

PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Rise, Fall & Transformation of Empires	Unit 2: The Power of Religion & Belief Systems	Unit 3: Power & Government
<p>Priority Standard(s)</p> <ul style="list-style-type: none"> ● SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause. ● SS.Hist3.c.h: Evaluate and justify predictions of potential outcomes of current events based on the past. 	<p>Priority Standard(s)</p> <ul style="list-style-type: none"> ● SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment). ● SS.BH2.a.h: Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment). 	<p>Priority Standard(s)</p> <ul style="list-style-type: none"> ● SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place. ● SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).
<p>Supporting Standard(s)</p> <ul style="list-style-type: none"> ● SS.Inq3.a.h: Develop a defensible claim to provide a focus for an inquiry that is based upon the analysis of sources. ● SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media). 	<p>Supporting Standard(s)</p> <ul style="list-style-type: none"> ● SS.Inq3.a.h: Develop a defensible claim to provide a focus for an inquiry that is based upon the analysis of sources. ● SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media). 	<p>Supporting Standard(s)</p> <ul style="list-style-type: none"> ● SS.Inq3.a.h: Develop a defensible claim to provide a focus for an inquiry that is based upon the analysis of sources. ● SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).
<p>Employability Standard(s)</p> <ul style="list-style-type: none"> ● Emotional Development: Focus Attention: Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals. ● Self Concept: Self-Management: Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary. 	<p>Employability Standard(s)</p> <ul style="list-style-type: none"> ● Emotional Development: Focus Attention: Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals. ● Self Concept: Self-Management: Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary. 	<p>Employability Standard(s)</p> <ul style="list-style-type: none"> ● Emotional Development: Focus Attention: Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals. ● Self Concept: Self-Management: Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.
<p>Learning Outcomes</p> <p>Students will know (concepts)</p> <ul style="list-style-type: none"> ● The difference between the Roman Republic and the Roman Empire; specifically with the government and social structure ● The major reasons why civilizations fall. <ul style="list-style-type: none"> ➢ transfer of power ➢ political corruption ➢ economic burdens ➢ ethnic / class tensions ➢ decline in martial spirit ➢ moral decline ➢ change in worldviews ➢ external enemies ➢ costly technology ➢ environment & health 	<p>Learning Outcomes</p> <p>Students will know (concepts)</p> <ul style="list-style-type: none"> ● Students will know the basic beliefs, practices, and origins of major world religions such as **Christianity, Islam, Hinduism, Buddhism, and Judaism. ● Students will know how religion influenced political power and leadership during the Middle Ages and beyond (ex: kings, caliphs, and religious leaders). ● Students will know how the Silk Road connected different regions and facilitated the spread of religions, ideas, and culture. ● Students will know how religions spread through trade, 	<p>Learning Outcomes</p> <p>Students will know (concepts)</p> <ul style="list-style-type: none"> ● Students will know how Feudalism organized power through relationships between kings, nobles, knights, and serfs. ● Students will know the role of Manorialism in supporting local control and economic stability during the Middle Ages. ● Students will know how monarchs (kings) relied on nobles to maintain power due to weak central governments. ● Students will know how the Catholic Church influenced political authority and governance in medieval Europe. ● Students will know how power was decentralized in medieval Europe compared to earlier empires like Rome.

- How Christianity grew within the Roman Empire.
- The origins of problems impacting the Roman Empire.
- Geographic locations in the Mediterranean Region.
- Specific “barbarian” groups that put pressure on the Roman Empire.

- conquest, and missionary work.
- Students will know how religious differences and similarities led to cooperation, conflict, and cultural exchange.
 - Students will know how belief systems shaped daily life, laws, and social structures in different societies.

- Students will know how conflicts between secular rulers and religious leaders affected political stability (ex: kings vs. the Church).

Students will do (skills / I can statements)

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- Students can:
 - Map geographic locations and evaluate their connectedness in the Mediterranean Region.
 - Analyze the movement patterns of “barbarian” groups on the borders of the Roman Empire.
 - Evaluate the intended and unintended consequences of the reason why Rome fell.
 - Analyze the reason why Rome fell and sort them into specific categories.
 - Use primary source work to explain and support why Rome fell.
 - Predict if the modern United States will follow a similar path to Rome’s decline and support it with historical evidence.

- Students will compare and contrast the major beliefs and practices of different world religions using charts or graphic organizers.
- Students will analyze how religion influenced political power and decision-making in different societies.
- Students will trace and explain how religions spread along the **Silk Road** using maps or timelines.
- Students will evaluate the impact of religious interactions (both positive and negative) on societies and cultures.
- Students will use evidence to explain how belief systems shaped historical events, such as conflicts or alliances.
- Students will construct a short written response (CER-style) explaining how religion influenced one specific society or region.

- Students will explain how power was distributed in a feudal system using diagrams or graphic organizers.
- Students will analyze how the Catholic Church influenced political decisions and authority during the Middle Ages.
- Students will compare medieval systems of governance to other systems (ex: Roman Empire or modern governments).
- Students will use evidence to explain why power was decentralized during the Middle Ages.
- Students will evaluate how effective feudalism was in maintaining order and stability.
- Students will construct a CER-style response explaining who had the most power in the Middle Ages and why.

