

Note: The Study of History, Reading and Writing Literacy in Social Studies, and Geography skills should be incorporated into lessons throughout the year, not necessarily taught in a particular order.

| Standards: The Study of History | Skills | Notes |
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| The student comprehends a basic knowledge of the study of history | <ul style="list-style-type: none"> ● Defines history as an academic discipline that examines the chronological narrative of past events and the people, places, institutions, and ideas that contribute to those events ● Defines a group’s culture (including values, customs and traditions, language, government, family relationships, belief systems, literature, the arts, food, and clothing) and discusses why the study of cultures is an important part of history ● Describes what historians do, what their skills are, and where they work ● Describes what archaeologists do, what their skills are, and where they work ● Recognizes that history is a bridge to understanding groups of people and an individual’s relationship to society and explains what history can teach us as individuals and as a society ● Recognizes that he or she can study all aspects of human endeavor—the arts, literature, government, economics, languages, belief systems, and more—through a study of history | |
| The student thinks chronologically | <ul style="list-style-type: none"> ● Interpret data presented in time lines and create time lines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred. ● Defines BC, AD, BCE, and CE when identifying years in history | |
| The student comprehends a variety of historical sources: | <ul style="list-style-type: none"> ● Differentiates between and gives examples of the primary sources and secondary sources that historians use to study history and that students can use to study history ● Explains why artifacts are useful tools in examining historical events ● Explains why the interpretation of historical events and the people, places, institutions, and ideas that contribute to those events might change as new evidence is discovered and interpreted by historians ● Gives examples of how the narrative of history is told in many voices and expresses various perspectives on events and ideas | |
| The student engages in historical analysis and interpretation | <ul style="list-style-type: none"> ● Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational. | |

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| | <ul style="list-style-type: none"> • Compare competing historical narratives. • Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached. • Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions. | |
| The student conducts historical research | <ul style="list-style-type: none"> • Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past. • Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators. • Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions. | |

| Standards: Reading and Writing Literacy in Social Studies | Notes |
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| <ul style="list-style-type: none"> • Reads grade-level social studies texts independently and proficiently | |
| <ul style="list-style-type: none"> • Cites specific textual evidence to support the analysis of primary and secondary sources | |
| <ul style="list-style-type: none"> • Determines the central ideas or information in a primary or secondary source | |
| <ul style="list-style-type: none"> • Provides an accurate summary of a primary or secondary source distinct from prior knowledge and opinions | |
| <ul style="list-style-type: none"> • Determines the meaning of words and phrases as they are used in a social studies text, including vocabulary particular to social studies | |
| <ul style="list-style-type: none"> • Identifies aspects of a social studies text that reveal an author's point of view or purpose (e.g., inclusion or avoidance of particular facts, emotional language) | |
| <ul style="list-style-type: none"> • Integrates visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital social studies texts | |
| <ul style="list-style-type: none"> • Distinguishes among facts, opinions, and reasoned judgments in a social studies text | |

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| <ul style="list-style-type: none"> Analyzes the relationship between a primary and secondary source on the same topic | |
| <ul style="list-style-type: none"> Writes arguments related to social studies content: introduces a claim, acknowledges opposing claims, organizes reasons and evidence logically; supports the claim with logical reasoning and relevant, accurate data and evidence, using credible sources; and develops coherent and clear relationships among claims, counterclaims, reasons, and evidence | |
| <ul style="list-style-type: none"> Writes informative or explanatory text related to social studies content, including the narration of historical events: introduces a topic clearly, previewing what is to follow and organizes ideas and information as appropriate; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; and develops coherent and clear relationships among ideas, using appropriate and varied transitions(WL.MS.2a) | |
| <ul style="list-style-type: none"> Establishes and maintains a formal style and objective tone | |
| <ul style="list-style-type: none"> Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension | |
| <ul style="list-style-type: none"> Conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related questions that allow for multiple avenues of exploration | |
| <ul style="list-style-type: none"> Gathers relevant information from multiple print and digital sources to support analysis, reflection, and research, using search terms effectively and assessing the credibility and accuracy of each source | |
| <ul style="list-style-type: none"> Quotes or paraphrases the information and conclusions of others while avoiding plagiarism and following a standard format for citations | |
| <ul style="list-style-type: none"> Writes over extended time frames and shorter time frames to complete a range of social studies assignments | |

| Standards: The Study of Geography | Skills | Notes |
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| The student understands the field of Geography | <ul style="list-style-type: none"> Defines geography as an academic discipline that examines places and the relationship of people to those places and that is made up of both physical geography and human geography Gives examples of what is studied in physical geography (e.g., landforms, climate) and what is studied in human geography (e.g., migration, how people live in their environment) Describes what geographers and cartographers do, what their skills | |

