

Jasper City Schools Curriculum Map

Maddox Middle School

World History-8th Grade

Course Name: World History: Ancient Civilizations (through the Renaissance)

Unit Name: Unit 1: Early Humans and Societies (chapters 1 and 2)

Time Frame:

Unit Standards

1 Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

- Identifying the founding of Rome as the basis of the calendar established by Julius Caesar, which was used in early Western civilization for over a thousand years
- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by B.C. and A.D.
- Using vocabulary terms other than B.C. and A.D. to describe time.
- Identifying terms used to describe characteristics of early societies and family structures
Examples: monogamous, polygamous, nomadic

6 Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements

- Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies

Unit Essential Questions

1. Why do scholars study the people, events, and ideas of long ago?
2. How did humans ways of living change as they interacted and adapted?

Unit Essential Vocabulary

- history
- culture
- archaeology
- fossil
- artifacts
- primary source
- secondary source
- geography
- landforms
- climate
- environment
- region
- resources
- prehistory
- hominid
- ancestor
- tool
- Paleolithic Era
- society
- hunter-gatherers
- migrate
- ice ages
- land bridge
- Mesolithic Era
- Neolithic Era
- domestication
- agriculture
- megaliths

Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet activities
Assessment(s)	<p>Quick facts transparency</p> <p>Quiz game</p> <p>Progress assessment support system / chapter test</p> <p>Differentiated instruction / modified test</p> <p>ExamView</p> <p>Online assessment</p>

Unit Name:	Unit 2: Mesopotamia, Egypt, and Kush (chapters 3 and 4)
Time Frame:	
Unit Standards	<p>2 Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.</p> <ul style="list-style-type: none"> • Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys • Identifying on a map locations of cultural hearths of early civilizations
Unit Essential Questions	<ol style="list-style-type: none"> 1. How did geography influence the development of civilization in southwest Asia? 2. How was the success of the Egyptian civilization tied to the Nile River?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Fertile Crescent • silt • irrigation • canals • surplus • division of labor • rural • urban • city-state • Gilgamesh • Sargon • empire • polytheism • priests • social hierarchy • cuneiform • pictographs • scribe • epics • architecture • ziggurat • monarch • Hammurabi's Code • chariot • Nebuchadnezzar

	<ul style="list-style-type: none"> • Alphabet • cataracts • delta • Menes • pharaoh • dynasty • Old Kingdom • Khufu • nobles • afterlife • mummies • elite • pyramids • engineering • Middle Kingdom • New Kingdom • trade routes • Queen Hathepsut • Ramses the Great • hieroglyphics • papyrus • Rosetta Stone • sphinxes • obelisk • King Tutankhamen • Piankhi • trade network • merchants • exports • imports • Queen Shanakhdakheto • King Ezana
Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet activities
Assessment(s)	<p>Quick facts transparency Quiz game Progress assessment support system / chapter test Differentiated instruction / modified test ExamView Online assessment program</p>

Unit Name:	Unit 3: Civilization in India and China (chapters 5 and 6)
Time Frame:	
Unit Standards	<p>2 Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.</p> <ul style="list-style-type: none"> • Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys • Identifying on a map locations of cultural hearths of early civilizations <p>8 Describe the development of a classical civilization in India and China.</p> <ul style="list-style-type: none"> • Identifying the effect of the monsoons on India <p>3 Compare the development of early world religions, philosophies, and their key tenets.</p> <ul style="list-style-type: none"> • Identifying cultural contributions of early world religions and philosophies
Unit Essential Questions	<ol style="list-style-type: none"> 1. How do India's rich history and culture affect the world today? 2. How do the people, events, and ideas that shaped ancient China continue to influence the world?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • subcontinent • monsoons • Sanskrit • caste system • Hinduism • reincarnation • karma • Jainism • nonviolence • Sikhism • fasting • meditation • the Buddha • Buddhism • nirvana
	<ul style="list-style-type: none"> • missionaries • Candragupta Maurya • Asoka • Candra Gupta II • metallurgy • alloys • Hindu-Arabic numerals • inoculation • astronomy • jade • oracle • lords • peasants • Confucius • ethics • Confucianism • Daoism • Laozi • Legalism • Shi Huangdi • Great Wall • sundial • seismograph • acupuncture

