History 201 and GLEs

The following GLEs for 9-12 grades are addressed in History 201:

**SOCIAL STUDIES**

WORLD HISTORY

2b. Knowledge of continuity and change in the history of the world [SS WH 2b]

A.(1) Knowledge of contributions and interactions of major world civilizations: Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times [SS WH 2bA1]

B.2) Influence of the Renaissance and Reformation: Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments [SS WH 2b B2]

**PRINCIPLES AND PROCESSES OF GOVERNANCE SYSTEMS**

3. Knowledge of principles and processes of governance systems [SS GS 3]

B. (2) Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact [SS GS 3 B2]

C. (3) Processes of governmental systems: Interpret the processes pertaining to:
   - selection of political leaders (with an emphasis on presidential and parliamentary systems)
   - functions and styles of leadership (including authoritarian, democratic and *laissez faire*)
   - governmental systems
   - how laws and rules are made, enforced, changed and interpreted [SS GS 3 C3]

**ECONOMIC CONCEPTS AND PRINCIPLES**

4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

A. (1) Compare and contrast economic systems: traditional, market, command and mixed [SS E 4 A1]

**ELEMENTS OF GEOGRAPHICAL STUDY AND ANALYSIS**

5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment [SS G 5]

D. (4) Understanding the concept of place: Describe physical characteristics and human characteristics that make specific places unique [SS G 5 D4]
G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation) [SS G 5 G7]

RELATIONSHIPS OF INDIVIDUAL AND GROUPS TO INSTITUTIONS AND TRADITIONS
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions [SS CT 6]

A. (1) Ideas and beliefs of different cultures: Compare and contrast the major ideas and beliefs of different cultures [SS CT 6 A1]

B. (2) Changing of roles of various groups: Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects [SS CT 6 B2]

C. (3) Major social institutions: Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs [SS CT 6 C3]

D. (4) Consequences of individual or institutional failure: Identify the consequences that can occur when institutions fail to meet the needs of individuals and groups or individuals fail to carry out their personal responsibilities [SS CT 6 D4]

E. (5) Causes, effects and resolutions of cultural conflict: Determine the causes, consequences and possible resolutions of cultural conflicts [SS CT 6 E5]

TOOLS OF SOCIAL SCIENCE INQUIRY
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents) [SS SSI 7]

B. (2) Selecting and analyzing primary/secondary sources: Distinguish between and analyze primary sources and secondary sources [SS SSI 7 B2]

D. (4) Interpreting various social-studies resources: Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts [SS SSI 7 D4]

COMMUNICATION ARTS
READING
1. Develop and apply skills and strategies to the reading process
   H. Apply skills to comprehend and interpret text [CA R 1 H]
I. Compare, contrast, analyze and evaluate connections between information and relationships in various fiction and non-fiction works and text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture [CA R 1 I]

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times [CA R 3]

C. Use details from text to analyze and evaluate the author's use of information and logic to express his or her ideas through word choice, comprehensiveness of detail selection, organizational patterns [CA R 3 C]

WRITING
1 Apply a writing process in composing text: Follow a writing process to independently create appropriate graphic organizers as needed and apply writing process to write effectively in various forms and types of writing [CA W 1]

2 Compose well-developed text using standard English conventions [CA W 2]

3 Write effectively in various forms and types of writing
   B. Routinely use an appropriate method for note-taking
   C. Write multi-paragraph informative and persuasive essays with an effective thesis statement, effective paragraphing, convincing elaboration through specific and relevant details, originality (freshness of thought) and individual perspective, individual style and voice, complex ideas in a sustained and compelling manner
   D. Write a multi-paragraph text that summarizes large amounts of information clearly and concisely [CA W 3]

LISTENING
1 Develop and apply effective listening skills and strategies
   A. Purpose for Listening: listen for information [CA L 1 A]
Introduction: Discussion of the goals of VSI and Dr. Falls lecture style and exam methods.

a. Tape 1
   • CA Listening 1.A. Purpose for Listening: Listen for information

b. Preview Chapter 1—
   • CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text

Unit 1:

I. The Foundations of Western Civilization
   A. Foundations of Western Society: The Religious Nation—
      1. Chapter 1, tapes 2, 3, 4: Sumeria and Egypt—
         • CA Listening 1.A. Purpose for Listening. Listen for information
         • CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
         • SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
         • SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2: Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
         • SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3: Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
         • SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
         • SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  A1. Ideas and beliefs of different cultures.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

2. Chapter 2: The Near Eastern civilizations—
• CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
• SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
• SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
• SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
• SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
• SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place,
movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)

- **SS Relationship of Individual and Groups in Institutions and Traditions 6**
  Knowledge of relationships of the individual and groups to institutions and cultural traditions
  - A1. Ideas and beliefs of different cultures.
  - B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
  - C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
  - D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
  - E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts

3. Interactive learning focused on these examples of religious nations

- **SS Relationship of Individual and Groups in Institutions and Traditions 6**
  Knowledge of relationships of the individual and groups to institutions and cultural traditions
  - A1. Ideas and beliefs of different cultures.
  - C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.

4. Practice Quiz A: Chapter 1 & 2, tapes 2, 3, & 4

B. Foundations of Western Governments: Democratic Greece

1. Chapter 3 (up to “the classical period”), tapes 5 & 6: Sparta and Athens

- **CA Listening 1.A. Purpose for Listening.** Listen for information
- **CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.**
- **SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and**
interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.

- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.

- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.

- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique

- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)

- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.

- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.

- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.

- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.

- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.
2. Outside reading: Pomeroy’s article on Women in Athens
   - CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
   - CA Reading 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.
   - SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry B2 Selecting and analyzing primary/secondary sources
   - SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry D4 Interpreting various social studies resources

   a. Interactive learning focused on Grecian democracy and women’s roles in Greece
      - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
      - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
      - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.

   b. Essay writing practice based on Pomeroy’s article
      - CA Writing 1 Apply a writing process in composing text and apply writing process to write effectively
      - CA Writing 2 Compose well-developed text using standard English conventions
      - CA Writing 3 Write effectively in various forms and types of writing including multi-paragraph informative and persuasive essays using specific and relevant details, originality, and individual perspective that summarize large amounts of information clearly and concisely

3. Practice quiz B: Chapter 3 (up to “the classical period”), tapes 5 & 6, Pomeroy essay

*Formal quiz on Unit #1:* Chapter 1, 2, 3; tapes 2-6; & an essay on Pomeroy’s article

C. Wars and a changing society: the Hellenic age

1. Remainder of chapter 3, tapes 7, 8, & 9
- CA Listening 1.A. Purpose for Listening. Listen for information
- CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
- SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural
traditions  E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

a. Wars with Persian, evolving democracy, and the Peloponnesian wars
   • SS Relationship of Individual and Groups in Institutions and Traditions  6 Knowledge of relationships of the individual and groups to institutions and cultural traditions  E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

2. Outside reading:
   a. Using primary sources to understand the past
      • CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
      • CA Reading 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate text from a variety of cultures and times
      • SS Tools of Social Science Inquiry  7 Knowledge of the use of tools of social science inquiry  B2 Selecting and analyzing primary/secondary sources
      • SS Tools of Social Science Inquiry  7 Knowledge of the use of tools of social science inquiry  D4 Interpreting various social studies resources

   b. Interactive learning comparing Lysistrata’s women to Pomeroy’s women
      • CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
      • CA Reading 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate text from a variety of cultures and times

   b. Essay writing practice comparing the two readings
      • CA Writing 1 Apply a writing process in composing text and apply writing process to write effectively
      • CA Writing 2 Compose well-developed text using standard English conventions
      • CA Writing 3 Write effectively in various forms and types of writing including multi-paragraph informative and persuasive essays using specific and relevant details, originality, and individual perspective that summarize large amounts of information clearly and concisely

3. Practice quiz C: Chapter 3, tapes 7, 8, & 9, Lysistrata essay

D. The Mixing of East and West: Alexander the Great and the Hellenistic Age
1. Chapter 4 and tape 10: Unification of the Western World and the spreading of Greek ideas

- CA Listening 1.A. Purpose for Listening. Listen for information
- CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
- SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique.
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation).
- SS Relationship of Individual and Groups in Institutions and Traditions Knowledge of relationships of the individual and groups to institutions and cultural traditions 6 A1. Ideas and beliefs of different cultures.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional
failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.

- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

2. Interactive learning: preparing for Exam #1. Review tape 1 “introduction”

Unit 1 Exam: Chapter 1-4, tapes 2-10, outside readings Pomeroy and *Lysistrata*.

II. The Roman Roots of Western Civilization

A. The Republic: “Things of the People”

1. Chapter 5, tapes 11, 12, & 13—
   - CA Listening 1.A. Purpose for Listening. Listen for information
   - CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
   - SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
   - SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
   - SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.

SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.

SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.

SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

a. Early Roman government, the Punic wars and the end of the Republic
   o SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
   o SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.

2. Interactive learning focused on Roman government and effect of wars on Rome
   a. Knowing the forms of government and how Rome’s Republic was lead
      o SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
      o SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.

3. Practice quiz A: Chapter 5, tapes 11, 12, & 13

B. Roman Politics and Historical Writing

1. Outside reading: McCoy’s article on Quintus Cicero’s handbook
• CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
• CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text
• CA Reading 3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry B2 Selecting and analyzing primary/secondary sources
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry D4 Interpreting various social studies resources

a. Interactive learning: How does McCoy’s article relate to lectures on the Republic?

• CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
• CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text
• CA Reading 3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry B2 Selecting and analyzing primary/secondary sources
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry D4 Interpreting various social studies resources

2. Outside reading: Quintus Cicero’s Commentariolum Petitionis (the C.P.)
• CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
• CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text
• CA Reading 3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry B2 Selecting and analyzing primary/secondary sources
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry D4 Interpreting various social studies resources

a. Interactive learning: Using primary sources to learn about history
• CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry B2 Selecting and analyzing primary/secondary sources
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry D4 Interpreting various social studies resources
3. Essay practice: the historical style of essay writing
   • CA Writing 1 Apply a writing process in composing text and apply writing process to write effectively
   • CA Writing 2 Compose well-developed text using standard English conventions
   • CA Writing 3 Write effectively in various forms and types of writing including multi-paragraph informative and persuasive essays using specific and relevant details, originality, and individual perspective that summarize large amounts of information clearly and concisely

a. Essay writing practice

4. Tape 14: Julius Caesar and the “Death of the Republic”
   • CA Listening 1.A. Purpose for Listening. Listen for information
   • SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
   • SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
   • SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
• SS Relationship of Individual and Groups in Institutions and Traditions
  Knowledge of relationships of the individual and groups to institutions and
cultural traditions  E5 Causes, effects, and resolutions of cultural conflict:  the
causes, consequences, and possible resolutions of cultural conflicts.

5. Practice quiz B: Tape 14 and an essay on the outside readings

*Formal quiz on Unit #2: Chapter 5, tapes 11-14, essay on the outside readings*

C. Creating the Roman Empire or the Pax Roman

1. Chapter 6, tapes 15, 16, & 17
   • CA Listening 1.A.  Purpose for Listening.  Listen for information
   • CA Reading 1.H.  Develop and apply skills and strategies comprehend and interpret
text.
   • SS World History 2b. Knowledge of continuity and change in the history of the
world A1: The dominant characteristics, contributions of, and interactions among
major civilizations of Asia, Europe, Africa…and the Middle East in ancient and
medieval times.
   • SS Principles and Processes of Governance Systems 3. Similarities and differences
in governmental systems B2 Similarities and differences of governmental systems:
Compare and contrast governmental systems, current and historical, including those
that are democratic, totalitarian, monarchical, oligarchical, and theocratic, and describe
their impact.
   • SS Principles and Processes of Governance Systems 3. Similarities and differences
in governmental systems C3 Processes of governmental systems. Interpret the
processes pertaining to how laws and rules are made, enforced, changed and
interpreted.
   • SS Economic Concepts and Principles 4. Knowledge of economic concepts
[including productivity and the market system] and principles [including the laws of
supply and demand].
   • SS Elements of Geographical Study and Analysis 5. Knowledge of major elements
of geographical study and analysis [such as location, place, movement, regions] and
their relationship to changes in society and the environment:  D4 Understanding the
concept of Place:  Describe physical characteristics and human characteristics that
make specific places unique
   • SS Elements of Geographical Study and Analysis 5. Knowledge of major elements
of geographical study and analysis [such as location, place, movement, regions] and
their relationship to changes in society and the environment:  G (7) Understanding
relationships between and among regions:  List and explain criteria that give regions
their identities in different periods of world history and how parts of a region relate
to each other and to the region as a whole (e.g., states to nation)
   • SS Relationship of Individual and Groups in Institutions and Traditions 6
Knowledge of relationships of the individual and groups to institutions and cultural
traditions  A1. Ideas and beliefs of different cultures.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
• SS Relationship of Individual and Groups in Institutions and Traditions 6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

a. Rome’s first Emperor Augustus, stabilizing the Empire under Claudius, and the Reforming of the Empire by Diocletian
  o CA Listening 1.A. Purpose for Listening. Listen for information
  o CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
  o SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
  o SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
  o SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
  o SS Relationship of Individual and Groups in Institutions and Traditions 6
    Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
  o SS Relationship of Individual and Groups in Institutions and Traditions 6
    Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
2. Interactive learning focusing on how the Imperial Government functioned
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.

