-do men and women in Athens.
- Whom did Greeks worship and how did they practice their religion?
- How did Greek city-states come together to defeat Persia?
- Why might some Greek city-states have wanted to withdraw from the Delian League?
- What responsibilities and privileges did citizens of Athens have during the Age of Pericles?
- What were the cause and effects of the Peloponnesian War?
- How did the death of Socrates affect Plato?
- How were the Sophists different from other philosophers of Ancient Greece?
- How did Greek sculpture evolve over time?
- How does the Parthenon convey the Greek ideas of order and harmony in the universe?
- What ideas were explored in Greek tragedies?
- Compare and contrast Herodotus and Thucydides.
- How did Alexander come to replace Philip II?
- What factors shaped Hellenistic civilization?
- What do you think helped make Alexandria, Egypt, the greatest of Hellenistic capitals?
- What factors might have encouraged the tremendous growth in the arts and sciences during the Hellenistic period?
- Who was Archimedes and what did he do?

Unit Resources:

- Savvas *World History*: Topic 5

Summary of Learning Activities:

- Early Greece
- The Greek City-States

Unit 7: Ancient Greece

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- Greek Thinkers, Artists, and Writers
- Alexander the Great and the Legacy of Greece

Unit 8: Ancient Rome & Christianity

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.2.9-12.
Explain how supporting questions contribute to an inquiry.
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.CV.2.9-12.
Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.G.1.9-12.
Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
SS.G.3.9-12.
Analyze and explain how humans impact and interact with the environment and vice versa.
SS.G.4.9-12.
Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
SS.G.6.9-12.

Unit 8: Ancient Rome & Christianity

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Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

SS.G.12.9-12

Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

SS.H.1.9-12.

Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.4.9-12.

Analyze how people and institutions have reacted to environmental, scientific, and technological challenges

SS.H.9.9-12.

Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.H.11.9-12.

Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring understanding in the field.

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Unit 8: Ancient Rome & Christianity

High School - World Cultures - Last Updated on July 1, 2022

DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will understand what makes governments successful.• Students will understand how the Roman Empire was influential in the development of Christianity.	<ul style="list-style-type: none">• What makes a government successful?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary and Key Terms:<ul style="list-style-type: none">◦ Etruscans◦ republic◦ patrician◦ consul◦ dictator◦ plebeian◦ tribune◦ veto◦ legion◦ imperialism◦ latifundia◦ Tiberius Gracchus◦ Gaius Gracchus◦ Julius Caesar◦ Augustus◦ census◦ Hadrian◦ Diocletian◦ inflation◦ Constantinople◦ mercenary◦ Virgil◦ satirize◦ mosaic	<ul style="list-style-type: none">• Describe the development of the classical civilization of Rome.• Outline how the Roman republic was structured and governed.• Understand the rights and religious practices that characterized Roman society.• Explain how the Roman republic grew and used its political influence.• Identify the events leading to the decline of the Roman republic.• Summarize the fundamental ideas and institutions of Western civilizations that originated in Rome.• Explain how and why the Roman empire divided.• Identify the factors that led to the decline and fall of Rome.• Summarize the works of Roman literary figures, historians, and philosophers.• Describe the art and architecture developed by the Romans.• Understand how the Romans applied science and mathematics for practical use.• Explain how Rome's rule of law influenced modern legal systems.

Unit 8: Ancient Rome & Christianity

High School - World Cultures - Last Updated on July 1, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ engineering◦ aqueduct◦ Ptolemy◦ messiah◦ Christian Bible◦ apostle◦ Paul◦ martyr◦ Constantine◦ clergy◦ bishop◦ patriarch◦ pope◦ heresy◦ Augustine	<ul style="list-style-type: none">• Summarize the Roman ideas and institutions that have influenced Western civilization.• Understand the diverse religions included in the early Roman empire.• Describe the development and central ideas of Christianity.• Summarize the spread of Christianity.• Outline the development of the early Christian church.