	<ul style="list-style-type: none"> • Section 5 • silk • Silk Road • diffusion
Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet activities
Assessment(s)	<p>Quick facts transparency Quiz game Progress assessment support system / chapter test Differentiated instruction / modified test ExamView Online assessment</p>

Unit Name: Unit 4: Foundations of Western Ideas (chapters 7, 8 and 9)	
Time Frame:	
Unit Standards	<p>3 Compare the development of early world religions, philosophies, and their key tenets.</p> <ul style="list-style-type: none"> • Identifying cultural contributions of early world religions and philosophies <p>4 Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.</p> <p>5 Describe the role of Alexander the Great in the Hellenistic world.</p> <ul style="list-style-type: none"> • Defining boundaries of Alexander the Great’s empire and its economic impact • Identifying reasons for the separation of Alexander the Great’s empire into successor kingdoms
Unit Essential Questions	<ol style="list-style-type: none"> 1. How did the Hebrews and their descendants defend themselves and maintain their beliefs? 2. What factors shaped government in Greece? 3. What advances did the Greeks make that still influence the world today?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Judaism • Abraham • Moses • Exodus • Ten Commandments • David • Solomon • Diaspora • monotheism • Torah • synagogue • prophets • Talmud • Dead Sea Scrolls • Zealots • rabbis • Passover

	<ul style="list-style-type: none"> • High Holy Days • polis • classical • acropolis • democracy • aristocrats • oligarchy • citizens • tyrant • Pericles • mythology • Homer • Sappho • Aesop • Fables • Cyrus the Great • Cavalry • Darius I • Persian Wars • Xerxes I • alliance • Peloponnesian War • Philip II • phalanx • Alexander the Great • Hellenistic • Socrates • Plato • Aristotle • reason • Euclid • Hippocrates
Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet
Assessment(s)	<p>Quick facts transparency Quiz game Progress assessment support system / chapter test Differentiated instruction / modified test ExamView Online assessment</p>

Unit Name:	Unit 5: The Roman World (chapters 10 and 11)
Time Frame:	
Unit Standards	<p>3 Compare the development of early world religions, philosophies, and their key tenets.</p> <ul style="list-style-type: none"> • Identifying cultural contributions of early world religions and philosophies <p>6 Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.</p> <ul style="list-style-type: none"> • Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies <p>7 Describe the widespread impact of the Roman Empire.</p> <ul style="list-style-type: none"> • Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine <p>9 Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian, and the effect of the Byzantine Empire upon art, religion, architecture, and law.</p> <ul style="list-style-type: none"> • Identifying factors leading to the establishment of the Eastern Orthodox Church
Unit Essential Questions	<ol style="list-style-type: none"> 1. How did Rome become the dominant power in the Mediterranean region? 2. Why did the Roman Empire fall, and what is its legacy?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Aeneas • Romulus and Remus • republic • dictators • Cincinnatus • plebeians • patricians • magistrates • consuls • Roman Senate • veto • Latin • checks and balances • Forum • legions • Punic Wars • Hannibal • Gaius Marius • Lucius Cornelius Sulla • Spartacus • Cicero • Julius Caesar • Pompey • Augustus • currency • Pax Romana • aqueduct • Romance languages • civil law • Christianity • Jesus of Nazareth • Bible • crucifixion • Resurrection • disciples

	<ul style="list-style-type: none"> • Paul • Constantine • Diocletian • Attila • corruption • Justinian • Theodora • Byzantine Empire
Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet
Assessment(s)	<p>Quick facts transparency Quiz game Progress assessment support system / chapter test Differentiated instruction / modified test ExamView Online assessment program</p>

Unit Name: Unit 6: Islamic and African Civilizations (chapters 12 and 13)	
Time Frame:	
Unit Standards	<p>3 Compare the development of early world religions, philosophies, and their key tenets.</p> <ul style="list-style-type: none"> • Identifying cultural contributions of early world religions and philosophies <p>11 Describe early Islamic civilizations, including the development of religious, social, and political systems.</p> <ul style="list-style-type: none"> • Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe <p>13 Compare the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures.</p> <ul style="list-style-type: none"> • Tracing the spread of language, religion, and customs from one African civilization to another • Illustrating the impact of trade among Ghana, Mali, and Songhai
Unit Essential Questions	<ol style="list-style-type: none"> 1. How were Muslim leaders able to spread Islam and create an empire? 2. What factors shaped early African civilizations?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • oasis • caravan • Muhammad • Islam • Muslim • Qur'an • pilgrimage • mosque • jihad • Sunnah • Five Pillars of Islam • Abu Bakr