3. Practice quiz C: Chapter 6, tapes 15, 16, & 17

D. The End of the Roman World

1. Chapter 7, tapes 18 & 19: Attila, the barbarians, and the new religions
   - CA Listening 1.A. Purpose for Listening. Listen for information
   - CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
   - SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
   - SS Economic Concepts and Principles 4. Knowledge of economic concepts [including productivity and the market system] and principles [including the laws of supply and demand].
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3.
Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.

- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4
- Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5
- Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

2. Interactive learning: Rome’s effect on Western Civilization, governmentally and socially

- SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2. Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.

3. Practice quiz D: Chapter 7, tapes 18 & 19

Unit 2 Exam: Chapters 5-7, tapes 11-19, and outside reading by Pomeroy and Quintus Cicero

- CA Writing 1 Apply a writing process in composing text and apply writing process to write effectively
- CA Writing 2 Compose well-developed text using standard English conventions
- CA Writing 3 Write effectively in various forms and types of writing including multi-paragraph informative and persuasive essays using specific and relevant details, originality, and individual perspective that summarize large amounts of information clearly and concisely

III. Medieval Civilization

A. The Medieval World

1. Creating a country: Chapter 8, tape 20, Outside reading In Days of Knights

- CA Listening 1.A. Purpose for Listening. Listen for information
- CC Reading 1 Develop and apply skills and strategies to the reading process 1. Compare, contrast, analyze and evaluate connections between text ideas and the world
by analyzing and evaluating the relationship between literature and its historical period and culture

- CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
- SS World History 2b. Knowledge of continuity and change in the history of the world
  A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems
  B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems
  C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: 
  D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: 
  G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)
- SS Economic Concepts and Principles 4. Knowledge of economic concepts [including productivity and the market system] and principles [including the laws of supply and demand].
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions
  A1. Ideas and beliefs of different cultures.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions
  B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions
  C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions
  D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
• SS Relationship of Individual and Groups in Institutions and Traditions  6 Knowledge of relationships of the individual and groups to institutions and cultural traditions  E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.
• SS Tools of Social Science Inquiry  7 Knowledge of the use of tools of social science inquiry  B2 Selecting and analyzing primary/secondary sources
• SS Tools of Social Science Inquiry  7 Knowledge of the use of tools of social science inquiry  D4 Interpreting various social studies resources

a. Interactive learning: Kings, Knights, Popes and Emperors
   • SS Principles and Processes of Governance  Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.

b. Focus on how different government is now that Rome has fallen
   • SS Principles and Processes of Governance  Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.

2. Feudalism and Manorialism: How the medieval world is controlled
   • SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
   • SS Principles and Processes of Governance  Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
   • SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
   • SS Economic Concepts and Principles 4. Knowledge of economic concepts [including productivity and the market system] and principles [including the laws of supply and demand].
   • SS Relationship of Individual and Groups in Institutions and Traditions  6 Knowledge of relationships of the individual and groups to institutions and cultural traditions  A1. Ideas and beliefs of different cultures.
   • SS Relationship of Individual and Groups in Institutions and Traditions  6 Knowledge of relationships of the individual and groups to institutions and cultural traditions  B2. Changing roles of various groups: how the roles of class,
ethnic, racial, gender, and age groups change in society, including causes and effects.

- SS Relationship of Individual and Groups in Institutions and Traditions  6 Knowledge of relationships of the individual and groups to institutions and cultural traditions  C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.

- SS Relationship of Individual and Groups in Institutions and Traditions  6 Knowledge of relationships of the individual and groups to institutions and cultural traditions  D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.

- SS Relationship of Individual and Groups in Institutions and Traditions  6 Knowledge of relationships of the individual and groups to institutions and cultural traditions  E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

a. Feudalistic government: Chapter 8 & 10, tape 21, outside reading Life in a Castle Interactive learning: what is feudalism and who is involved?

- CA Listening 1.A. Purpose for Listening. Listen for information

- CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture

- CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text

- SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.

- SS Principles and Processes of Governance  Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.

- SS Tools of Social Science Inquiry  7 Knowledge of the use of tools of social science inquiry  B2 Selecting and analyzing primary/secondary sources

- SS Tools of Social Science Inquiry  7 Knowledge of the use of tools of social science inquiry  D4 Interpreting various social studies resources

c. Manorialism as an economy: Chapter 8 & 10, tape 22

- CA Listening 1.A. Purpose for Listening. Listen for information

- CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
• SS Economic Concepts and Principles 4. Knowledge of economic concepts [including productivity and the market system] and principles [including the laws of supply and demand]

Interactive learning: what is manorialism and why is it different than feudalism

• SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.

• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.

• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.

d. Essay writing: Describe the Feudal world in *Days of Knights* and *Life in a Castle*
   - CA Writing 1 Apply a writing process in composing text and apply writing process to write effectively
   - CA Writing 2 Compose well-developed text using standard English conventions
   - CA Writing 3 Write effectively in various forms and types of writing including multi-paragraph informative and persuasive essays using specific and relevant details, originality, and individual perspective that summarize large amounts of information clearly and concisely

3. The struggle between religious power and secular power: Tape 23
   • CA Listening 1.A. Purpose for Listening. Listen for information
   • SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
   • SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
   • SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
• SS Relationship of Individual and Groups in Institutions and Traditions  6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  A1. Ideas and beliefs of different cultures.
• SS Relationship of Individual and Groups in Institutions and Traditions  6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
• SS Relationship of Individual and Groups in Institutions and Traditions  6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
• SS Relationship of Individual and Groups in Institutions and Traditions  6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
• SS Relationship of Individual and Groups in Institutions and Traditions  6
  Knowledge of relationships of the individual and groups to institutions and cultural traditions  E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

a. The Pope vs. The Holy Roman Emperor

• SS Principles and Processes of Governance  Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.

b. Interactive learn: where does authority come from?