Unit 8: Ancient Rome & Christianity

High School - World Cultures - Last Updated on July 1, 2022

LEARNING PLAN

Learning Targets / Focusing Questions:

- Why was the senate a key institution in the republic?
- What checks and balances existed in Rome's government?
- What Roman political ideas formed the foundation of many modern democratic governments?
- Why do you think the Romans believed that it was important to educate both male and female children?
- What attributes of Roman rule helped it maintain control over the land and people it conquered?
- Why were Roman citizen-soldiers steadfast in their devotion to the republic?
- What were the rights and responsibilities of citizens and non-citizens in the Roman republic?
- How did Rome's conquests affect the empire?
- What caused the three Punic Wars between Rome and Carthage?
- Why were the Romans committed to a policy of imperialism?
- What sparked the infighting that eventually led to the decline of Rome's republic?
- What did Caesar accomplish as dictator?
- What happened after Caesar was assassinated?
- How did the Roman army change over time, and what effect did it have on the future of the republic?
- Why is the 200-year period that began with Augustus and ended with Marcus Aurelius called the Pax Romana?
- Summarize Hadrian's accomplishments.
- What fundamental institutions established by Augustus are still used today?
- List the sequence of measures Diocletian took to rebuild the empire.
- What economic and social issues disturbed the balance of the empire?
- How did political turmoil affect the stability of the Roman empire?
- How did the Huns and other invaders weaken the Roman empire?
- What was the final blow that led to the fall of Rome?
- Explain how the Germanic takeover affected Roman customs and language. What parts of the Roman civilization were preserved?
- How did Romans use literature to influence people?
- What did Roman sculptors try to accomplish in their art?
- What two famous Roman buildings are covered in the lesson? How do they provide evidence of the diffusion of Roman ideas?
- What evidence supports the idea that Romans perfected their engineering skills?
- Identify the Roman principles that are the foundation for the American legal system.
- Why were Romans not truly equal before the law?
- What were some of the religions in the early empire, and what does this diversity reveal about the Roman

Unit 8: Ancient Rome & Christianity

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empire?

- Identify the causes and effects of the Jewish revolt against Rome.
- Describe the central ideas of Christianity.
- What was Paul's role in the spread of Christianity?
- Describe how the role of women in the church changed over time.
- How was the Roman empire influential in the development of Christianity?
- What practices and organizational structure helped establish the early Christian Church?

Unit Resources:

- Savvas *World History*: Topic 6

Summary of Learning Activities:

- The Roman Republic
- The Roman Empire: Rise and Decline
- The Legacy of Rome
- The Origins of Christianity

Unit 9: The Muslim World & Africa

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STANDARDS

CSUSA Illinois - High School - Social Sciences

SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.2.9-12.

Explain how supporting questions contribute to an inquiry.

SS.G.9.9-12.

Describe and explain the characteristics that constitute a particular culture.

SS.G.10.9-12.

Explain how and why culture shapes worldview.

SS.G.12.9-12

Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

SS.H.1.9-12.

Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.2.9-12

Analyze change and continuity within and across historical eras.

SS.H.10.9-12.

Analyze the causes and effects of global conflicts and economic crises.

SS.H.11.9-12.

Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Unit 9: The Muslim World & Africa

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SS.G.8.9-12.

Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.

SS.H.4.9-12.

Analyze how people and institutions have reacted to environmental, scientific, and technological challenges

SS.EC.1.9-12.

Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

PRIORITY STANDARDS

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Unit 9: The Muslim World & Africa

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> Students will understand how religion and culture are connected. 	<ul style="list-style-type: none"> How are religion and culture connected?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> Academic Vocabulary and Key Terms: <ul style="list-style-type: none"> Bedouin Muhammad Mecca KaabaYathrib hijra Medina Quran mosque hajj Sharia Abu Bakr caliph Sunni Shiite Sufi Umayyad Abbasid Baghdad minaret sultan social mobility Firdawsi Omar Khayyám calligraphy Ibn Rushd Ibn Khaldun 	<ul style="list-style-type: none"> Understand how Muhammad spread Islam. Describe the origins of Islam. Explain how Islam helped shape the way of life of its believers. Describe the spread of Islam. Identify the divisions that emerged within Islam. Describe the rise of Umayyad and Abbasid dynasties. Explain why the Abbasid empire declined. Describe the role of trade in Muslim civilization. Identify the traditions that influenced Muslim art, architecture, and literature. Describe the major ideas in mathematics, science, and technology that occurred in Muslim civilization. Explain the impact of the Ottoman empire on Eastern Europe. Understand the characteristics of Ottoman culture. Explain how Abbas the Great strengthened the Safavid empire. Understand how geography affected migration, cultural development, and trade in Africa. Describe the rise and decline of Nubia. Explain how outside influences led to change in North Africa.

Unit 9: The Muslim World & Africa

High School - World Cultures - Last Updated on July 1, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ al-Khwarizmi◦ Muhammad al-Razi◦ Ibn Sina◦ Ottoman◦ Istanbul◦ Suleiman◦ janizary◦ Safavid◦ shah◦ Shah Abbas the Great◦ Isfahan◦ Qajar◦ Tehran◦ savanna◦ Sahara◦ cataract◦ desertification◦ Bantu◦ Nubia◦ Piankhi◦ Meroë◦ Septimius Severus◦ surplus◦ commodity◦ Ghana◦ Sundiata◦ Mali◦ Mansa Musa◦ Songhai◦ Axum◦ Adulis◦ Ethiopia◦ Lalibela◦ Swahili◦ Great Zimbabwe	<ul style="list-style-type: none">• Understand why gold and salt were important in early Africa.• Describe how the rulers of Ghana, Mali, and Songhai built strong kingdoms.• Summarize how other West African societies developed.• Explain how religion influenced the development of Axum and Ethiopia.• Understand how trade affected the city-states in East Africa.• Describe the economy of Great Zimbabwe.• Identify the different ways that the family influenced medieval African cultures.• Describe the variety of forms of medieval African governments.• Understand the role of religion and art in medieval societies.

Unit 9: The Muslim World & Africa

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ nuclear family◦ patrilineal◦ matrilineal◦ lineage◦ consensus◦ griot	

Unit 9: The Muslim World & Africa

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LEARNING PLAN

Learning Targets / Focusing Questions:

- How does the meaning of the word “Islam” (submission to God) fit Muhammad’s life?
- Why are Mecca and Medina the most important cities for Muslims?
- What are the Pillars of Islam? Why are they important to Muslims?
- In addition to shared religious beliefs, how has Islam helped unite Muslims from many regions?
- How do the Quran and Sharia guide Muslims?
- How did early Islam affect the lives of women?
- Which aspects of Islam would have appealed to the poor, enslaved, and isolated?
- How did the early Muslim leaders help Muslims deal with Muhammad’s death?
- How did the unity of the Arabs affect the balance of power in southwest Asia?
- What are some possible outcomes of the division (schism) between the Sunni and Shiite Muslims?
- How did Sufis help spread Islam?
- Why were the Umayyad caliphs successful?
- How did the early Muslim leaders’ treatment of non-Muslims help them avoid conflict?
- How was the Abbasids’ treatment of non-Muslims similar to that of the Umayyads’? How was it different?
- Why was Baghdad a special place under the Abbasids?
- What aspects of life did the Umayyad rulers bring to Spain?
- Why did the Abbasid caliphates decline and eventually break up?
- To which three regions did Muslim traders travel?
- Why did agriculture thrive in the Muslim empires?
- How could slaves become free under Abbasid rule?
- What were some options for slaves in the Abbasid caliphate?
- How would the prohibition on depicting humans or God in illustrations make Islamic art different than European art?
- Why was it important for Muslim scholars to preserve the learning of earlier civilizations?
- How were Ibn Rushd’s and Ibn Khaldun’s approaches to learning similar?
- How did Islamic physicians break new ground?
- Explain how the Ottomans were able to conquer Constantinople.
- How did the conquering of Constantinople help the Ottomans control trade between Asia and Europe?
- How does Suleiman’s nickname of “The Lawgiver” and his establishment of a vast bureaucracy indicate one of the main reasons why the Ottoman empire lasted as long as it did without weakening?
- Compare and contrast the events that led to the rise and fall of the Ottoman empire.
- What role did geography and religion play in the continuing pressures on the Safavid empire?
- What was a lasting legacy of the Safavid empire?
- Explain how Africa’s vast mineral resources, including salt, gold, and iron, impacted Africa’s trading cities.
- How did the desertification of Northern Africa impact the movement of people and ideas?
- Why did Neolithic villages thrive in the Sahara?

