

Ware Public Schools

SOCIAL STUDIES CURRICULUM - Grades 5-7

SUBJECT MATTER: History and Social Science: United States History, Geography, Economics, and Government Early Exploration to Westward Expansion **Grade: 5**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Ancient Americans	Three Major Pre-Columbian Civilizations Maya, Aztec, Inca <u>Guiding Question/s</u> 1. How does geography help determine where and how people live?	1. Identify different ways of dating historical narratives (<i>17th century, seventeenth century, 1600s, colonial period</i>). 2. Read and interpret timelines. 3. Use globes, maps, latitude, longitude, scales, symbols, etc. 4. Identify the location of: A. The 7 continents & 4 oceans B. The North and South Poles C. The equator D. The prime meridian E. Northern, Southern, Eastern, and F. Western Hemispheres 5. Summarize how people first came to the American continents (Beringia). 6. Explain what is meant by the terms – <i>migration, agriculture, civilization, surplus, specialization, and irrigation</i> .	Pre-Assessment: World Map Project Create a timeline Mapwork Summary Writing Paragraph Writing Class participation and	Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Internet Primary Source: a mural <i>The Great City of Tenochtitlan</i>	<u>History and Geography</u> 1 Dating historical narratives 2 Timelines 4 Absolute Locations 5 Poles; Hemispheres 6 Specialized Maps 7 Modern & Historical Maps <u>Pre-Columbian Civilizations of</u>

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		<p>7. Understand cause & effect in relation to the development of the Maya civilization.</p> <p>8. Describe the three important civilizations that existed in Central and South America and their locations.</p> <p>9. Identify the characteristics of civilizations.</p> <p style="padding-left: 20px;">A. The presence of geographic boundaries and political institutions</p> <p style="padding-left: 20px;">B. An economy that produces food surpluses</p> <p style="padding-left: 20px;">C. A concentration of population in distinct areas or cities</p> <p style="padding-left: 20px;">D. The existence of social classes</p> <p style="padding-left: 20px;">E. Developed systems of religion, learning art, and architecture</p> <p style="padding-left: 20px;">F. A system of record keeping</p> <p>10. Describe the political structures, religious practices, and use of slaves (in the Maya, Aztec, & Inca civilizations).</p> <p>11. Compare & contrast the three civilizations using a graphic organizer (matrix).</p>	<p>Discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p>	<p>By Diego Rivera</p> <p>MesoAmerican Ballgame http://www.ballgame.org/</p> <p>Maya Numbers http://www.mayainfo.org/overview/numbers/</p> <p>Inca Mummies http://channel.nationalgeographic.com/channel/inca/</p> <p>Origin of Chocolate/Cacao Beans used as money http://www.fieldmuseum.org/Chocolate/challenge-interactive/challenge-MX-OSX.html</p>	<p><u>the New World and European Exploration, Colonization, and Settlement to 1700</u></p> <p>5.2 The 3 Major Pre-Columbian Civilizations 5.4 Decline of the Aztec & Inca Civilizations</p>

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				Legends: <u>The Hummingbird King</u> <u>A Guatemalan Legend</u> (Maya) <u>Opossum and the Great Firemaker</u> (Aztec) <u>The Llama's Secret</u> (Inca)	
Vikings	Viking Explorations in the Americas <u>Guiding Questions</u> 1. What do primary sources teach us about the view of the world prior to, and during the Age of Exploration? 2. What makes an explorer travel to the "unknown?" 3. What do primary sources teach us about the characteristics of the early explorers?	1. Describe the explorations to the New World by the Vikings, the period and locations of their explorations, and the evidence for them.	Summary Writing Written Quiz	Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Vikings: The North Atlantic Saga http://www.mnh.si.edu/vikings/	<u>Pre-Columbian Civilizations of the New World & European Exploration, Colonization, & Settlement to 1700</u> 5.1