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| | <p>are, where they work, and how their jobs have changed over time (e.g., with the use of computer technology)</p> <ul style="list-style-type: none"> • Explains why a variety of maps and other visuals are important tools in the study of geography (e.g., political maps, topographic maps, special-purpose maps, satellite images) • Defines a region as an area that has features that make it different from surrounding areas and gives examples of regions (e.g., the North Slope) and explains why physical barriers (e.g., mountains, rivers) or human characteristics (e.g., language, ethnicity) often define a region • Defines and discusses the five themes of geography: location, place, human-environment interaction, movement, and regions | |
| The student understands Geography's impact on human life. | <ul style="list-style-type: none"> • Explains how the availability of physical resources (e.g., water, fertile land, trees, stones, minerals) in the geography of a place affected the establishment and growth of cities and whole civilizations • Explains how the physical features (e.g., mountains for protection, rivers for trade) of a place affected the establishment and growth of cities and whole civilizations | |

Quarter 1 Priority Standards and Skills: Early Man, Mesopotamia, and Egypt

| Standards: | Skills | Notes |
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| <p>Guiding questions for Early Man: <i>What biological and cultural processes gave rise to the earliest human communities?</i> <i>What processes led to the emergence of agricultural societies around the world?</i></p> | | |
| The student understands early | <ul style="list-style-type: none"> • Infer from archaeological evidence the characteristics of early | |

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| <p>human development in Africa.</p> | <p>African hunter-gatherer communities, including tool kits, shelter, diet, and use of fire. [Interrogate historical data]</p> <ul style="list-style-type: none"> ● Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development. [Interrogate historical data] ● Defines prehistory as the time before writing (about 5,000 years ago) and explains how historians study prehistory | |
| <p>The student understands how human communities populated the major regions of the world and adapted to a variety of environments.</p> | <ul style="list-style-type: none"> ● Analyze current and past theories regarding the emergence of Homo sapiens sapiens and the processes by which human ancestors migrated from Africa to the other major world regions. [Evaluate major debates among historians] ● Compare the way of life of hunter-gatherer communities in Africa, the Americas, and western Eurasia and explain how such communities in different parts of the world responded creatively to local environments. [Compare and contrast differing behaviors and institutions] ● Analyze possible links between environmental conditions associated with the last Ice Age and changes in the economy, culture, and organization of human communities. [Analyze cause-and-effect relationships and multiple causation] ● Discusses why historians and archaeologists place so much importance on humans' development of tools and the sophistication of those tools ● Traces on a historical map and dates the migration routes of hominids and early humans through six continents, starting in East Africa about 100,000 years ago and ending in South America 10,000 years ago | |
| <p>The student understands how and why humans established settled communities and experimented with agriculture.</p> | <ul style="list-style-type: none"> ● Describe leading theories to explain how and why human groups domesticated wild grains as well as cattle, sheep, goats, and pigs after the last Ice Age. ● Defines domestication of plants and animals and explains its global effects in the Neolithic Era, including the development of permanent settlements, where people could raise crops and animals | |
| <p>The student understands how agricultural societies developed around the world.</p> | <ul style="list-style-type: none"> ● Analyze differences between hunter-gatherer and agrarian communities in economy, social organization, and quality of living. [Compare and contrast differing behaviors and institutions] ● Analyze archaeological evidence from agricultural village sites in Southwest Asia, North Africa, China, or Europe indicating the | |

