



Manhattan Center for Science and Math High School

Social Studies Department Curriculum

Term 2/Marking Period 1

Topic and Essential Question:

- How did the collapse of the Roman Empire lead to the development of feudalism in Europe?
- What was feudal society life like?
- How did the church influence European feudal society?
- How did the Crusades help end the Middle Ages?
- How did feudalism develop in Japan?
- How did geography influence the development of each civilization?
- How did the Byzantine Empire preserve Greco-Roman culture?
- How did the Byzantine empire impact Russia?
- How did Islam impact society in southwest Asia?
- Why are these civilizations viewed as a Golden Age?
- How did the Mongols impact Eurasia? \*
- How did Pax Mongolia impact global trade?
- What were the causes of the rise and fall of the Mongols?

Unit/Topics

Europe Middle Ages, Byzantines, Russia, Turks, The Muslim World, Europe Middle Ages, Tang and Song dynasties, The Mongols

SWBAT/Objectives

- Understand the Byzantine politics and the rise of Emperor Justinian
- Understand the causes of the Byzantine empire's collapse
- Understand the contributions of the Byzantine empire to society
- Understand the difference between the Roman catholic church and Eastern Orthodox Church
- Understand the contributions of the Tang and Song dynasties
- Understand the rise and fall of the Mongols
- Understand how the Mongols conquered and ruled Russia.
- Understand the Pax Mongolia period
- Understand the rise of Turkish empires in Anatolia
- Understand the rise of Feudalism in Europe and the Middle Ages period

Vocabulary/Key

archipelago, bushido, canon law, chivalry, crusade, daimyo, excommunication, feudalism,

<b>Terms</b>	fief, gothic, guild, heresy, haiku, Inquisition, kabuki, knight, lay investiture, lord, Magna Carta, manor, caliph, calligraphy, excommunication, Hagia Sophia, icon, iconoclasts, Justinian Code of Law, religious tolerance, schism, Shi'a, slavs, pastoralists, Pax Mongolia, Cyrillic alphabet, Tang Taizong, Genghis Khan, Kublai Khan
<b>Assessments:</b>	Feudalism- DBQ essay (Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information; Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.) Regional Civilization, Rise and Fall of empires, Belief Systems- Unit MC Test (Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; Compare and contrast treatments of the same topic in several primary and secondary sources)
<b>Common Core Standards:</b>	RH 9-10.1; RH 9-10.2; RH 9-10.3; RH. 9-10.4; RH 9-10.5; RH 9-10.6; RH 9-10.7; RH 9-10.8; RH 9-10.9; RH 9-10.10
<b>Differentiated Instruction:</b>	
<b>ELLs:</b>	Assign the Spanish Guided Reading worksheet Assign the Spanish Skillbuilder Practice: Interpreting Maps on page 17 in Access for Students Acquiring English. Allow extra time for work and assessment
<b>SWDs:</b>	Preview the Key Terms to give students access to context. Assign chapter summary to give less proficient readers access to content
<b>High-Achievers:</b>	Have gifted students assist students assist their peers Ask students to take on leadership roles when working in groups Students create questions to ask class based upon readings/assignments  PowerPoint/Video(Visual Learners) Pair Work (Interpersonal Learners and Lower Level Readers) One-on-One Teacher Support/Redirection (English Language Learners)
<b>Resources/Books</b>	World History Textbook

Homework: Per Teacher

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## Term 2/Marking Period 2

### Topic and Essential Question:

Why did the Renaissance begin in Italy?  
How does the Renaissance lead Europe into the modern era?  
How does the Reformation change Christianity? \*Why did Nations rise?  
How did different reformation leaders impact Christianity?  
How did the role of the church change with the Reformatio  
What were the main achievements of the Mayan, Aztec, and Incan civilizations?  
How were these societies organized?  
How did the rise of the Native civilizations impact the growth of the Americas?