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Age of Exploration	<p>Age of Exploration</p> <p>Expansion of travel, technology, and trade between Europe, Asia, Africa, and the Americas from the 1200's to the 1700's.</p> <p><u>Guiding Questions</u></p> <ol style="list-style-type: none"> 1. What do primary sources teach us about the view of the world prior to, and during the Age of Exploration? 2. How did new technology encourage European exploration? 3. Why do people feel compelled to 	<ol style="list-style-type: none"> 1. Compare and contrast maps of the modern world with historical maps of the world before the Age of Exploration. 2. Describe changes in the 16th and 17th century maps of the world. 3. Describe trade with the Chinese (Silk Route) from the 1200s-1400s. 4. Define the term: <i>merchant</i>. 5. Understand cause & effect in relation to the closing of the trade routes to Asia (Ottoman Empire). 6. Describe the new ideas in Europe and explain their effects on exploration, i.e., <i>the astrolabe, magnetic compass, printing press, etc.</i> 7. Interpreting timelines. 8. Define the terms: <i>navigation, caravel, circumnavigate, expedition</i>. 9. Analyze the effect that the desire to trade with Asia had on European exploration. 10. Describe the achievements of early Portuguese exploration around Africa (Bartolomeu Dias & Vasco Da Gama). 11. Explain the two mistakes Columbus made in sailing west to Asia. (He thought Asia was larger; underestimated the distance around the globe). 12. Explain why and how Columbus reached the 	<p>Pre-Assessment:</p> <p>Interview</p> <p>Create a timeline</p> <p>Mapwork</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and Discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p>	<p>Student Atlases</p> <p>Maps, Globes & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p>Primary Source: Toscanelli's Map</p> <p>Blank map of the World w/ longitude & latitude http://novaonline.nvcc.vc/cs.edu/eli/evans/his135/EXAMS/world_map_hor.jpg</p> <p>Explorers (for student research) http://www.cdli.ca/CIT E/explorer.htm</p>	<p><u>History and Geography</u></p> <ol style="list-style-type: none"> 1 Dating historical narratives 2 Timelines 3 Identify Details 4 Absolute Locations 5 Poles; Hemispheres 6 Specialized Maps 7 Modern & Historical Maps 8 Words related to Government <p><u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to</u></p>

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	<p>discover things?</p> <p>4. In what ways might the explorers' long journeys have created a financial risk for the countries that paid for them?</p> <p>5. How might people's attitudes about exploration in the 1500's compare to attitudes about exploration today?</p> <p>6. In what ways do migrating people and existing inhabitants of a region influence each other's cultures?</p>	<p>new world (Trade Winds).</p> <p>13. Describe and evaluate the significance of Columbus's voyages to the Americas.</p> <p>14. Analyze the effects of the Columbian Exchange on the Eastern and Western Hemispheres.</p> <p>15. Identify early European explorers, including Ferdinand Magellan's voyage to circumnavigate the world.</p>	<p>Chapter Test</p> <p>Tri-fold Informational Flyer on an Explorer</p>	<p>The Mariners' Museum Navigation Activities http://www.mariner.org/educationalad/ageofex/activities.php</p>	<p><u>1700</u> 5.3</p>
	Decline of the Aztec & Inca Civilizations	<p>1. Describe and evaluate the significance of Spain's conquest of the Aztec and Inca empires.</p> <p>2. Explain how Hernando Cortes was able to conquer the Aztecs.</p> <p>3. Explain how Pizarro was able to conquer the Incas.</p> <p>4. Evaluate the impact of Spanish colonization on Native Americans.</p>	<p>Mapwork</p> <p>Summary Writing</p> <p>Objective Quiz</p>	<p>Student Atlases Maps & Charts Transparencies Graphic Organizers Primary Sources Literature</p>	<p><u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</u></p>


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		5. Define the terms: <i>expedition, conquistador, empire, mission, convert.</i>		Internet	5.4
Settlements in the New World	European Settlements <u>Guiding Question/s</u> 1. What are the positive and negative effects of “the meeting” of different cultures?	1. Identify the motives (i.e., <i>the Northwest Passage</i>) achievements and extent of early Dutch, French, and Spanish exploration and settlements in the New World. 2. Interpret parallel timelines. 3. Describe the rivalry between Spain and England in North America.	Pre-Assessment K-W-L Mapwork Summary Writing	Student Atlases Maps & Charts Transparencies Graphic Organizers Primary Sources	<u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</u> 5.5
	English Settlers and the Relationships of Settlers to the Indigenous Peoples <u>Guiding Questions</u> 1. In what ways do migrating people and existing inhabitants of a region influence each other's cultures? 2. How do people	1. Describe the experiences of the first English settlements in North America i.e., Roanoke – <i>the Lost Colony</i> and Jamestown. 2. Define the terms: <i>charter, invest, cash crop, indentured servant.</i> 3. Analyze the roles played by important people in the founding of the original colonies in North America A. Lord Baltimore in Maryland B. William Penn in Pennsylvania C. John Smith in Virginia D. Roger Williams in Rhode Island E. John Winthrop in Massachusetts 6. Explain why and how the Pilgrims and Puritans settled in New England. 7. Define the terms: <i>pilgrim, compact, cape.</i>	Create a timeline Mapwork Summary Writing Paragraph Writing Class participation and Discussion	Student Atlases Maps & Charts Transparencies Graphic Organizers Primary Sources Literature Jamestown (for students) http://cvesd.k12.ca.us/finney/journey/thebeginning.html	<u>History and Geography</u> 1. Dating historical narratives 2. Timelines 3. Identify Details 4. Absolute Locations 5. Poles; Hemispheres 6. Specialized Maps 7. Modern &