4. Practice quiz B: chapter 8 & 10, tapes 20-23, outside reading Castle and Days of Knights

Formal quiz 3: Chapters 8 & 10, tapes 20-23, outside readings Days of Knights and Life in a Castle

B. Countries that exemplify Western Civilization

1. Chapter 9, tapes 24 & 25: forming France and England
• CA Listening 1.A. Purpose for Listening. Listen for information
• CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
• SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
• SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
• SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
• SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
• SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)
• SS Economic Concepts and Principles 4. Knowledge of economic concepts [including productivity and the market system] and principles [including the laws of supply and demand].
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

a. Interactive learning: Where did France and England come from?
- SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.

2. Chapter 11: the story of the medieval age
   - CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text
     
a. Interactive learning: why doesn't the textbook line up with the lectures?

3. Practice quiz B: Chapter 9 & 11, tapes 24 & 25

C. The Religion of Western Civilization

1. Chapter 12, tapes 26-29,
   - CA Listening 1.A. Purpose for Listening. Listen for information
   - CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
   - SS World History 2b. Knowledge of continuity and change in the history of the world A1: The dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa…and the Middle East in ancient and medieval times.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

   a. Popes, Crusades, Heresy and the struggle for supremacy
and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact

2. Outside reading on *Bodo*: where does the peasant fit in the medieval world?
   - CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
   - CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text

   a. Essay writing practice: summarize a day in the life of Bodo
   - CA Writing 1 Apply a writing process in composing text and apply writing process to write effectively
   - CA Writing 2 Compose well-developed text using standard English conventions
   - CA Writing 3 Write effectively in various forms and types of writing including multi-paragraph informative and persuasive essays using specific and relevant details, originality, and individual perspective that summarize large amounts of information clearly and concisely

Unit 3 Exam: Chapters 8-12, tapes 20-29, outside readings *Days of Knights, Life in a Castle*, and *Bodo*

IV. Renaissance, Reformation and the Modern State

A. The Renaissance and the formation of the modern states.

   1. Chapter 13, tape 30: Italian renaissance
   - CA Listening 1.A. Purpose for Listening. Listen for information
   - CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
   - SS World History 2b Knowledge of continuity and change in the history of the world B.2. Influence of the Renaissance and Reformation: Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments.
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
   - SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
• SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
• SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
• SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

a. Read *The Prince*
• CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture
• CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text
• CA Reading 3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times
• SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry B2 Selecting and analyzing primary/secondary sources
2. Chapter 13, tapes 31-33: forming Western Europe

- CA Listening 1.A. Purpose for Listening. Listen for information
- CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text,
- SS World History 2b Knowledge of continuity and change in the history of the world B.2. Influence of the Renaissance and Reformation: Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems B2 Similarities and differences of governmental systems: Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic, and theocratic, and describe their impact.
- SS Principles and Processes of Governance Systems 3. Similarities and differences in governmental systems C3 Processes of governmental systems. Interpret the processes pertaining to how laws and rules are made, enforced, changed and interpreted.
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: D4 Understanding the concept of Place: Describe physical characteristics and human characteristics that make specific places unique
- SS Elements of Geographical Study and Analysis 5. Knowledge of major elements of geographical study and analysis [such as location, place, movement, regions] and their relationship to changes in society and the environment: G (7) Understanding relationships between and among regions: List and explain criteria that give regions their identities in different periods of world history and how parts of a region relate to each other and to the region as a whole (e.g., states to nation)
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
- SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
B. From a Renaissance Pope to the Reformation of Christianity

1. Chapter 14, tapes 34-38
   • CA Listening 1.A. Purpose for Listening. Listen for information
   • CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
   • SS World History 2b Knowledge of continuity and change in the history of the world B.2. Influence of the Renaissance and Reformation: Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
   • SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.

2. Read *A Man for All Seasons*
   • CC Reading 1 Develop and apply skills and strategies to the reading process I. Compare, contrast, analyze and evaluate connections between text ideas and the world
by analyzing and evaluating the relationship between literature and its historical period and culture

- CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text
- SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry B2 Selecting and analyzing primary/secondary sources
- SS Tools of Social Science Inquiry 7 Knowledge of the use of tools of social science inquiry D4 Interpreting various social studies resources

C. Religious Wars in France

1. Chapter 15, tape 39
   - CA Listening 1.A. Purpose for Listening. Listen for information
   - CA Reading 1.H. Develop and apply skills and strategies comprehend and interpret text.
   - SS World History 2b Knowledge of continuity and change in the history of the world B2. Influence of the Renaissance and Reformation: Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions A1. Ideas and beliefs of different cultures.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions B2. Changing roles of various groups: how the roles of class, ethnic, racial, gender, and age groups change in society, including causes and effects.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions C3. Major social institutions: the major social institutions [family, education, religion, economy, and government] and how they fulfill human needs.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions D4 Consequences of individual or institutional failure: institutions fail to meet the needs of individuals or groups or individuals fail to carry out their personal responsibilities.
   - SS Relationship of Individual and Groups in Institutions and Traditions 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions E5 Causes, effects, and resolutions of cultural conflict: the causes, consequences, and possible resolutions of cultural conflicts.
Final Exam: Chapters 13-15, tapes 30-39, outside readings *The Prince* and *A Man for All Seasons*

- CA Writing 1 Apply a writing process in composing text and apply writing process to write effectively
- CA Writing 2 Compose well-developed text using standard English conventions
- CA Writing 3 Write effectively in various forms and types of writing including multi-paragraph informative and persuasive essays using specific and relevant details, originality, and individual perspective that summarize large amounts of information clearly and concisely
Order of Education

Introduction: Discussion of the goals of VSI and Dr. Falls lecture style and exam methods.

a. Tape 1
   • CA L 1.A.

b. Preview Chapter 1
   • CA R 1.H.