Domain-specific Vocabulary

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Domain-specific Vocabulary

- Roman Republic
- Roman Empire
- Emperor
- Senate
- Patricians
- Plebeians
- Augustus
- Octavian
- Julius Caesar
- Pax Romana
- Marcus Aurelius
- Diocletian
- Constantine
- Romulus Augustulus
- Odoacer
- Byzantine Empire
- Constantinople
- Christianity
- Jesus
- Patriarch
- Orthodoxy
- Mercenaries
- Rome
- Jerusalem
- Gaul
- Germania
- Asia
- Arabia
- Syria
- Judea
- Egypt
- Britannia
- Mediterranean Sea
- Black Sea
- Red Sea
- Atlantic Ocean
- Huns
- Attila

- Monotheism
- Polytheism
- Sacred Text
- Pilgrimage
- Missionary
- Clergy
- Christianity
- Islam
- Hinduism
- Buddhism
- Judaism
- Silk Road
- Cultural Diffusion
- Trade Network
- Caravan
- Crusades
- Caliph
- Pope
- Theocracy
- Ethnics
- Tolerance

- Feudalism
- Manorialism
- Decentralization
- Centralization
- Monarchy
- King
- Lord
- Vassal
- Knight
- Serf
- Fief
- Fealty
- Homage
- Mutual Obligation
- Pope
- Catholic Church
- Excommunication
- Investiture Controversy
- Divine Right
- Rule of Law
- Magna Carta

Building:

RCHS

Course:

World History - A

Grade:

10

Tier:



Approved:

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Perkins

- Paul
- Barbarians
- Pope
- Catholicism

- Ostrogoths
- Visigoths
- Vandals
- Franks
- Angles & Saxons

- Conversion

PLC Question #1: What do we want all students to know and be able to do?

Unit 4: Trade, Exploration & Global Interconnectedness	Unit 5:	Unit 6:
<p>Priority Standard(s)</p> <ul style="list-style-type: none"> • SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause. • SS.Hist3.c.h: Evaluate and justify predictions of potential outcomes of current events based on the past. 	<p>Priority Standard(s)</p> <ul style="list-style-type: none"> • 	<p>Priority Standard(s)</p> <ul style="list-style-type: none"> •
<p>Supporting Standard(s)</p> <ul style="list-style-type: none"> • SS.Inq3.a.h: Develop a defensible claim to provide a focus for an inquiry that is based upon the analysis of sources. • SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media). 	<p>Supporting Standard(s)</p> <ul style="list-style-type: none"> • 	<p>Supporting Standard(s)</p> <ul style="list-style-type: none"> •
<p>Employability Standards(s)</p> <ul style="list-style-type: none"> • Emotional Development: Focus Attention: Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals. • Self Concept: Self-Management: Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary. 	<p>Employability Standards(s)</p> <ul style="list-style-type: none"> • 	<p>Employability Standards(s)</p> <ul style="list-style-type: none"> •
<p>Learning Outcomes</p>	<p>Learning Outcomes</p>	<p>Learning Outcomes</p>
<p>Students will know (concepts)</p>	<p>Students will know (concepts)</p>	<p>Students will know (concepts)</p>
<ul style="list-style-type: none"> • Students will know how trade networks helped spark the Renaissance by bringing new goods, wealth, and ideas into Europe. • Students will know how the Renaissance was influenced by contact with other cultures, including the preservation and spread of knowledge from the Islamic world. • Students will know how the Protestant Reformation spread rapidly due to new communication and connections across Europe. • Students will know how the Scientific Revolution was shaped by the exchange of ideas across regions. • Students will know how inventions like the Printing Press increased the spread of knowledge and connected people across distances. • Students will know how increased connections between regions 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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<p>led to the sharing of ideas, beliefs, and technologies that transformed European society.</p>		
<p>Students will do (skills / I can statements)</p>	<p>Students will do (skills / I can statements)</p>	<p>Students will do (skills / I can statements)</p>
<ul style="list-style-type: none"> • Students will explain how trade and cultural exchange contributed to the development of the Renaissance. • Students will analyze how new technologies (like the printing press) increased communication and the spread of ideas. • Students will trace how ideas spread across Europe during the Reformation using maps or timelines. • Students will evaluate how increased connections between societies contributed to scientific advancements. • Students will compare how ideas spread before and after increased global connections. • Students will construct a CER-style response explaining how interconnectedness led to major changes in Europe during this period. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Domain-specific Vocabulary</p>	<p>Domain-specific Vocabulary</p>	<p>Domain-specific Vocabulary</p>
<ul style="list-style-type: none"> • Exchange of Ideas • Innovation • Dissemination • Scientific Revolution • Heliocentrism • Scientific Method • Empiricism • Protestant Reformation • Martin Luther • Indulgence • Printing Press • Translation • Renaissance • Humanism • Patron • Medici Family • Italian City-States • Secular • Trade Network – Routes linking regions for the exchange of goods and ideas • Cultural Diffusion – Spread of beliefs, technology, and customs • Interconnectedness – How different regions are linked together • Commercial Revolution – Growth of trade and business in Europe • Merchant • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Building:

RCHS

Course:

World History - A

Grade:

10

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PLC Question #1: What do we want all students to know and be able to do?

Unit 7:	Unit 8:	Unit 11:	Unit 12:
Priority Standard(s) •	Priority Standard(s) •	Priority Standard(s) •	Priority Standard(s) •
Supporting Standard(s) •	Supporting Standard(s) •	Supporting Standard(s) •	Supporting Standard(s) •
Employability Standards(s) •	Employability Standards(s) •	Employability Standards(s) •	Employability Standards(s) •
Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
Students will know (concepts) •	Students will know (concepts) •	Students will know (concepts) •	Students will know (concepts) •
Students will do (skills / I can statements) •	Students will do (skills / I can statements) •	Students will do (skills / I can statements) •	Students will do (skills / I can statements) •
Domain-specific Vocabulary •	Domain-specific Vocabulary •	Domain-specific Vocabulary •	Domain-specific Vocabulary •