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	shape and adapt to their environment, and what are the consequences of this shaping and adaptation?	8. Describe the Puritan's plan for Massachusetts Bay Colony. 9. Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. 10. Analyze the Puritans' conflict over land with the Pequot. 11. Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. <ul style="list-style-type: none"> A. The relatively small number of colonists who came from other nations besides England B. Long experience with self-government C. The high rates of literacy and education among the English colonial leaders D. England's strong economic, 12. Intellectual, and military position.	Homework/3 ring binder Written Quiz Chapter Test	The History of Jamestown http://www.apva.org/history/index.html Jamestown Lesson Plans http://www.historyisfun.org/visitus/material.cfm Plimoth Plantation, Investigating the First Thanksgiving(w/ teacher's guide) http://www.plimoth.org/OLC/index_js2.html# Scott Foresman website for Social Studies http://www.sfsocialstudies.com/index2.html <u>Roanoke, The Lost Colony</u> , by Jane Yolen <u>The Courage of Sarah Noble</u> , by Alice Dalgliesh	Historical Maps 8. Words related to Government <u>Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700</u> 5.6 Relationship of English Settlers with Indigenous Peoples 5.7 Major Leaders in the Colonies 5.8 Identify links to ancient Greece 5.9 Shaping of the language & Political Institutions 5.12 Causes for the establishment of slavery

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				<u>The Sign of the Beaver</u> , by Elizabeth Speare <u>The Winter People</u> by Joseph Bruchac	
	Economics & Societies of the 13 Colonies <u>Guiding Questions</u> 1. How do geography, culture, and the economy affect where people live? 2. Where would you settle? Scenario: You are a member of a British family choosing to move to the American Colonies in the 1600's. You will be traveling to the New World in search of a place for your family to settle. You will explore the 3 colonial areas:	1. Identify the 13 Colonies. 2. Identify the reasons for moving to the colonies (<i>5 F's: fortune, family, freedom, faith, food/famine</i>). 3. Describe how regional differences in climate, types of farming, populations, and sources of labor shaped the economies and societies of the 13 Colonies. 4. Distinguish between political and topographical maps. 5. Identify specialized maps that show information such as population, income, or climate change. 6. Evaluate the geographical advantages of the Southern Colonies. 7. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). 8. Analyze the English control of colonial trade. 9. Define the terms: <i>import/export</i> . 10. Explain the growth of the colonial economy in each region. For example, in New England: A. The fishing and shipbuilding industries	Compare & Contrast Writing Mapwork Summary Writing Class participation and Discussion Homework/3 ring binder Written Quiz Answer the Essential Question-Persuasive	Student Atlases Maps & Charts Transparencies Graphic Organizers Primary Sources Literature Internet Colonial Williamsburg Teacher Resources http://www.colonialwilliamsburg.com/history/teaching/index.cfm Colonial Williamsburg Hands-On History: A Lady's Pocket	<u>History and Geography</u> 1 Dating historical narratives 2 Timelines <u>Civics & Government</u> 8 <u>Economics</u> 11, 12, 13, 14 <u>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</u> 5.8 Identify links to ancient Greece 5.9 Shaping of the language &

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	<p>New England, Middle and Southern to determine which area will be the best one for your family. As you explore each area, you will discover how geography of the area affects your choice as well as the culture and the economics of the area. After you have explored each area, you will write a letter back home to your family. The letter will need to persuade your family with reasons as to why that colonial area will be the best start in the American Colonies.</p> <p>3. What were the British colonies in America like in the 1700's?</p>	<p>B. Trans-Atlantic trade C. The port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston</p> <p>11. Define the terms: <i>apprentice</i>, <i>free market economy</i>, <i>free enterprise</i>. 12. Give examples of the ways people save money. 13. Explain the advantages and disadvantages of saving money. 14. Define <i>entrepreneur</i> and give examples from colonial history. 15. Define <i>profit</i> and describe how it's an incentive for <i>entrepreneurs</i>. 16. Identify the founders and the reasons for the establishment of educational institutions in the colonies.</p> 	Writing	<p>Colonial Williamsburg Educating America's Citizens "Earning a Living as a Tradesperson in Colonial America"</p> <p>Colonial Williamsburg - CD "A Day in the Life" Teacher guide for the Set of Videos</p>	<p>Political Institutions 5.10 Thirteen Colonies 5.11 Maritime Commerce 5.12 Causes for the establishment of slavery</p>