Unit 1:

I. The Foundations of Western Civilization

A. Foundations of Western Society: The Religious Nation

1. Chapter 1, tapes 2, 3, 4: Sumeria and Egypt—
   • CA L 1A; CA R 1H; SS WH 2b A1; SS GS 1 C3; SS GS 1 C3; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

2. Chapter 2: The Near Eastern civilizations—
   • CA R 1H; SS WH 2b A1; SS GS 3 B2; SS GS 3; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6

3. Interactive learning focused on these examples of religious nations
   • SS CT 6 A1; SS CT 6 C3

4. Practice Quiz A: Chapter 1 & 2, tapes 2, 3, & 4

B. Foundations of Western Governments: Democratic Greece

1. Chapter 3 (up to “the classical period”), tapes 5 & 6: Sparta and Athens
   • CA L 1A; CA R 1H; SS WH 2b A1; SS GS 3 B2; SS GS 3 C3; SS G 5 D4; SS G 5 G7; SS CT A1; SS CT B2; SS CT C3; SS CT D4; SS CT E5

2. Outside reading: Pomeroy’s article on Women in Athens
   • CC R 1; CA R 3; SS SSI 7 B2; SS SSI 7

   a. Interactive learning focused on Grecian democracy and women’s roles in Greece
      • SS CT A1; SS CT B2; SS CT C3.

   b. Essay writing practice based on Pomeroy’s article
      • CA W 1; CA W 2; CA W 3

3. Practice quiz B: Chapter 3 (up to “the classical period”), tapes 5 & 6, Pomeroy essay
Formal quiz on Unit #1: Chapter 1, 2, 3; tapes 2-6; & an essay on Pomeroy’s article

C. Wars and a changing society: the Hellenic age

1. Remainder of chapter 3, tapes 7, 8, & 9
   - CA L 1A; CA R 1H; SS WH 2b A1; SS GS 3 B2; SS GS 3 C3; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5
   e. Wars with Persian, evolving democracy, and the Peloponnesian wars
      - SS CT 6 E5

2. Outside reading:
   a. Using primary sources to understand the past
      - CC R 1 I; CA R 3; SS SSI 7 B2; SS SSI 7 D4
   b. Interactive learning comparing Lysistrata’s women to Pomeroy’s women
      - CC R 1 I; CA R 3
   c. Essay writing practice comparing the two readings
      - CA W 1; CA W 2; CA W 3

3. Practice quiz C: Chapter 3, tapes 7, 8, & 9, Lysistrata essay

D. The Mixing of East and West: Alexander the Great and the Hellenistic Age

1. Chapter 4 and tape 10: Unification of the Western World and the spreading of Greek ideas
   - CA L 1A; CA R 1H; SS WW 2b A1; SS GS 3 B2; SS GS 3 C3; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

2. Interactive learning: preparing for Exam #1. Review tape 1 “introduction”

Unit 1 Exam: Chapter 1-4, tapes 2-10, outside readings Pomeroy and Lysistrata.

II. The Roman Roots of Western Civilization
   A. The Republic: “Things of the People”

1. Chapter 5, tapes 11, 12, & 13—
   - CA L 1A; CA R 1H; SS WH 2b A1; SS GS 3 B2; SS GS 3 C3; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5
   a. Early Roman government, the Punic wars and the end of the Republic
      o SS GS 3 C3; SS CT 6 D4

2. Interactive learning focused on Roman government and effect of wars on Rome
a. Knowing the forms of government and how Rome’s Republic was lead
   o SS GS 3 C3; SS CT 6 D4

3. Practice quiz A: Chapter 5, tapes 11, 12, & 13

B. Roman Politics and Historical Writing

1. Outside reading: McCoy’s article on Quintus Cicero’s handbook
   • CC R 1; CA R 1H; CA R 3; SS SSI 7 B2; SS SSI 7 D4

   a. Interactive learning: How does McCoy’s article relate to lectures on the Republic?
      o CC R 1

2. Outside reading: Quintus Cicero’s Commentariolum Petitionis (the C.P.)
   • CC R 1; CA R 1H; CA R 3; SS SSI 7 B2; SS SSI 7 D4

   a. Interactive learning: Using primary sources to learn about history
      • CC R 1; SS SSI 7; SS SSI 7 D4

3. Essay practice: the historical style of essay writing
   • CA W 1; CA W 2; CA W 3

   a. Essay writing practice

4. Tape 14: Julius Caesar and the “Death of the Republic”
   • CA L 1A; SS WH 2b A1; SS GS 3 B2; SS GS 3 C3; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

5. Practice quiz B: Tape 14 and an essay on the outside readings

Formal quiz on Unit #2: Chapter 5, tapes 11-14, essay on the outside readings

C. Creating the Roman Empire or the Pax Roman

1. Chapter 6, tapes 15, 16, & 17

   • CA L 1A; CA R 1H; SS WH 2b A1; SS GS 3 B2; SS GS 3 C3; SS G 5 D4; SS G 5 G; SS E 4; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

   a. Rome’s first Emperor Augustus, stabilizing the Empire under Claudius, and the Reforming of the Empire by Diocletian
      o CA L 1A; CA R 1H; SS WH 2b A1; SS GS 3 B2; SS GS 3 C3; SS CT 6 B2 SS CT 6 C3

2. Interactive learning focusing on how the Imperial Government functioned
   o SS GS 3 B2; SS GS 3 C3
3. Practice quiz C: Chapter 6, tapes 15, 16, & 17

D. The End of the Roman World

1. Chapter 7, tapes 18 & 19: Attila, the barbarians, and the new religions
   - CA L 1A; CA R 1H; SS WH 2b; SS GS 3 B2; SS GS 3 C3; SS E 4; SS GS 5 D4; SS GS 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

2. Interactive learning: Rome’s effect on Western Civilization, governmentally and socially
   - SS WH 2b A1; SS GS 3 B2; SS CT 6 B2

3. Practice quiz D: Chapter 7, tapes 18 & 19

Unit 2 Exam: Chapters 5-7, tapes 11-19, and outside reading by Pomeroy and Quintus Cicero
   - CA W 1; CA W 2; CA W 3

III. Medieval Civilization

A. The Medieval World

1. Creating a country: Chapter 8, tape 20, Outside reading In Days of Knights
   - CA L 1A; CC R 1 I; CA R 1H; SS WH 2b A1; SS GS 3; SS GS 3 C3; SS E 4; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5; SS SSI 7 B2; SS SSI 7 D4

   a. Interactive learning: Kings, Knights, Popes and Emperors
      - SS GS 3 B2

   b. Focus on how different government is now that Rome has fallen
      - SS GS 3 B2

2. Feudalism and Manorialism: How the medieval world is controlled
   - SS WH 2b A1; SS GS 3; SS GS 3 C3; SS E 4; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D; SS CT 6 E5

   a. Feudalistic government: Chapter 8 & 10, tape 21, outside reading Life in a Castle
      Interactive learning: what is feudalism and who is involved?
      - CA L 1A; CC R 1; CA R 1H; SS WH 2; SS GS 3 B2; SS SSI 7 B2; SS SSI 7 D4

3. Manorialism as an economy: Chapter 8 & 10, tape 22
   - CA L 1A; CA R 1H; SS E 4
   Interactive learning: what is manorialism and why is it different than feudalism
   - SS GS 3 B2; SS CT 6 B2; SS CT 6 C3
f. Essay writing: Describe the Feudal world in *Days of Knights* and *Life in a Castle*
   - CA W 1; CA W 2; CA W 3

5. The struggle between religious power and secular power: Tape 23
   - CA L 1A; SS WH 2b A1; SS GS 3 B2; SS GS 3 C3; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

   a. The Pope vs. The Holy Roman Emperor
   - SS GS 3 B2

   b. Interactive learn: where does authority come from?

