

**This standards map is developed with the following premises:**

- Core CNMI PSS benchmarks for Social Studies have been **modified to address schools on half-day sessions and/or remote learning**.
- Benchmarks slated for a given quarter should at all times be taught in the designated quarter in order to allow for horizontal alignment with other schools in the district.
- Enduring understandings are the big generalizations for the topic/concept.
- For World History, NMI context shall be embedded during instructional time.
- Consider [Readiness, Endurance, and Leverage](#)
- **Priority** meets the criteria of readiness, endurance, & leverage; **Supporting** can be integrated into the priority

## Course Description:

Through this course, students will examine the development of societies from early civilizations to modern ones. The course places a focus on the expansion of empires, the emergence of new ideologies, increased globalization, and the birth, growth, and decline of various nations throughout history.

**Primary Instructional Materials (BOE Approved):**

*Houghton Mifflin Harcourt (HMH) World History*

\* Accommodations: Closed Captioned Videos; Digital Audio Text; Interactive (visual cues) timelines, maps, charts, and videos; ELL and Differentiation lesson support; Virtual Fieldtrips (Google Expedition)

**Enduring Understandings:**

- **Civilizations expand through conquests laying foundations of government, and by encouraging trade spread cultures.**
- The Ottomans established a Muslim empire that combined many cultures and lasted for more than 600 years. Many modern, societies from Algeria to Turkey, had their origins under Ottoman rule.
- The Safavid Empire produced a rich and complex blended culture in Persia. Modern Iran descended from the Safavid Empire.
- The Mongols conquered settled societies across much of Asia and established the Yuan Dynasty to rule China. The Mongols built the largest unified land empire in world history and helped spread Chinese ideas to the west by encouraging trade.
- Korea's interactions with China and Japan help spread Buddhism and Confucianism, which remain important beliefs in East Asia today

**Essential Questions:**

- **How do people organize themselves in order to successfully survive as individuals and as groups?**
- How did the Ottoman Empire originate and expand?
- How did modern Iran descend from the Safavid Empire?
- How was China helpful or harmful to the development of neighboring empires and kingdoms?
- How did a nomadic people conquer and unify the largest empire in world history?
- How did Kublai Khan spread Chinese ideas west?
- How did Koreans adapt the Chinese culture, yet maintain their own

Thailand, Singapore, Brunei, and the Philippines.

- In response to the pope’s call the Christians launched four crusades to take back the Holy Land over a period of 200 years, causing trade to increase, kings to gain more power, and Muslim culture to spread through Europe. Agriculture, trade, finance, towns, and universities develop laying foundations for modern Europe.
- **Societies develop into nations and adapt government to maintain order and achieve goals for equity and equality.**
- England and France develop into nations; democratic traditions evolve. Modern concepts of jury trials, common law, and legal rights develop. The Magna Carta (Great Charter) is drawn up to safeguard the feudal rights of nobles and limit the king’s powers.
- African civilizations adapted to various environments and developed complex civilizations and trading networks.
- Early American civilizations (Maya, Aztec, and Incas) were very spiritual peoples, when the civilization flourished they resided in rich valleys, each had a math system where they developed a calendar system with at least one aspect corresponding to worship schedules, and each civilization had grown too large that divisions created rebellions or war so that by the arrival of the Spanish they were easy to conquer. While the Maya had writing systems to record history, the Inca relied on oral histories. Both the Aztec and the Inca were known to have developed road systems.

**How do societies maintain and achieve their goals?**

- How did the Magna Carta guarantee the basic legal rights of citizens in both England and the United States?
- How did nomads, technologies, and developments create new trade routes across Africa?
- What are some similarities and differences of early American civilizations’ societies and cultures before the arrival of the Europeans?

<b>Pacing Map (by weeks):</b>	<b>Standards and Benchmarks: (BOE Approved):</b>
<p style="text-align: center;"><b>Week 1</b></p> <p style="text-align: center;"><b>Module 8: The Muslim World</b> (A.D. 600 – 1700)</p> <p style="text-align: center;"><i>Suggested focuses for Module 8:</i> Lesson 4: Ottoman Empire Lesson 5: Cultural Blending</p> <p>Module Close: Document Based Investigation <i>Suggested focus: DBI Part 2</i></p>	<p><b>G.9.4.1</b> Describe the history of <b>Eurasian civilizations in terms of geography</b> from ca. 1200 – 1650 (e.g. European nations, religious conflict, explorations)</p>

<p>Lesson 3: Korean Dynasties (Koryo dynasty+ *Enrichment Activities)</p> <p>Lesson 4: Feudal Powers in Japan (Feudalism- Kamakura Shogun)</p> <p>Lesson 5: Kingdoms of SE Asia (Early Kingdoms)</p> <p>Module Close: Document Based Investigation <i>Suggested focus: DBI Part 2</i></p>	
<p><b>Week 3</b> Reteach/Assess Module 8 -9</p>	<p>G.9.4.1 Tests, Projects, Extension Activities</p>
<p><b>Week 4</b> <b>Module 11: Church and Society in Western Europe</b> (A.D. 800 – 1500) <i>Suggested focuses for Module 11:</i> Lesson 3: Changes in Medieval Society (Revival) Lesson 4: England and France (Magna Carta)</p>	<p><b>H.9.7.3</b> Explain how early documents (e.g., Magna Carta) and events in English history (e.g., rise of Parliament) formed a basis for the rise of democracy</p> <p><b>G.9.4.1</b> Describe the history of <b>Eurasian civilizations</b> <u>in terms of geography</u> from ca. 1200 – 1650 (e.g. European nations, religious conflict, explorations)</p>
<p><b>Week 5</b> <b>Module 12: Societies and Empires of Africa</b> <i>Suggested focuses for Module 12:</i> Lesson 4: N &amp; W Africa (trans-Sahara) Lesson 5: Eastern City States (Indian Ocean trade) *lateen sails 1100AD</p> <p>Module 12 Close: Document Based Investigation <i>Suggested focus: DBI Part 2</i></p>	<p><b>G.9.4.2</b> Describe the world <u>trade routes</u> used by <b>African civilizations</b> from ca. 1200 – 1650 (e.g., trans-Saharan trade, Indian Ocean trade)</p> <p><b>G.9.4.1</b> Describe the history of <b>Eurasian civilizations</b> <u>in terms of geography</u> from ca. 1200 – 1650 (e.g. European nations, religious conflict, explorations)</p>
<p><b>Week 6</b> Reteach/Assess Module 11-12</p>	<p>G.9.4.2, H.9.7.3, <i>G.9.4.1 optional</i> Tests, Projects, Extension Activities</p>
<p><b>Week 7</b> <b>Module 13: People and Empires in the Americas</b> (17,000 B.C. - A.D. 1500) <i>Suggested focuses for Module 13:</i> Lesson 5: Mayas + Enrichment Lesson 6: Aztecs + Enrichment Lesson 7: Inca</p>	<p><b>G.9.4.3</b> Compare the <b>Pre-Columbian American</b> civilizations of the Maya, Aztecs, and Inca in terms of <u>geographical characteristics</u> (e.g., area, landforms, climate, vegetation, economy, transportation, population, political relations)</p>

Reteach/ Assess Modules 8, 9, 11-12 as needed	Tests/ Exams, Projects, Extension Activities	
*Skills: to be embedded and applied throughout.		
Participation and Deliberation	D2.Civ.7.9-12	Apply civic virtues and democratic principles when working with others.
Change, Continuity, and Context	D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
Change, Continuity, and Context	D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
Perspectives	D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.