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| | <p>emergence of social class divisions, occupational specializations, and differences in the daily tasks that men and women performed. [Hold interpretations of history as tentative]</p> | |
| <p>The student understands how and why humans established settled communities and experimented with agriculture.</p> | <ul style="list-style-type: none"> Identify areas in The Middle East and the Nile valley where early farming communities probably appeared and analyze the environmental and technological factors that made possible experiments with farming in these regions. | |
| <p>Guiding questions for Mesopotamia and Egypt: <i>How did Mesopotamia and Egypt become centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE?</i> <i>What are the major characteristics of civilization?</i></p> | | |
| <p>The student understands how the geography of a region affects agricultural and economic development.</p> | <ul style="list-style-type: none"> Locates Mesopotamia, the Fertile Crescent, the Tigris River, the Euphrates River, the Mediterranean Sea, and the Persian Gulf on a historical map and on a current map Explains why Mesopotamia had such potentially fertile land for farming when hunter-gatherers arrived more than 12,000 years ago and why it was such an excellent spot for building the “cradle of civilization” | <p><i>Many of these standards could be taught as a thematic unit or through each civilization separately.</i></p> |
| | <ul style="list-style-type: none"> Locates the Nile River (the longest river in the world), its delta, the Nile River Valley, the Red Sea, the Mediterranean Sea, Lower Egypt, and Upper Egypt on a historical map and on a current map Describes the effects of Nile River cataracts and flooding on life along the Nile Traces the early history in the Nile River Valley from the hunter-gatherers more than 12,000 years ago to the development of farms and small villages to the establishment of the Lower Egypt and Upper Egypt kingdoms by 3200 BC, including the roles of creating an irrigation system and enjoying the protection of geographic barriers on all sides | |
| <p>The student understands how civilizations emerged in Mesopotamia and Egypt.</p> | <ul style="list-style-type: none"> Analyze how the natural environments of the Tigris-Euphrates, Nile, shaped the early development of civilization. Describes the results of irrigation, including food surpluses and the creation of a wider variety of jobs for the people (division of labor) Explains the causes and effects of the rise of city-states as a political unit of Sumerian society Traces the takeover of Sumer and the establishment of a new empire in the Fertile Crescent by Sargon’s Akkadians, then the re-establishment of Sumer by the city-state of Ur, and then the end | <p><i>Many of these standards could be taught as a thematic unit or through each civilization separately.</i></p> |

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| | <p>of Ur by 2000 BC</p> <ul style="list-style-type: none"> • Traces the early history in the Nile River Valley from the hunter-gatherers more than 12,000 years ago to the development of farms and small villages to the establishment of the Lower Egypt and Upper Egypt kingdoms by 3200 BC, including the roles of creating an irrigation system and enjoying the protection of geographic barriers on all sides • Tells the story of Menes (c. 3100 BC), Egypt's first pharaoh, who united the Lower Egypt and Upper Egypt kingdoms and established the First Dynasty • Describes the rule by pharaohs (thought to be both a king and a god) during the Old Kingdom (begun by the Third Dynasty) and lasting from c. 2700 BC to 2200 BC | |
| <p>The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, and Nile regions.</p> | <ul style="list-style-type: none"> • Analyze the importance of trade in Mesopotamian civilization of the fourth and third millennia and describe the networks of commercial exchange that connected various regions of Southwest Asia. • Explains the role of trade (including cedar, silverwork, ivory carvings, blown glass, purple cloth, and slaves) and the cities/colonies/settlements they founded on the Mediterranean Sea in the Phoenicians' success • Assess the importance of commercial, cultural, and political connections between Egypt and peoples of Nubia along the upper Nile. • Identifies the Old Kingdom's trading partners and items traded | <p>Many of these standards could be taught as a thematic unit or through each civilization separately.</p> |
| <p>The student understands the cultural and technological innovations in Mesopotamia and Egypt, in the fourth and third millennia BCE</p> | <ul style="list-style-type: none"> • Describes the social hierarchy in Sumer—kings; priests; skilled craftspeople, merchants, and traders; farmers and laborers; and slaves—and the roles of men and women • Describes the Sumerian invention and uses of cuneiform, a system of writing with styluses on clay tablets, and explains how cuneiform is an advancement over pictographs • Describes important Sumerian technical inventions and their uses, including the wheel, the plow, sewers, and the use of bronze • Describes important Sumerian inventions in math and science and their uses, including a number system and a cataloging of organisms and medicines • Describes important Sumerian advances in architecture, including the ziggurat, and their creations in the arts, including cylinder seals • Discusses which Sumerian invention or creation was the most important for future civilizations | <p><i>Many of these standards could be taught as a thematic unit or through each civilization separately.</i></p> |