4. Practice quiz B: chapter 8 & 10, tapes 20-23, outside reading *Castle* and *Days of Knights*

   Formal quiz 3: Chapters 8 & 10, tapes 20-23, outside readings *Days of Knights* and *Life in a Castle*

B. Countries that exemplify Western Civilization

1. Chapter 9, tapes 24 & 25: forming France and England
   - CA L 1A; CA R 1H; SS WH 2b; SS GS 3 B2; SS GS 3 C3; SS E 4; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

   a. Interactive learning: Where did France and England come from?
      - SS WH 2b A1

2. Chapter 11: the story of the medieval age
   - CA R 1H

   a. Interactive learning: why doesn't the textbook line up with the lectures?

3. Practice quiz B: Chapter 9 & 11, tapes 24 & 25

C. The Religion of Western Civilization

1. Chapter 12, tapes 26-29,
   - CA L 1A; CA R 1H; SS WH 2b A1; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

   a. Popes, Crusades, Heresy and the struggle for supremacy
      - SS GS 3 B2

2. Outside reading on *Bodo*: where does the peasant fit in the medieval world?
   - CA R 1 H; CA R 1 I
a. Essay writing practice: summarize a day in the life of Bodo
  • CA W 1; CA W 2; CA W 3

Unit 3 Exam: Chapters 8-12, tapes 20-29, outside readings *Days of Knights, Life in a Castle*, and *Bodo*

IV. Renaissance, Reformation and the Modern State

A. The Renaissance and the formation of the modern states.

  1. Chapter 13, tape 30: Italian renaissance
     • CA L 1A; CA R 1H; SS WH 2b B2; SS GS 3 B2; SS GS 3 C3; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

     a. Read *The Prince*
        • CC R 1 H; CA R 1 I; CA R 3; SS SSI 7 B2; SS SSO 7 D4

  2. Chapter 13, tapes 31-33: forming Western Europe
     • CA L 1A; CA R 1H; SS WH 2b B2; SS GS 2 B2; SS GS 3 C3; SS G 5 D4; SS G 5 G7; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

B. From a Renaissance Pope to the Reformation of Christianity

  1. Chapter 14, tapes 34-38
     • CA L 1 A; CA R 1 H; SS WH 2b B2; SS CT 6 A1 SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

  2. Read *A Man for All Seasons*
     • CC R 1; CA R 1H; SS SSI 7 B2; SS SSI 7 D4

C. Religious Wars in France

  1. Chapter 15, tape 39
     • CA L 1 A; CA R 1 H; SS WH 2b B2; SS CT 6 A1; SS CT 6 B2; SS CT 6 C3; SS CT 6 D4; SS CT 6 E5

Final Exam: Chapters 13-15, tapes 30-39, outside readings *The Prince* and *A Man for All Seasons*

  • CA W 1; CA W 2; CA W 3
PERFORMANCE-BASED ASSESSMENT
OUTCOMES: History 201

CONTENT OUTCOMES & PERFORMANCE INDICATORS:

A. Understanding the influence of various cultures on Western Civilization
SS3; G1.9 1. Describe key political and religious forces in Western Society.
SS4; G2.3 2. Describe key economic and confrontational forces that shaped Western Society.
SS1, SS3; G1.6 3. Explain how societal institutions developed over time.
SS6; G1.9 4. Compare and contrast primary differences among ancient cultures and societies.
SS1; G1.9 5. Identify modern institutions that had their formation in Ancient cultures.

B. Understanding the historical forces that generated changes in Western Society
SS1, SS4; G1.4 1. Identify key societal institutions of western society (religious, political, military, economic).
SS2, SS6; G4.3 2. Identify key people and events that influenced change.
SS1, SS6; G4.3 3. Examine and Compare various ideas, philosophies, beliefs, values, and behaviors.
SS2; G3.6 4. Describe conflicts and resolutions, and explain their causes and effects.
SS1; G1.4 5. Identify historical influences in modern society.

C. Possess a clear sense of the development of Western Civilization
SS2; G1.8 1. Utilize a knowledge of the order of key influences effecting civilization.
SS6; G2.4 2. Accurately make valid generalizations about various cultures, times and conflicts.
SS5, SS6; G2.1 3. Possess a mental image of various moments in history.
SS2; G2.3 4. Explain the effects of historical forces on civilization.
SS1; G1.5 5. Interpret documents which explain or exemplify western society.
SS1, SS2, SS3; G1.2, SS 6; G3.4 6. Prove that social institutions reinvent themselves to serve the needs of the people.

D. Be able to view Western Civilization from the perspectives of past cultures
SS6; G1.9 1. Describe what was valued in societies and culture in our past.
SS1, SS3; G4.1 2. Identify present institutions in previous formations.
SS6; G1.6 3. Discover that past societies were modern in their time.
SS2; G2.4 4. Explain importance of historical perspective.

E. Be able to apply Social Studies knowledge
SS6; G2.3 1. Recognize the perspectives of others
CA5, CA6; G3.6, G3. 2. Present and defend your positions.
SS2; G4.1, G3. 3. Use historical perspective and knowledge from past cultures to solve problems and make decisions.
SS1; SS2, G4.3 4. Identify and explain the effects of key forces in shaping modern society.