### Unit/Topics

*Renaissance, Reformation, and The Rise of the Nation-State American and African Civilizations, People and Empires in the Americas*

### SWBAT/Objectives

Describe the key features of the Mayan Aztec and Inca civilizations  
Understand how Europeans began to explore the world  
Understand the culture/religious beliefs and political structure of the native civilizations  
Understand the achievements of the Native civilizations  
Analyze the new ideas and values that led to the Renaissance and the Reformation  
Explain the conditions in Italy that gave rise to the Renaissance  
Identify the values and ideas prized during the Renaissance  
Summarize influential literary works and techniques of key Renaissance writers.  
Trace the impact of the Italian Renaissance on the Northern Renaissance  
Explain how the printing press spread ideas.  
Understand the impact of the Protestant Reformation  
Understand the ideas of the 95 thesis  
Understand the role of Martin Luther and other Reformation leaders

### Vocabulary/Key Terms

annul, burghers, Counter-Reformation, humanism, indulgences, Magna Carta, 95 Theses, parliament, patron, perspective, predestination, recant, Renaissance, sacraments, desertification, gold/salt trade, griots, lineage, lost wax process, matrilineal, mita, patrilineal, quipus,

### Assessments:

Rise and Fall of Mongols, Muslim world Renaissance Reformation Rise of Nation State- Unit Test MC (Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; Compare and contrast treatments of the same topic in several primary and secondary sources)  
Renaissance Reformation Thematic essay ( Analyze how a text uses structure to emphasize key points or advance an explanation or analysis)

### Common Core Standards:

RH 9-10.1; RH 9-10.2; RH 9-10.3; RH. 9-10.4; RH 9-10.5; RH 9-10.6; RH 9-10.7; RH 9-10.8; RH 9-10.9; RH 9-10.10

### Differentiated

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**SWDs:** Preview the Key Terms to give students access to context.  
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**High-Achievers:** Have gifted students assist their peers  
Ask students to take on leadership roles when working in groups  
Students create questions to ask class based upon readings/assignments

PowerPoint/Video(Visual Learners)  
Pair Work (Interpersonal Learners and Lower Level Readers)  
One-on-One Teacher Support/Redirection (English Language Learners)

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<b>Resources/Books</b>	World History Textbook
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Homework: Per Teacher

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**Term 2/Marking Period 3****Topic and Essential Question:**

How did the Ottomans build a vast empire?  
How were did the Saffavids expand and maintain control?  
How did the Mughals impact the growth of India?  
What were the main achievements of the Mayan, Aztec, and Incan civilizations? How were these societies organized?  
Why did Europeans begin to explore the world? How were the Spanish able to conquer the New World?  
What were the results of the encounter between Europe, Africa, and the Americas?  
How did colonialism effect African and Latin American society?  
How did exploration impact business?  
What was the Age of Exploration? How did it impact the slave trade?  
How did the triangular trade system work?

**Unit/Topics**

*The Muslim world The Encounter between Europe, Africa, the Americas, and Asia, Age of Exploration, The Atlantic world*

**SWBAT/Objectives**

Understand the role of the Ottoman and Saffavid empire in Muslim expansion  
Understand the how cultural blending results in new cultures  
Understand the rise of the Mughal empire and its contributions  
Understand what led to European exploration  
Explain the steps in Portugal's discovery of a sea route to Asia  
Understand the technology breakthroughs that let early sailors explore  
Understand the early successes of the Ming dynasty in exploration  
Understand the Spanish conquests  
Understand the impact of Spanish colonization in the Americas  
Understand the philosophy of mercantilism  
Understand the triangular slave trade and the Columbian exchange  
Understand the middle passage impact on the slave trade

**Vocabulary/Key Terms**

astrolabe, capitalism, circumnavigate, colony, conquistador, Columbian Exchange, Creole, encomienda, favorable balance of trade, joint-stock company, mercantilism, mestizo, Zheng He, Middle Passage, mulatto, peninsular, tariffs, triangular trade  
mercantilism

**Assessments:**

**Final Exam** Unit Test MC (Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text; Compare and contrast treatments of the same topic in several primary and secondary sources)  
Age of Exploration Thematic essay ( Analyze how a text uses structure to emphasize key points or advance an explanation or analysis)

**Common Core Standards:**

RH 9-10.1; RH 9-10.2; RH 9-10.3; RH. 9-10.4; RH 9-10.5; RH 9-10.6; RH 9-10.7; RH 9-10.8; RH 9-10.9; RH 9-10.10

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**Differentiated****Instruction:**

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Pair Work (Interpersonal Learners and Lower Level Readers)  
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Homework: Per Teacher