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| | <ul style="list-style-type: none">● Explains the importance of Hammurabi's Code of written laws and debates the value and fairness of a variety of those laws <hr/> <ul style="list-style-type: none">● Describes the rule by pharaohs (thought to be both a king and a god) during the Old Kingdom (begun by the Third Dynasty) and lasting from c. 2700 BC to 2200 BC● Describes the social hierarchy during the Old Kingdom: pharaoh; key government officials and priests (many were nobles); lesser government officials, scribes, craftspeople, and merchants; farmers (about 80 percent of the population); servants and slaves Identifies the Old Kingdom's trading partners and items traded● Describes the Old Kingdom's polytheism and the gods they worshipped● Describes the Old Kingdom's views on a person's ka, the afterlife, and burial practices, including the development of embalming and mummies● Explains why pyramids were built for the tombs of pharaohs and considers ideas about how the pyramids were physically built● Identifies and describes the Great Sphinx of Giza● Describes the decline of the Egyptian empire after Ramses the Great, who had excelled at building monuments and conducting military campaigns● Describes the everyday lives and lifestyles during the New Kingdom of scribes; artisans, artists, and architects; soldiers; farmers and other peasants; and slaves● Describes the roles of men and women, including the legal rights that women had, during the New Kingdom● Describes the complexity of Egyptian hieroglyphics, the importance of the Rosetta Stone, and the use of papyrus for written documents● Researches one of Egypt's great temples or tombs and describes its architecture and the paintings and statues inside | |
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Quarter 2 Priority Standards and Skills: Civilizations of Mesoamerica

| Standards | Skills | Notes |
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| <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● <i>What were cultural distinctions of the Aztecs, Mayans and Inca civilizations?</i> ● <i>What were the cultural similarities of the Aztecs, Mayans and Inca Civilizations?</i> ● <i>What were the architectural accomplishments of the Mesoamericans?</i> ● <i>Was conquest by the Spaniards of the Americas exploration of exploitation?</i> | | |
| <p>The student understands the achievements of early Mesoamerican civilizations.</p> | <ul style="list-style-type: none"> ● Compares and contrasts the geographic boundaries of Central America, Mesoamerica, and Mexico, using maps, and identifies the Yucatán Peninsula ● Evaluate major Olmec contributions to Mesoamerican civilization, including the calendar, glyphic writing, sculpture, and monumental building. ● Describes and locates early settlements by the Maya (around 1000 BC), including their food sources, housing, and small villages ● Describes the Classic Age (AD 250 to 900), including the growth of cities that were independently ruled (like city-states), but were trading partners | |

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| <p>The student understands the origins, expansion, and achievements of Maya civilization.</p> | <ul style="list-style-type: none"> ● Describes the resources available to the Maya, including good agricultural land, obsidian, and jade ● Discusses the Maya stone pyramids, with temples, and how they were built ● Examines Palenque as an example of a Maya city, with its temples and terraced land for farming ● Compares and contrasts the Maya ball game with traditional Iñupiaq games and contemporary games ● Describes the social structure of Maya civilization, including the king (believed to be related to the gods), the upper class (priests, merchants, and noble warriors), and the lower class (farming families), and their lifestyles ● Explains the polytheistic religion of the Maya ● Lists and describes the achievements of the Maya civilization, including observatories for studying astronomy, two calendars, a number system (with a symbol for 0), a written language (similar to hieroglyphics), an oral tradition, elaborate buildings, decorative paintings, and gold and jade jewelry | |
| <p>The student understands the development of complex societies and states in Mesoamerica.</p> | <ul style="list-style-type: none"> ● Describes the Aztecs' migration southward and locates their early settlement (around 1325) on an island in Lake Texcoco ● Describes the Aztecs' wartime successes in controlling trade and conquering nearby people, who were then forced to make tribute payments ● Describes and locates the capital city of Tenochtitlán (where Mexico City, the capital of Mexico, is now located), including access by causeways and canals and the floating gardens (chinampas), and discusses the relative size of its peak population of 200,000 ● Describes the social structure of the Aztec civilization, including the emperor, the nobles, the warriors and priests, merchants and artisans, farmers and laborers (the majority of the population), and slaves ● Describes the polytheistic religion of the Aztecs, including their regular practice of human sacrifice (mostly captured warriors or slaves) ● Lists and describes the achievements of the Aztec civilization, including the study of astronomy, a calendar, detailed historical records, an oral tradition, a number system, elaborate buildings and pyramids, sculptures, and jewelry made of gold, gems, and feathers ● Explains Spain's reasons for exploring the Americas in the late 1400s ● Describes the initial reaction of Moctezuma II, the Aztec emperor, to Hernán Cortés, the Spanish conquistador, who arrived in 1519; how Moctezuma II died after being taken prisoner; and how the Spanish | |