ABELITIES OUTCOMES:

F. Develop the techniques and abilities used in the social sciences
Goal 1 1. Higher thinking: (analyze, evaluate, interpret, classify, generalize, simplify).
Goal 2 2. Communication: (present, demonstrate, explain, persuade, defend, recommend).
G2.1, G1.4 3. Quality processing: (plan, draft, analyze and revise).
Goal 4 4. Goal setting and attainment: (brainstorm, envision, plan, research, organize, persist).
G. Possess technical skills used interdisciplinary
CA2, CA3, FA5  1. Reading and understanding reports, articles and primary sources.
CA4, CA5, M3   2. Writing about and explaining reports, articles and primary sources.
CA5, CA6       3. Presenting knowledge in either an essay form, oral presentation or exam format.
M4; G1.4, G1.8 4. Develop study skills and methods to learn from lecture, textbooks and other readings.
Summary: The students will, in a group setting, preview chapter 1, listing on an erasable board the important people, events and terms.

Codes: SS1, SS3, SS4, SS6, CA3, CA6, weG1.6, G1.8, G1.9, G2.3

GLE: CA R 1

Outcomes Assessed

Outcome One: {A} Understanding the influence of various cultures on Western Civilization.

Performance Indicators: 1. Reading the assigned pages in the chapter. 2. Taking notes on this reading using the three paragraph rule. 3. Writing a summary of the notes on the erasable board. 4. Answering the questions of the class regarding the summary of the notes.

Interdisciplinary Goals: CA3, Reading and evaluating nonfiction works and materials. CA6, Participating in formal and informal presentations and discussions of issues and ideas.

Performance Indicators: 1. Writing about and explaining the textbook’s information. 2. Presenting knowledge in an oral presentation. 3. Organizing data, information and ideas into useful forms for analysis or presentation.

Detailed Description: Each student will read part of the chapter and prepare preview notes over the important people, events and terms from his/her reading assignment. The preview will consist of accurately describing those important people, events and terms in their reading section which are explained in three or more paragraphs in the textbook (the three paragraph rule). The students are divided into groups of three and present their findings on the erasable board for all of the class to inspect.

Time to complete: The students will have approximately 15 minutes to read the textbook assignment and perform this task.

Students will be graded on: Their ability to find all the terms that fulfill the three paragraph rule and the pertinent information in their notes.

Grading Criteria

Specific expectations: Listing the important people, events and terms on the erasable board. (Each member of the group must contribute.) The information will be clearly identified and fulfill the three paragraph rule. The students will decide among themselves their group assignments and division of the chapters. Each member of the group must be able to answer questions directed to them from the class regarding their information on the board.

General expectations: The writing is neat and legible. The information is accurate and well summarized.
Performance-Based Assessment Task: History 201

Essay Practice and Development - Perspective Writing  
Western Civilization 201  
Grades: 11, 12

Summary: The students will apply their knowledge of a past culture to describe their typical daily routine in a creative but historically accurate story, assuming the perspective of that past culture.  
Codes: SS1, SS2, SS3, SS6, CA3, CA4, S8, G1.6, 1G.9, G2.4, G4.1  
GLE: SS WH 2b A1, CA W 1, 2, 3

Outcomes Assessed  
Outcome One: {B} Ability to view Western Civilization from the perspectives of past cultures.

Performance Indicators: 1. Describe what was valued in societies and cultures of the past. 2. Identify present institutions in previous formations. 3. Discover that past societies were modern in their time. 4. Explain the importance of historical perspective.

Interdisciplinary Goals: CA4, Writing formal historically accurate narratives/essays. CA3, Use of primary source readings. S8, Acknowledgment of the importance of scientific and technological developments in society.

Performance Indicators: 1. Production of a competent essay/story. 2. Clear use of examples from the primary source material. 3. Written examples of changes in technologies.

Detailed Description: Students can be placed in groups of up to four or may work individually, using primary readings, reference materials and lecture notes to describe in detail a typical day from the perspective of an individual (or if in groups a family) in a past culture. Creativity is to be rewarded, but historical accuracy is a requirement.

Students will turn in / be graded on: Each student or group will hand in a 2 page story detailing the sort of activities that typify life in a particular past culture. This must be completed within two class periods.

Grading Criteria

Specific expectations: Each story must include references to and descriptions of the living arrangements, occupation, social status, and religious stance or point of view of a “typical” individual from the culture studied. Each story must be organized into a daily routine format: beginning in the morning and ending with bedtime. Group stories must account for differing roles and responsibilities within the family and/or social structure.

General expectations: 1. Each story should be at or near a two-page minimum. 2. All guide questions must be addressed. 3. An attempt to be creative will be evaluated. 4. Historical accuracy is expected throughout the story.
Performance-Based Assessment Task: History 201

Historical Style of Exam Essay Writing
Western Civilization 201 Grades 11, 12

Summary: Perfect the writing of a historical essay, including an introductory and concluding paragraph

Codes: CA2, CA3, CA4, CA5, CA6, FA5, SS1, SS3, SS6, G1.9, G4.1

GLEs: CA W 1,2,3, SS SS 7 B2 and D4

Outcomes Assessed
Outcome One: {G} Possess technical skills used interdisciplinary

Performance Indicators: 1. Reading and understanding articles and primary sources.
2. Writing about and explaining articles and primary sources. 3. Presenting knowledge in an essay form.

Interdisciplinary Goals: {D} Being able to view Western Civilization from the perspectives of the past.

Performance Indicators: 1. Describe what was valued in societies and cultures in our past.
2. Identify present institutions in previous formations.

Detailed Description: The students will spend extended time writing, revising and composing a final draft of a historical essay. Students will develop an introductory paragraph that describes the outside readings and outlines their historical importance. The body of the essay will contain clear examples from the readings as evidence of the student’s understanding of the readings. The students will create a concluding paragraph which incorporates their ideas concerning history and/or how the readings affected them. The student will use the enclosed scoring guide as a means of self assessment and will be given multiple opportunity to revise the essay. The student’s essay should consist of a summary explaining Quintus Cicero’s Commentariolum Petitionis (CP) and an explanation of why Marsha McCoy believes Quintus wrote the CP. The student should make clear the difference between a primary source (the CP) and McCoy’s historical article. The essay should be no longer then six (6) paragraphs {introduction, conclusion and at minimum a paragraph on McCoy and a paragraph on Quintus}. At least 2 drafts plus a final draft should be written.

Students will be graded on: The second draft and the final draft of the essay according to the scoring guide.

Time to complete: Two days or 60 minutes (not counting time to read the articles).

Grading Criteria
Specific expectations: 1. Clear and specific examples from the readings that demonstrate a complete understanding of both. 2. An introduction and concluding paragraph as part of the essay. 3. Three drafts of the essay.