Unit 9: The Muslim World & Africa

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- How did the Bantu migration contribute to Africa's rich diversity of cultures?
- What natural resources allowed Nubia to manufacture tools and weapons?
- How might Nubia's success have led to its downfall?
- How did Rome's defeat of Carthage impact Northern Africa?
- How did Muslim Arabs change the cultural and religious landscape of early Africa?
- How did Saharan trade affect the northern fringes of the savanna?
- In what way did the desertification of the Sahara impact migration into the savanna?
- What aspects of the gold and salt trade facilitated Ghana's rise as a prosperous kingdom?
- How did Islam impact Ghana's government?
- What was Islam's impact on education in West Africa?
- What did Mansa Musa's pilgrimage to Mecca say about Mali's wealth?
- What religious differences existed between Songhai and Mali?
- What made Timbuktu a popular destination for Muslim scholars?
- Analyze the interaction between Ife and Benin. How did this relationship benefit Benin?
- What factors led to the rise of prosperous trading kingdoms in Hausa?
- Which goods did traders bring to Axum from the interior of Africa, providing evidence of the extent of the trade routes?
- How did trade in the Indian Ocean influence the kingdoms of East Africa?
- Explain how religious interactions influenced Axum's development.
- Explain how Christianity influenced Ethiopia's development.
- How did Ethiopia's Christians adapt to East African culture?
- Why would East African architecture have elements of Arabic design?
- What physical and geological features allowed trade to flourish in East Africa?
- How did the Bantu migration influence the development of Great Zimbabwe?
- What does the architecture of Great Zimbabwe suggest about the kingdom?
- Why did family patterns vary greatly in medieval Africa?
- How did age play a role for children in some medieval African societies?
- How does a power-sharing government in Africa work?
- Why might the opinions of older individuals carry more weight than the opinions of younger people?
- What role did women play in many West African villages?
- Why were Christianity and Islam able to absorb some of the beliefs of many African religions?
- Explain how art strengthened bonds with African communities.
- Why were griots important to African society?

Unit Resources:

Unit 9: The Muslim World & Africa

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- Savvas *World History*: Topic 8

Summary of Learning Activities:

- The Origins of Islam
- A Muslim Empire
- Achievements of Muslim Civilization
- The Ottoman and Safavid Empires
- Early Civilizations of Africa
- Kingdoms of West Africa
- Trading States of East Africa
- Diverse Peoples and Traditions in Africa

Unit 10: Renaissance & Reformation

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.IS.2.9-12.
Explain how supporting questions contribute to an inquiry.
SS.IS.3.9-12.
Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.IS.7.9-12.
Articulate explanations and arguments to a targeted audience in diverse settings.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.G.7.9-12
Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.
SS.G.10.9-12.
Explain how and why culture shapes worldview.
SS.H.1.9-12.

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Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.9.9-12.

Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.H.10.9-12.

Analyze the causes and effects of global conflicts and economic crises.

SS.H.11.9-12.

Analyze multiple and complex causes and effects of events in the past.

PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect and enduring understanding in the field.