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| | <p>were driven out by Aztecs</p> <ul style="list-style-type: none"> ● Explains what happened when Cortés returned and what led to the fall of the Aztec Empire in 1521 ● Empathizes with the Aztecs over the Spanish invasion of their homeland | |
| <p>The student understands the development of the Inca empire in Andean South America.</p> | <ul style="list-style-type: none"> ● Describes and locates the beginning of the Inca Empire with a small tribe in the Andes, with the capital of Cuzco (in what is now Peru) ● Locates on a historical map and on a current map the Inca Empire at its height (with a population of about 12 million), after expansion by Pachacuti (beginning about 1438) and subsequent rulers into the early 1500s ● Describes Pachacuti's methods for taking power from and indoctrinating new conquered peoples ● Explains the importance of having an official language, Quechua, as the Inca Empire was growing ● Compares and contrasts the current use of Quechua to the current use of the Iñupiat language (https://www.culturalsurvival.org/publications/cultural-survival-quarterly/can-quechua-survive) ● Explains the Inca system of a labor tax, the mita, rather than a tax paid with money and what types of labor were expected of the Inca people ● Discusses the distribution of goods by the Inca government rather than through private merchants and markets ● Describes the lifestyles of the two social classes in Inca society, which was a society without slaves: the upper class (the emperor, government officials, and priests) and the lower class (farmers, who made up most of Inca society; artisans; and servants) ● Explains what Machu Picchu was at the height of the Inca Empire and what it is now ● Describes the religion practiced by the Incas, including their beliefs about their rulers and their non-human sacrifices ● Takes a personal position on the degree to which the Inca rulers controlled the social and economic lives of the Inca people and maintained the general welfare ● Discusses the importance of the oral traditions of the Maya, Aztecs, Incas, and Iñupiat ● Describes the cause and effects of the Inca civil war in the late 1520s between the ruler's two sons ● Describes the arrival of Francisco Pizarro and his Spanish | |

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| | <p>conquistadors, the subsequent capture and death of the emperor Atahualpa, the founding of Lima in 1535, and the final defeat of the Incas by Pizarro in 1537</p> <ul style="list-style-type: none"> • Makes a timeline of the Maya, Aztec, and Inca civilizations along with the early explorations of North America and the Atlantic Ocean | |
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Quarter 3 Priority Standards and Skills: Early Native American Cultures in North America

| Standards | Skills | Notes |
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| <p>Guiding Questions: <i>Who made up the first civilizations on the North American continent?</i> <i>What role did indigenous Americans play in the shaping of the United States?</i> <i>In what ways are the cultures and history of American Indians similar and different to the Inupiat?</i></p> | | |
| <p>The student understands the development of complex societies and states in North America</p> | <ul style="list-style-type: none"> • Summarizes other theories about the migration of humans into North America, Mesoamerica, and South America • Describes the hunter-gatherer lifestyle of the Paleo-Indians during and after migration • Describes the ways in which Native American cultures evolved with the development of farming and more permanent settlements • Places the Anasazi culture on a timeline and on a historical map of the Southwest region • Describes the farming, basketmaking, and pottery skills of the Anasazi • Describes the pueblos and kivas of the Anasazi • Places the Hopewell and Mississippian cultures on a timeline and on a historical map of the Midwest region • Describes the burial and temple mounds that the Hopewell, the Mississippian, and other mound-building cultures built • Places the Subarctic cultures (including the Dogrib, Montagnais, Kwakiutl, and Chinook) on a timeline and on a historical map of the | <p>Resource for teaching about American Indians</p> |