General expectations: 1. Correct mechanics (spelling, punctuation, grammar, etc...) 2. Writing style (complete sentences, clear example, proper form).
Performance-Based Assessment Task: History 201

Compare and Contrast Cultures from the Past
Western Civilization 201  Grades: 11, 12

Summary: Students will create a chart or matrix comparing Sumerian and Egyptian religion.

Codes: SS1, SS3, SS4, SS6, CA4, CA7, M3, G1.6, G1.9, G2.1, G2.3, G4.5
GLEs: SS SSI 7, SS CT 6 A1, SS CT 6 C3

Outcomes Assessed
Outcome One: {A} Understanding the influence of various cultures on Western Civilization.

Performance Indicators: 1. Describe key political and religious forces in Western Society. 2. Explain how societal institutions developed over time. 3. Compare and contrast primary differences among ancient cultures and societies. 4. Identify modern institutions that had their formation in Ancient cultures.

Interdisciplinary Goals: M3, Data analysis. CA4, Writing informally. CA7, Identifying and evaluating relationships between language and culture.

Performance Indicators: 1. Analyzing information and construction of matrixes. Evaluating religious terminology as a function of culture. 3. Summarizing information for graphs or notes.

Detailed Description: Students work in groups of 2-4 and go through a process of designing an overhead transparency or poster consisting of a table, chart, map and analysis of history. A matrix should be created which compares Sumerian religion, Egyptian religion and the religion created by Akhenaton. The group must then present and explain their poster/transparency to the class.

Time to complete: 15-20 minutes.
Students will turn in / be graded on: The transparency or poster created by the students.

Grading Criteria
Specific expectations: The display is to be neat, organized, clear and using headings. A map of the area must be accurate. All three religions must have detailed descriptions on the poster/transparency.

General expectations: All directions must be followed. The product must be completed on time.
Performance-Based Assessment Task: History 201
Portfolio of Leaders

Western Civilization 201
Grades 11 & 12

Summary: Design and maintain a portfolio of great historical leaders

Codes: SS6, CA4, G1.5, G1.6, G1.9, G2.1, G2.4, G4.3;
GLEs: CA W 1,2, 3, CA R 3, SS WH 2b, SS CT 6 A1

Outcomes Assessed

Outcome One: {B} Understanding the historical forces that generated changes in Western Society.
Performance Indicators: 1. Identify key people and events that influenced change. 2. Examine and compare various ideas, philosophies, beliefs, values and behaviors. 3. Describe what was valued in societies and culture in our past.

Interdisciplinary Goals: CA1, Writing formally and informally; CA4, Reading and evaluating nonfiction works.

Performance Indicators: G2.1 Plan and make written, oral and visual presentations. G1-6, Discover and evaluate patterns and relationships in information, ideas and structures.

Detailed Description: Early in the school year, each student designs a portfolio. Anything from a traditional “report” style folder to a computer web site. As the year progresses the student picks out six leaders from each unit who exemplify the student’s definition of leadership, and adds them to the portfolio. At the end of each unit the student writes a summary essay of the leaders’ roles in that unit’s time period, and hands it in for verification and critique. The portfolio itself must identify its purpose, the student and the course, and give the student’s definition of leadership in a well composed essay. Using a consistent format throughout, each leader chosen will be identified by: 1) name, 2) picture, 3) country, 4) time line with important accomplishments and examples of leadership, 5) a list of outstanding traits, abilities, or qualities that make this person a leader, 6) an explanation of this persons impact on the student, and 8) any additional details of the student’s choice.

Students will be graded on: The portfolio and the Unit summary essays.
Time to complete: Three quarters of the year. (Or a whole year)
Grading Criteria
Specific expectations
Portfolio design: neatness, decoration, consistent format, and well organized Leadership essay: clear, insightful, and containing two examples of leadership Accuracy of information: fulfilled all directions, covered all 8 identifiers, clear explanation of why the leaders fit into this portfolio General expectations Correct mechanics (spelling, punctuation, grammar, etc...)
Well written (complete sentences, clear examples, thesis sentences and conclusions)
Overall presentation: neatness, orderly, on time, accurate and representative of the student
Performance-Based Assessment Task: History 201
Athenian Democracy Debate
Western Civilization 201 Grades: 11, 12

Summary: Using knowledge of the development of democracy in Athens students will debate whether or not Athens was a true democracy, when compared to modern democracy.

Codes: SS1, SS2, SS3, SS5, SS6, G1.2, G1.5, G1.8, G2.1, G2.3, G2.4, G3.4
GLEs: CA W 1,2,3, SS WH 2b, CA R 3, SS CT 6,

Outcomes Assessed
Outcome One: {C} Possess a clear sense of the development of Western Civilization.
Performance Indicators: 1. Utilize a knowledge of the order of key influences affecting civilization.
2. Accurately make valid generalizations about various cultures, times and conflicts. 3. Explain the effects of historical forces on civilization. 4. Interpret documents which explain or exemplify western society. 5. Prove that social institutions reinvent themselves to serve the needs of the people.
Interdisciplinary Goals: CA3, Reading and evaluating nonfiction works and material. CA5, Comprehending and evaluating the content and artistic aspects of oral and visual presentations. CA4, Writing formally.
Performance Indicators: 1. Writing a persuasive position paper. 2. Evaluating the opposing points of view. 3. Evaluating and using primary sources.

Detailed Description: The class is divided into two groups and each takes a side to debate: One side will argue that yes, Athens was a true democracy; one side will argue that it was not. Each group will produce a one-page position paper representing their point of view, and containing at least two strong arguments for their position, based upon the outside readings by Sarah Pomeroy and information from Tape #6 (Athenian Democracy). These arguments will serve as debate points during the debate itself.

Time to complete: One class period to create the position paper and hold the debate. The class should be divided prior to the beginning of the period so that they can complete their reading if necessary.

Students will turn in / be graded on: Students will receive a group grade for the position paper. In addition each student participating in the debate will be given a grade for individual participation, effective questioning of the opponents position, effective answers to the opponents questions, and any historical knowledge presented during the debate.

Grading Criteria:
Specific expectations: Each position paper must present the point of view of the group in a persuasive manner (two strong, justified arguments). Each student must participate actively in the debate. They must illustrate a clear understanding of the role of women in Ancient Athens and an understanding of Athenian Democracy as compared to the United States.
General expectations: Students are expected to prepare as a group, using time-management to complete the position paper as expected and required. Students will speak out to the class on this topic. Students will debate the question in an attempt to persuade others of their position.