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: IS.SS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Standard: IS.SS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">• Students will understand the importance of culture.• Students will understand how art, science, and technology influence a specific culture.	<ul style="list-style-type: none">• Why is culture important?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• Academic Vocabulary and Key Terms:<ul style="list-style-type: none">◦ humanism◦ humanities◦ Petrarch◦ vernacular◦ Florence◦ patron◦ perspective◦ Leonardo da Vinci◦ Michelangelo◦ Raphael◦ Baldassare Castiglione◦ Niccolò Machiavelli◦ Flanders◦ Albrecht Dürer◦ engraving◦ Erasmus◦ Sir Thomas More◦ utopian◦ Shakespeare◦ Johann Gutenberg◦ indulgence◦ Martin Luther◦ Wittenberg◦ Charles V	<ul style="list-style-type: none">• Describe the characteristics of the Renaissance and understand why it began in Italy.• Identify Renaissance artists and explain how new ideas affected the arts of the period.• Understand how writers of the time addressed Renaissance themes.• Explain the impact of the Renaissance.• Describe the themes that northern European artists, humanists, and writers explored.• Explain how the printing revolution shaped European society.• Summarize the factors that encouraged the Protestant Reformation.• Explain the impact of the printing press on the Reformation.• Analyze Martin Luther's role in shaping the Protestant Reformation.• Explain the teachings and impact of John Calvin.• Describe the new ideas that Protestant sects embraced.• Understand why England formed a new church.• Analyze how the Catholic Church reformed itself.• Explain why many groups faced persecution

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ diet◦ John Calvin◦ predestination◦ Geneva◦ theocracy◦ sect◦ Henry VIII◦ Mary Tudor◦ Thomas Cranmer◦ Elizabeth◦ canonize◦ compromise◦ Council of Trent◦ Ignatius of Loyola◦ Teresa of Avila◦ ghetto◦ Nicolaus Copernicus◦ heliocentric◦ Tycho Brahe◦ Johannes Kepler◦ Galileo Galilei◦ scientific method◦ Francis Bacon◦ René Descartes◦ hypothesis◦ Robert Boyle◦ Isaac Newton◦ calculus◦ gravity	<p>during the Reformation.</p> <ul style="list-style-type: none">• Explain the impact of the Reformation.• Explain how new discoveries in astronomy changed the way people viewed the universe.• Understand the new scientific method and how it developed.• Identify the contributions Galileo, Copernicus, Newton, and other scientists made to the Scientific Revolution.

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LEARNING PLAN

Learning Targets / Focusing Questions:

- Which characteristics of the Italian Renaissance are present in modern-day American society and culture?
- What did Renaissance humanists have in common with ancient Greek and Roman thinkers?
- What are some examples of how the Medicis' great wealth and influence transformed Florence into a prominent Renaissance city?
- What role did Italy's geography play in the development of the Renaissance?
- What characteristics of ruling families in Italian city-states during the Renaissance would Machiavelli, author of *The Prince*, have appreciated?
- Compare and contrast the topics and themes that Machiavelli and Castiglione wrote about.
- What were some characteristics of northern European Renaissance paintings?
- How did Erasmus's training as a priest sharpen his critique of the Church?
- What were some long-term impacts of Shakespeare's writings?
- What factors encouraged the Protestant Reformation?
- Why were people emboldened to start questioning an institution as powerful as the Church?
- Why did Luther gain an immediate following?
- What ideas did Luther share with humanist scholars?
- What aspects of Calvinism might have appealed to people in a time of uncertainty?
- What is the key difference between Lutheranism and Calvinism regarding salvation?
- Why did Calvin and other church leaders choose to set up a theocracy in Geneva?
- Why did Protestants develop many different sects, rather than embracing Lutheranism?
- Why was the pope's denial of Henry VIII's request for an annulment so critical to the formation of the Church of England?
- How might Mary's burning of heretics have strengthened the Protestant cause in England?
- How did the Elizabethan Settlement affect the Reformation in England?
- What were the basic components of the Catholic Reformation?
- What does the term Counter-Reformation imply about the causes of this movement?
- Why was religious persecution widespread during the Reformation?
- Why would the social, political, and artistic changes of the Renaissance encourage changes in science?
- Why did many scientists and the Church reject Copernicus's hypothesis that the universe was heliocentric?
- How might the Reformation have shaped the Church's response to Galileo's discoveries?
- What were the contributions of the philosophers Francis Bacon and René Descartes?
- What are some of the medical advances made during the 1500s and 1600s?
- What impact did Renaissance ideas have on medicine during the Scientific Revolution?