Subarctic region

- Describes the culture and lifestyle of the Subarctic cultures, including housing, fishing, hunting, and gathering
- Describes the culture and lifestyle of the Pacific Northwest cultures, including totems and potlaches
- Describes the culture and lifestyle of the West (California and Great Basin) cultures, including the Hupa, Miwok, Yokuts, Paiute, Shoshone, and Ute
- Describes the culture and lifestyle of the Southwest cultures, including the Pueblo groups (the Hopi and Zuni, with their housing, language, pottery making, fetish carving, and jewelry making), Apache, and Navajo
- Describes the culture and lifestyle of the Great Plains cultures, including the nomadic Blackfoot, Arapaho, and Sioux and the farming Mandan and Pawnee
- Defines a matrilineal society (e.g., Pawnee society) and discusses the important roles of women in a variety of Native American cultures (e.g., the role of Iroquois clanmothers)
- Describes the culture and lifestyle of the Southeast cultures, including the farming villages of the Cherokee, Creek, and Seminole and their use of wampum for money
- Describes the culture and lifestyle of the Northeast cultures, including the Algonquian and the longhouses of the Iroquois
- Explains the membership, purpose, and legacy of the Iroquois League or Iroquois Confederation, with its oral constitution known as the Great Law of Peace
- Answers questions and makes inferences from a map of North America showing the locations of the Native American cultures
- Traces the history of languages and language groups among the Native
- American cultures from European contact to today
- Compares and contrasts the religious and spiritual beliefs of various
- Native American cultures and compares and contrasts those beliefs with Iñupiaq beliefs
- Compares and contrasts Native American and European beliefs about land ownership and explains the conflicts that arose as a result
- Explains the importance of Native American trade routes
- Researches one of the early Native American cultures not studied in class and presents a brief oral report on that culture
- Appreciates the values and skills of early Native American cultures
- Discusses from various perspectives and takes a personal position on

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| | <p>the naming of Native Americans and Native American groups, including the debate over the use of the terms Native Americans, American Indians, and/or Indigenous</p> <ul style="list-style-type: none"> Peoples and the issue of individual groups' use of Western-given names or names from their own languages (e.g., Navajo vs. Dine) | |
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Quarter 4 Priority Standards and Skills- The Age of Exploration/ Exploration of the Americas

| Standards | Skills | Notes |
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| <p>Guiding Questions: <i>What was the impact of European contact on American Indian cultures?</i> <i>Why do people explore?</i></p> | | |
| <p>The student understands the origins and consequences of European overseas expansion through to the 16th centuries.</p> | <ul style="list-style-type: none"> Characterizes the Vikings, the first Europeans to reach North America, as Scandinavian marauders, traders, and skilled sailors (who invented the longship) Identifies Erik the Red and Leif Eriksson, who mistakenly sailed off course and landed on the Labrador Peninsula in modern-day Canada in the year 1000 Describes Eriksson's time in North America and likely reasons for his departure Explains why exploration was needed to support trade in Europe, including the blockage of land trade routes to Asia by Muslim Ottomans as a result of conquering Constantinople in 1453, and to support the spread Christianity Describes the role of Portugal's Prince Henry the Navigator in advancing exploration, including his founding of a navigation school and providing financial support for research and expeditions Describes the role of new tools and new ship designs in advancing exploration, including the magnetic compass, astrolabe, and caravel Appreciates the difficulties of life on the ships for sailors on expeditions | |
| <p>The student understands the encounters between</p> | <ul style="list-style-type: none"> Traces the history of Portuguese sea explorations to Asia in the late 1400s on a map, including the voyages of Bartolomeu Dias and | |

Europeans and peoples of the Americas in the late 15th and early 16th centuries.