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	<p>Slavery & the Middle Passage</p> <p><u>Guiding Questions</u></p> <ol style="list-style-type: none"> 1. In what ways do migrating people and existing inhabitants of a region influence each other's cultures? 2. How and why do humans justify enslaving other humans? 3. To what extent do people preserve their culture and traditional ways of life when they settle in a new place? 	<ol style="list-style-type: none"> 1. Explain the causes for the establishment of slavery in North America. 2. Analyze the triangular trade. 3. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. 4. Define the terms: <i>slave</i>, <i>indentured servant</i>, <i>overseer</i>, <i>plantation</i>. 5. Describe the life of free African Americans in the colonies. 	Compare & Contrast Writing	<p>Student Atlases</p> <p>Maps & Charts</p> <p>Colonial Williamsburg Hands-On History: The Slave Bag</p> <p>Slavery in America Lesson Plans http://www.slaveryinamerica.org/history/hs_lessonplans.htm</p> <p>Colonial Williamsburg Educating America's Citizens "Slavery: A Colonial Odyssey"</p>	<p><u>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</u></p> <p>5.12</p>


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Before the American Revolution	Colonial Government <u>Essential Questions</u> 1. What is a town meeting? 2. Why did the Founders believe that people needed government?	1. Explain the development of colonial governments. 2. Describe how these developments contributed to the American Revolution. A. Legislative bodies B. Town meetings C. Charters on individual freedom and rights 	Pre-Assessment K-W-L	Student Atlases Graphic Organizers Primary Sources Old Sturbridge Village Lesson Plan on Town Meeting http://www.osv.org/education/LessonPlans/ShowLessons.php?UnitID=&LessonID=25	<u>History and Geography</u> 3 <u>Civics & Government</u> 8, 9 <u>Economics</u> 11, 12, 13, 14 <u>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</u> 5.14
	Causes & Effects of the French & Indian War <u>Guiding Questions</u> 1. What are the causes and the outcomes of the French and	1. Describe the French exploration and settlement in North America. 2. Explain how the fur trade became a source of wealth for France. 3. Analyze French relations with Native Americans. 4. Explain why France and Great Britain fought for control of North American land. 5. Evaluate the results of Britain's victory in the	Compare and Contrast Paragraph Writing Create a timeline Mapwork	Student Atlases Maps & Charts Transparencies Graphic Organizers Primary Sources Literature	<u>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</u> 5.15

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	<p>Indian War?</p> <p>2. How does conflict create change?</p>	<p>French and Indian War.</p> <p>6. Define the terms: <i>rebellion, proclamation, allies</i>.</p> <p>7. Explain why Pontiac's Rebellion led to the Proclamation of 1763.</p> <p>8. Analyze the effect that British Taxes had on the colonists' attitude toward Great Britain.</p> <p style="padding-left: 40px;">A. Sugar Act (1764)</p> <p style="padding-left: 40px;">B. Stamp Act (1765)</p> <p style="padding-left: 40px;">C. Townsend Duties (1767)</p> <p style="padding-left: 40px;">D. Tea Act (1773) & the Intolerable Acts (1774)</p> <p style="padding-left: 40px;">E. The slogan: "<i>no taxation without representation</i>"</p> <p style="padding-left: 40px;">F. The roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)</p> <p>9. Explain how the Committees of Correspondence kept colonists informed about important events.</p> <p>10. Observe and identify details in cartoons, photographs, charts, and graphs relating to historical narrative.</p> <p>11. Interpret political cartoons.</p> <p>12. Define the terms: <i>liberty, tax, boycott, protest, repeal</i>.</p>	<p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and Discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p>	<p>Internet</p> <p>Teacher Created Materials:</p> <p><u>Primary Sources—</u> <u>American Revolution</u></p> <p>Fort Necessity</p> <p>http://www.fortnecessity.org/</p> <p>Colonial Williamsburg Educating America's Citizens "The Eye of the Beholder: Looking At Primary Sources"</p> <p>Paul Revere's Ride: Poem Henry Wadsworth Longfellow http://poetry.eserver.org/paul-revere.html</p>	