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- How did Newton use Plato's emphasis on mathematics in his work?

Unit Resources:

- Savvas *World History*: Topic 10

Summary of Learning Activities:

- The Italian Renaissance
- The Renaissance in Northern Europe
- The Protestant Reformation
- Reformation Ideas Spread
- The Scientific Revolution

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STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.IS.2.9-12.
Explain how supporting questions contribute to an inquiry.
SS.IS.3.9-12.
Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.7.9-12.
Articulate explanations and arguments to a targeted audience in diverse settings.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
SS.G.5.9-12.
Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.
SS.G.9.9-12.
Describe and explain the characteristics that constitute a particular culture.
SS.G.10.9-12.
Explain how and why culture shapes worldview.
SS.G.12.9-12
Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.
SS.H.1.9-12.

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Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.4.9-12.

Analyze how people and institutions have reacted to environmental, scientific, and technological challenges

SS.H.9.9-12.

Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.H.10.9-12.

Analyze the causes and effects of global conflicts and economic crises.

SS.H.11.9-12.

Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> • Students will understand specific characteristic that distinguish one culture from another. • Students will understand how one culture influences another. 	<ul style="list-style-type: none"> • What distinguishes one culture from another?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Academic Vocabulary and Key Terms: <ul style="list-style-type: none"> ◦ sultan ◦ Delhi ◦ rajah ◦ Sikhism ◦ Babur ◦ Mughal ◦ Akbar ◦ Nur Jahan ◦ Shah Jahan ◦ Taj Mahal ◦ Tang dynasty ◦ Tang Taizong ◦ tributary state ◦ land reform ◦ Song dynasty ◦ gentry ◦ dowry ◦ pagoda ◦ steppe ◦ Genghis Khan ◦ Kublai Khan ◦ Yuan dynasty ◦ Marco Polo ◦ Ming dynasty 	<ul style="list-style-type: none"> • Describe the effects of the Delhi sultanate on India. • Explain how Muslim and Hindu civilizations interacted in India. • Describe the historical origins and central ideas of Sikhism. • Summarize the policies of Akbar that strengthened Mughal India. • Summarize how the Tang dynasty reunified China. • Explain how the Song dynasty grew rich and powerful despite military setbacks. • Understand how China created an ordered society. • Describe the major cultural developments in the Tang and Song dynasties. • Summarize how Mongol armies built an empire. • Describe China under Mongol rule. • Understand how the Ming restored Chinese rule. • Explain why the Ming explored the seas for only a brief period. • Describe how geography affected life on the Korean peninsula. • Understand the influence of China and Buddhism

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Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">◦ abacus◦ Zheng He◦ Silla dynasty◦ Koryo dynasty◦ celadon◦ Choson dynasty◦ King Sejong◦ hangul◦ literacy rate◦ archipelago◦ tsunami◦ Shinto◦ selective borrowing◦ kana◦ Murasaki Shikibu◦ samurai◦ bushido◦ Zen◦ stupa◦ King Suryavarman II◦ paddy	<ul style="list-style-type: none">◦ on Korea.• Explain the major achievements of the Choson dynasty.• Explain how geography set Japan apart.• Understand how China influenced Japan, and describe the Heian period.• Summarize the Japanese feudal system.• Explain how the Tokugawas united Japan.• Identify how Zen Buddhism shaped culture in Japan.• Describe the geography of Southeast Asia.• Understand the impact of India on the history of Southeast Asia.• Summarize the characteristics of the new kingdoms and empires in Southeast Asia.• Explain the emergence of Vietnam.