Vasco da Gama

- Identifies the results of the Portuguese voyages around Africa to Asia, including the beginning of the slave trade across the Atlantic
- Explains the role of King Ferdinand and Queen Isabella of Spain in the 1492 voyage of Christopher Columbus
- Traces the 1492 voyage of Columbus on a map
- Researches and reflects on Columbus's time on Hispaniola and his interactions with the Taino people, using Columbus's own journal or letters and at least two other sources
- Explains the cause and results of the Treaty of Tordesillas between Spain and Portugal, including the Line of Demarcation and the "Doctrine of Discovery"
- Evaluates the impact of Columbus's voyages on both Europe and the "New World"
- Writes a short reflective paper that takes a personal position on the naming and celebration of Columbus Day vs. Indigenous Peoples' Day
- Describes the explorations of Amerigo Vespucci, including his lending his name to two continents
- Describes the explorations of Vasco Núñez de Balboa, including his sighting of the Pacific Ocean
- Describes the explorations of Ferdinand Magellan on a map, including his beginning of a voyage that eventually circumnavigated the world
- Describes the explorations of Hernando de Soto in the Southeast, including his battle with the Muscogee peoples and their chief, Tuscaloosa
- Describes the explorations of Álvar Núñez Cabeza de Vaca in the Southeast and Southwest, including his captivity; the role of Estevanico, a slave, on the journey; his good and bad treatment by Native Americans; and his book about his experiences
- Describes the explorations of Francisco Vásquez de Coronado in the Southwest, including his group's discovery of the Grand Canyon
- Judges the treatment of Native Americans by the Spanish peninsulares and by the encomienda system, including their forced labor on Spanish plantations
- Judges the treatment of Native Americans by the Catholic Church and its mission to convert them to Christianity
- Explains why Europeans would have wanted to find a Northwest Passage for ships sailing from the Atlantic to the Pacific
- Describes the explorations of John Cabot on behalf of England and their results

- Describes the explorations of Giovanni da Verrazano on behalf of France and their results
- Describes the explorations of Jacques Cartier on behalf of France and their results
- Describes the explorations of Henry Hudson on behalf of the Netherlands and then of England and their results
- Recognizes that Spanish and Portuguese colonization focused on Central and South America and the Caribbean, thus leaving much of North America to the English, French, and Dutch
- Traces the history of Sir Walter Raleigh's expedition to "Virginia" for England, including his charter and the story of the "lost colony" of Roanoke, John White, and the birth of Virginia Dare
- Describes and traces on a map the expeditions of Samuel de Champlain for France along the Saint Lawrence River in Canada, including the establishment of Quebec, alliances with the Algonquin, and fur trading routes
- Traces the history of the exploration of the Mississippi River, including Hernando de Soto, Louis Jolliet and Jacques Marquette, and finally René-Robert Cavalier, Sieur de La Salle, and his claim to "Louisiana"
- Describes the early history of the French in New France, including the founding of Detroit, St. Louis, and New Orleans; the development of the fur trade; and their relationships with Native Americans
- Describes the Dutch exploration of New Netherland, the land around the Delaware and Hudson rivers, and their encounters with the Mohican (Mahican) peoples
- Traces the history of the Dutch West India Company's settlement in New Netherland, Peter Minuit's purchase of the island of Manhattan from the local Native Americans, and the founding of New Amsterdam
- Traces the history of New Sweden from its founding at Fort Christina to its defeat by New Netherland Governor Peter Stuyvesant
- Evaluates the relationships between the Native Americans and the explorers or colonists in various regions of North America
- Empathizes with and takes a personal position on the effects of exploration and colonization on the Native American peoples
- Makes a timeline of the Spanish, English, French, and Dutch explorers and colonists in North America
- Evaluates the relative success of the Spanish, English, French, and Dutch explorers and colonists in North America
- Identifies present-day influences of a region's original explorers and colonists (e.g., Dutch place names in New York City, the French language spoken in Quebec)

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| <p>The student understands the consequences of the worldwide exchange of flora, fauna, and pathogens.</p> | <ul style="list-style-type: none">● Explains the two-way Columbian Exchange, including the crops and animals that were exchanged as well as the deadly diseases that were transported to the Americas● Evaluates the positive and negative short-term and long-term effects of the Columbian Exchange on cultures on both sides of the Atlantic | |
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Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)