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				Paul Revere: Virtual Museum http://www.cvesd.k12.ca.us/finney/paulvm/foyer.html	
American Revolution	Declaration of Independence <u>Guiding Questions</u> 1. What is freedom? 2. Is freedom ever really “free”? 3. What is the relationship between freedom and responsibility? 4. What are the essential liberties? 5. Is liberty and justice for all attainable? 6. When does government have the right to restrict the freedoms of people? 7. What ideas did the Founders use in the	1. Analyze the events that led to the writing of the Declaration of Independence. 2. Summarize the main points of the Declaration of Independence. 3. Recognize the Declaration of Independence is written as a Problem-Solution document. 4. Explain the meaning of important vocabulary: <i>equality, natural rights, the rule of law</i> , etc. 5. Explain the purpose of government contained in the Dec. of Independence.	Persuasive Writing Summary Writing Class participation and Discussion Homework Written Quiz	<u>The Declaration of Independence</u> , by Sam Fink <u>The Signers: The 56 Stories Behind the Declaration of Independence</u> by Dennis Fradin <u>Painting: Signers of the Declaration of Independence</u> Teacher Created Materials: Primary Sources—American Revolution The Principles of Freedom Declaration of Independence and	<u>The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775</u> 5.16



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	Declaration of Independence?			American Revolution: Primary Sources http://research.history.org/pf/ Massachusetts Historical Society Lesson Plans: Abigail Adams http://www.masshist.org/digitaladams/aea/education/	
	<p>Major Battles of the American Revolution</p> <p><u>Guiding Questions</u></p> <ol style="list-style-type: none"> How does conflict create change? What can we learn by analyzing major historical events? <p><u>A Revolutionary War Monument</u> You have been commissioned by the “Sons and Daughters of the American Revolution” to help with a new American Revolutionary War monument. The</p>	<p>Describe the major battles of the American Revolution.</p> <ol style="list-style-type: none"> Lexington and Concord (1775) Bunker Hill (1775) Saratoga (1777) Valley Forge (1777-1778) Yorktown (1781) <p>Compare the British and the American armies. Define the terms: <i>Minutemen, patriot, Whig, Tory, loyalist, ally, retreat, victory, treason</i>. Analyze the factors that led to the American victory at Yorktown.</p>	<p>Game board Project</p> <p>Persuasive Letter</p>	<p>Student Atlases</p> <p>Maps, Charts, Primary Sources</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Literature</p> <p>Colonial Williamsburg</p> <p>Hands-On History: the Soldier’s Haversack</p> <p>Paintings: Washington’s Crossing of the Delaware</p> <p><u>The Fighting Ground</u> by Avi</p> <p><u>Guns for General Washington</u></p>	<p>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</p> <p>5.17</p>

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	monument will be designed like the one at Mount Rushmore in South Dakota. Your job is to help them decide which man and which woman will be included in this large sculpture. Draft a letter to the above organization, nominating these two people. Be sure to include the reasons for your decision. This is stiff competition, so be sure to include as much information as you can, to prove the worthiness of your choices.			by Seymour Reit Massachusetts Historical Society Primary Sources: Bunker Hill, Adams Papers, etc. http://www.masshist.org/education/	
	Founding Fathers <u>Guiding Questions</u> 1. What can we infer about the traits of a person from the actions he/she takes?	Describe the life and achievements of important leaders during the early years of the United States. A. John Adams B. Benjamin Franklin C. King George III D. Alexander Hamilton E. Thomas Jefferson F. James Madison	Biography Report using Rubrics	Teacher Created Materials: <u>Primary Sources—Constitution and New Government</u> For students: Biographies <u>Primary Source Readers</u> Benjamin Franklin – 12	<u>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</u>

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	2. When we know the traits of a person, can we predict the actions he/she will take? 3. What are the character traits of great people?	G. George Washington		copies Thomas Jefferson – 12 copies James Madison – 12 copies George Washington – 12 copies <u>A History of Us – The New Nation</u> By Joy Hakim	5.18
A New Nation	Constitution of the Commonwealth of Massachusetts <u>Guiding Questions</u> 1. What is the structure and function of government? 2. How does it influence how we live in today's world? 3. What were the first state governments like?	1. Identify the date and author of the Constitution of the Commonwealth of Massachusetts. 2. Identify the basic rights the MA Constitution gives to the citizens of the Commonwealth. 3. Define and use correctly words related to government: <i>citizen, suffrage, rights, representation, federal, state, county, and municipal.</i>	Pre-Assessment Of Skills	Teacher Created Materials: <u>Primary Sources— Constitution and New Government</u> <u>A History of Us – The New Nation</u> By Joy Hakim <u>We the People The Citizen & the Constitution</u> from the Center for Civic Education, US DOE	<u>Civics & Government</u> 8, 9, 10 <u>Rev. & the Formation of a Federal Government under the Constitution, 1775-1789</u> 5.19