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LEARNING PLAN

Learning Targets / Focusing Questions:

- What effect did Tamerlane's invasion have on the Delhi Sultanate and India?
- What was the effect of Muslim rule on Buddhism? Why?
- What were the main sources of religious conflict between the Muslim and Hindu traditions?
- What can you infer from the fact that a new language (Urdu) that combined elements of the Persian, Arabic, and Indian language spoken in Delhi was developed during the height of the Delhi Sultanate?
- How is Sikhism different from both Islam and Hinduism?
- What are the origins of Sikhism in India?
- Events What steps did Akbar take to ensure that his Hindu subjects would support his government?
- What are some key differences between Akbar's policies and those of his great-grandson, Aurangzeb?
- What factors led to the fall of the Mughal empire in India?
- How did the Tang dynasty reunify China?
- What did Tang rulers do to extend their control over the Chinese people?
- How did the ability to grow two crops of rice each season instead of just one affect the Song economy and society?
- What would make the invention of movable type block printing appealing to people outside of China?
- Why was China's society considered ordered?
- Why did members of the gentry have the leisure time to study the Confucian classics?
- Why were merchants considered the lowest class even though the Song dynasty grew wealthy through trade?
- How can historians study and analyze art created in the Tang and Song dynasties to learn about how Chinese people lived at the time?
- How did religious ideas influence the art of the Tang and Song dynasties?
- Why did the Mongol armies find attacking China's walled cities difficult?
- How did Mongol rule affect trade between China and the West?
- What details about Kublai Khan's actions reflect "an uneasy mix of Chinese and foreign customs"?
- How do you think the visit of Marco Polo with Kublai Khan reflects the impact Mongol rule had on China?
- What major causes led to the founding of the Ming dynasty?
- How did Ming China feed its population of millions?
- Which Chinese products and trade practices had a major impact on Spanish overseas trade?
- Why do you think early Ming rulers sent Chinese fleets to distant regions?
- How did Zheng He's expeditions impact global trade?
- How did Korea's geography influence where people settled?
- What aspect of Korea's location allowed it to be a cultural bridge?
- How was Chinese influence on Korea expanded during the Silla dynasty?
- What important event led to the founding of the Choson dynasty?
- What important change did the use of hangul bring to Korea?
- What conclusion can you draw from the fact that, when they withdrew from Korea, the Japanese took with

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them many Korean artisans?

- Explain why the Japanese language is related to Korean.
- Why do you think Prince Shotoku sent students to study about China directly rather than relying on Korean sources?
- Describe life at the Heian court. What important role did women play?
- How much power did the samurai have in Japan in the 1400s?
- How was Japan able to escape from Mongol conquest?
- How did the Tokugawas create an orderly society in Japan? What were the effects on society?
- What spurred the growth of Japan's economy after the Tokugawas took control?
- Samurai in Japan practiced Zen Buddhism. What was contradictory about this?
- How did kabuki and bunraku shows mark a change in culture in Japan in the 1600s?
- Which region, mainland Southeast Asia or island Southeast Asia, was probably more influenced by China? By India?
- Why was control of the Malacca and Sunda Straits important for controlling trade with India and China?
- How did the monsoons influence the spread of Indian culture in Southeast Asia?
- What changes occurred in Southeast Asia as India increased its presence in the area?
- What was the importance of Angkor Wat to the Khmer empire?
- How did the Vietnamese preserve their identity despite powerful Chinese influences?
- Describe how China influenced the culture of Vietnam.

Unit Resources:

- Savvas *World History*: Topic 9

Summary of Learning Activities:

- The Delhi Sultanate and Mughal India
- Golden Ages in China: Tang and Song Dynasties
- The Mongol Empire and Ming China
- Korea and Its Traditions
- The Island Kingdom of Japan
- The Many Cultures of Southeast Asia