	<ul style="list-style-type: none"> • caliph • Janissaries • Mehmed II • Suleyman I • Shia • Sunni • tolerance • Ibn Battutah • Sufism • Omar Khayyám • patrons • minaret • calligraphy • rifts • sub-Saharan Africa • Sahel • savannah • rain forests • extended family • animism • silent barter • Tunka Manin • Sundiata • Mansa Musa • Sunni Ali • Askia the Great • oral history • griots • proverbs • kente
Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet
Assessment(s)	<p>Quick facts transparency Quiz game Progress assessment support system / chapter test Differentiated instruction / modified test ExamView Online assessment program</p>

Unit Name:	Unit 7: Empires of Asia and the Americas (chapters 14, 15 and 16)
Time Frame:	
Unit Standards	8 Describe the development of a classical civilization in India and China. 12 Describe China’s influence on culture, politics, and economics in Japan, Korea, and Southeast Asia. 9 Describe China’s influence on culture, politics, and economics in Japan, Korea, and Southeast Asia. 14 Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes. • Locating on a map sites of pre-Columbian cultures
Unit Essential Questions	1. How did China change after the fall of the Han dynasty? 2. How did the Japanese blend borrowed customs and native traditions into a unique culture? 3. What led to the development of complex societies in the Americas?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Period of Disunion • Grand Canal • Empress Wu • porcelain • woodblock printing • gunpowder • compass • bureaucracy • civil service • scholar-official • Genghis Khan • Kublai Khan • Zheng He • Isolationism\ • clans
	<ul style="list-style-type: none"> • Shinto • Prince Shotoku • regent • court • Lady Murasaki Shikibu • Zen • daimyo • samurai • figurehead • shogun • maize • observatories • causeways • conquistadors • Hernán Cortés • Moctezuma II • Pachacuti • Quechua • masonry • Atahualpa • Francisco Pizarro

Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet
Assessment(s)	<p>Quick facts transparency</p> <p>Quiz game</p> <p>Progress assessment support system / chapter test</p> <p>Differentiated instruction / modified test</p> <p>ExamView</p> <p>Online assessment program</p>

Unit Name:	Unit 8: Renewal in Europe (chapters 17 and 18)
Time Frame:	
Unit Standards	<p>15 Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000)</p> <ul style="list-style-type: none"> • Describing the impact of new agricultural methods on manorialism and feudalism • Describing the role of the early medieval church <p>16 Describe major cultural changes in Western Europe in the High Middle Ages (1000-1350).</p> <ul style="list-style-type: none"> • Describing the growth of trade and towns resulting in the rise of the middle class • Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta <p>17 Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.</p> <ul style="list-style-type: none"> • Identifying changes in the arts, architecture, literature, and science in the late Middle Ages <p>10 Trace the development of the early Russian state and the expansion of its trade systems.</p>
Unit Essential Questions	<ol style="list-style-type: none"> 1. How did life in Europe change after the fall of Rome? 2. How did religion affect Europe's political and social life during the later Middle Ages?
Unit Essential Vocabulary	<ul style="list-style-type: none"> • Eurasia • topography • Middle Ages • medieval • Patrick • monks • monasteries • Benedict • Charlemagne • knights • vassal • feudalism • William the Conqueror • manor • serfs • Eleanor of Aquitaine • chivalry • haiku

	<ul style="list-style-type: none"> • excommunicate • Pope Gregory VII • Emperor Henry IV • Crusades • Holy Land • Pope Urban II • King Richard I • Saladin • clergy • religious order • Francis of Assisi • friars • Thomas Aquinas • natural law • Magna Carta • Parliament • Hundred Years' War • Joan of Arc • Black Death • heresy • Reconquista • King Ferdinand • Queen Isabella • Spanish Inquisition
Resources	<ul style="list-style-type: none"> • Power presentations • Differentiated instruction worksheets • Primary source library • Interactive skills tutor • Student addition audio • Video • Bell-ringer transparencies • Map transparency • Internet
Assessment(s)	<p>Quick facts transparency Quiz game Progress assessment support system / chapter test Differentiated instruction / modified test ExamView Online assessment program</p>