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	Articles of Confederation <u>Guiding Question/s</u> 1. What was the first national government like?	Analyze the effect of the Articles of Confederation on relations between the states.			<u>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</u> 5.20
	Shays's Rebellion <u>Guiding Question/s</u> 1. What are the causes and outcomes of Shays's Rebellion?	1. Describe Shays's Rebellion of 1786-1787. 2. Explain why the rebellion was one of the crucial events leading up to the Constitutional Convention. 3. Define the terms: <i>inflation, cold cash, debt.</i>		Local & MA Maps Daniel Shays & the Constitution http://memorialhall.mass.edu/classroom/curriculum_12th/unit2/lesson7/index.html	<u>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</u> 5.21
	Constitutional Convention, the Constitution & the Bill of Rights <u>Guiding Questions</u> 1. How does the Constitution remain relevant today?	1. Describe the basic structure of the Constitution. 2. Describe the process of compromise in the creation of the Constitution. 3. Analyze the system of checks and balances. 4. Give examples of the responsibilities and powers associated with major federal and state officials - the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives. 5. Describe the responsibilities of government at	Students memorize the Preamble Summary Writing Paragraph	<u>Shhh! We're Writing the Constitution</u> by Jean Fritz Constitution Day Resources http://www.vickiblackwell.com/constitutionday/index.htm	<u>Civics and Government 8, 9</u> <u>The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789</u>

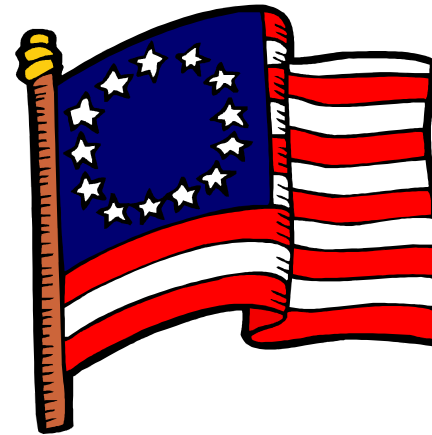
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	2. What basic ideas about government are included in the Preamble to the Constitution? 3. What are the underlying principles of the United States Constitution? 4. What would it be like to live in a country with no government? 5. How does our national government work? 6. How does the constitution limit the powers of our government? 7. Why should citizens have responsibilities in a democracy? 8. What is the importance of the Bill of Rights in American life?	the federal, state, and local levels. (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools.) 6. Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C) A. Distribution of political power B. Rights of individuals C. Rights of states D. The Great Compromise E. Slavery 7. Describe the basic political principles of American democracy. (individual rights and responsibilities, equality, the rule of law, limited government, and representative democracy) 8. Explain how the Constitution and the Bill of Rights reflect and preserve the rights of the people. 9. Identify the three branches of government as outlined in the Constitution. 10. Describe how each branch functions and their relationship to each other. 11. Identify the rights in the Bill of Rights. 12. Explain the reasons for its inclusion in the Constitution in 1791. 13. Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time. 14. Give examples of how they continue to do so	Writing Class participation and Discussion Homework/3 ring binder Written Quiz Chapter Test	DOE's Constitution Day Resources http://www.doe.mass.edu/news/news.asp?id=2509 Teacher Created Materials: <u>Primary Sources—</u> <u>Constitution and New Government</u> <u>A History of Us –</u> <u>The New Nation</u> By Joy Hakim <u>Connections to ELA:</u> <u>Reading and Literature,</u> <u>Standards 8 and 13:</u> <u>Understanding an</u> <u>Informational/Expository</u> <u>Text and Nonfiction</u> • Identify organizational structures <i>(chronological order, logical order, cause and effect, classification schemes).</i>	5.22 Leaders of the Constitutional Convention 5.23 Responsibilities of Gov't 5.24 American Democracy 5.25 Three Branches of Gov't 5.26 Bill of Rights 5.27 Citizenship 5.28 Changes in Voting qualifications 5.31 Abolition of Slavery

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>today.</p> <p>15. Identify the changes in voting qualifications between 1787 and 1820.</p> <p>16. Compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia.</p>		<ul style="list-style-type: none"> • Identify and analyze main ideas, supporting ideas, and supporting details. • Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary, index</i>). • Identify and use knowledge of common graphic features (<i>charts, maps, diagrams, captions, illustrations</i>). • In addition: Differentiate between primary and secondary sources. 	
	<p>Westward Expansion</p> <p>Louisiana Purchase</p> <p><u>Guiding Questions</u></p> <p>1. How did westward</p>	<p>1. Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.</p> <p>2. Describe the expedition of Lewis and Clark from 1803 and 1806.</p> <p>3. Explain the reasons that pioneers moved west from the beginning to the middle of the 19th</p>	Summary Writing	<p>Student Atlases</p> <p>Maps, Globes & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p>	<p><u>The Growth of the Republic</u></p> <p>5.29 Louisiana Purchase</p> <p>5.30 Lewis & Clark</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>expansion shape our nation's development?</p> <p>2. How do geographic changes contribute to economic changes?</p> <p>3. Who benefits most when a nation expands? Who benefits least?</p> <p>4. You are a pioneer just starting out on the Oregon Trail. You need to decide what you will take in order to survive the trip, and to set up a new home in the Oregon Territory. Brainstorm, with your team, what you need to find out about living conditions on the Trail. After learning about the living conditions, write a list of items you will take with</p>	<p>century and describe their life on the frontier.</p> <p>A. Wagon train journeys on the Oregon and Santa Fe Trails</p> <p>B. Their settlements in the western Territories</p> <p>4. Explain the importance of the China trade and the whaling industry to 19th century New England.</p>		<p>Literature</p> <p>Internet</p> <p>Software: <u>Oregon Trail</u></p> <p>Discovering Lewis & Clark</p> <p>http://www.lewis-clark.org/</p> <p>The Journals of Lewis & Clark</p> <p>http://www.pbs.org/lewisandclark/archive/idx_jou.html</p> <p>Lewis & Clark The Language of Discovery- Lesson Plans</p> <p>http://www.smithsonianeducation.org/educators/lesson_plans/lewis_clark/index.html</p> <p>The China Trade Lesson Plan</p> <p>http://teachingresources.atlas.uiuc.edu/chinatrade/li</p>	5.31 Abolition of Slavery

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	you, and explain why you will need each item.			fe.html	
	<p>Causes of the War of 1812</p> <p><u>Guiding Question/s</u></p> <p>1. To what extent does violent conflict successfully bring about societal change?</p>	<p>1. Analyze the causes of the War of 1812.</p> <p>2. Describe the role of Native Americans in the War of 1812.</p> <p>3. Explain why the War of 1812 increased the confidence of the people of the United States contributing to a sense of American nationalism.</p>	Poster using a Rubric	<p>Primary Sources</p> <p>All Hands On Deck</p> <p>http://www.allhandsondeck.org/</p> <p>Fort McHenry</p> <p>http://www.bcpl.net/~etowner/patriot.html</p> <p>The Story of the Star Spangled Banner</p> <p>http://americanhistory.si.edu/ssb/2_home/fs2.html</p> <p>The Story of the Flag</p> <p>http://americanhistory.si.edu/ssb/2_home/fs2.htm</p>	<p><u>The Growth of the Republic</u></p> <p>5.32</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Causes of the Civil War <u>Guiding Question/s</u> 1. What are the social, political and economic causes and outcomes of the Civil War?	Identify the key issues that contributed to the onset of the Civil War. <ul style="list-style-type: none"> the debate over slavery and westward expansion diverging economic interests 			<u>The Growth of the Republic</u> 5.35

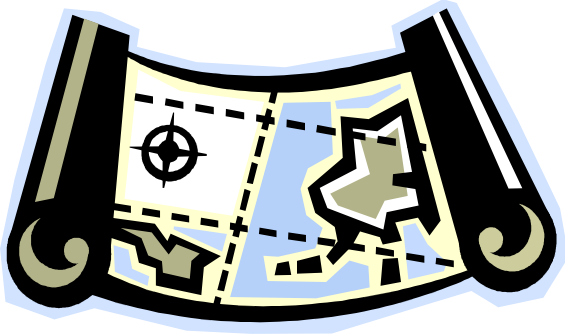


SUBJECT MATTER: History and Social Science: World Geography

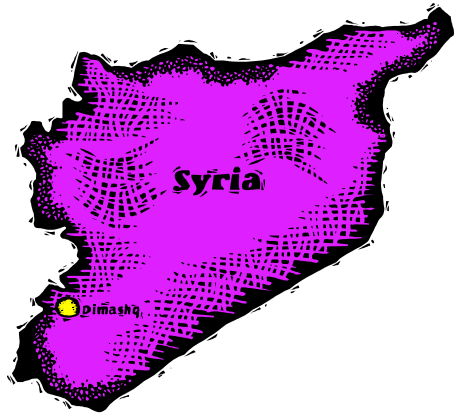
Grade: 6

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Africa	<p>History and Geography Civics and Government Economics</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How are the lives of the people in this region similar to and different from our lives? How are the lives of people in this region affected by the geography and resources of their land? What events are occurring in this region and will these events have an impact on the global community? How do people in this region view us? How will my knowledge and understanding of this region affect 	<ol style="list-style-type: none"> Locate the following on a map: <ol style="list-style-type: none"> The continent of Africa The Atlantic Ocean The Indian Ocean The Mediterranean Sea and The Great Rift Valley Locate the following on a map: <ol style="list-style-type: none"> The northern, eastern, western, central, and southern regions of Africa The Sahara Desert The Nile River Lake Victoria Mount Kilimanjaro and The Cape of Good Hope Use a map key to locate countries and major cities in Africa. Use map and globe skills learned in PreK/K to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. Use geographic terms correctly, such as: <i>delta, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, desert, continent, region, country, nation, and urbanization.</i> 	<p>Pre-Assessment: World Map Project</p> <p>Create a timeline</p> <p>Map work- Correct placement of countries & geographical features</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>World Maps from <i>different Projections</i>, i.e., Peter's Projection, What's Up South?</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p><u>Connections to Math:</u></p> <p><u>Number Sense and Operations; Patterns, Relations and Algebra,</u></p> <ul style="list-style-type: none"> Exhibit an understanding of place value to billions and thousandths. Demonstrate an understanding of 	<p><u>History and Geography</u> 1, 2, 3, 4, 5, 7</p> <p><u>Civics & Government</u> 8</p> <p><u>Africa</u> A.1, A.2, A.3, A.4, A.5</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	my decisions in the future?	6. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size.) 7. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. 8. Identify how current world atlases are organized and the kind of information they provide for each continent and country. 9. Explain how the following five factors have influenced settlement and the economies of major African regions and countries. A. Absolute and relative locations B. Climate C. Major physical characteristics D. Major natural resources E. Population size 10. Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. 11. Identify when modern African countries became independent nations and explain how independence was achieved. 12. Use the following demographic terms correctly: <i>ethnic group</i> , <i>religious group</i> , and <i>linguistic group</i> .	Written Quiz Chapter Test Research Project	fractions as a ratio of whole numbers, as part of unit wholes, as parts of a collection, and as locations on a number line. • Identify and determine common equivalent fractions, mixed numbers, decimals, and percents. • Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on a number line. • Produce and interpret graphs that represent the relationship between two variables in everyday situations. Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>13. Define what a nation is and give examples of the different ways nations are formed.</p> 		<p>How Big Is Africa? Lesson Plans http://www.bu.edu/africa/outreach/materials/handouts/howbig.html</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
West Asia The Middle East	<p>History and Geography Civics and Government Economics</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How are the lives of the people in this region similar to and different from our lives? How are the lives of people in this region affected by the geography and resources of their land? What events are occurring in this region and will these events have an impact on the global community? How do people in this region view us? How will my knowledge and understanding of this region affect my decisions in the 	<ol style="list-style-type: none"> Locate on a map of the world, Western Asia or the Middle East. Locate on a map of the Middle East: <i>the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf.</i> Use a map key to locate countries and major cities in the Middle East. Use map and globe skills learned in PreK/K to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. Use geographic terms correctly, such as: delta, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, desert, continent, region, country, nation, and urbanization. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size.) Explain the difference between absolute and relative location and give examples of 	<p>Pre-Assessment: World Map Project</p> <p>Create a timeline</p> <p>Map work- Correct placement of countries & geographical features</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p><u>Connections to ELA:</u></p> <p><u>Reading and Literature, Standards 8 and 13:</u></p> <p><u>Understanding an Informational/Expository Text and Nonfiction</u></p> <ul style="list-style-type: none"> Identify organizational structures (<i>chronological order, logical order, cause and effect, classification schemes</i>). Identify and analyze main ideas, supporting ideas, and supporting details. 	<p><u>History and Geography</u> 1, 2, 3, 4, 5,</p> <p><u>Civics & Government</u> 8</p> <p>Western Asia (The Middle East) WA.1, WA.2, WA.3, WA.4, WA.5</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	future?	<p>different ways to indicate relative location for countries or cities across the world.</p> <p>8. Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries.</p> <ol style="list-style-type: none"> Absolute and relative locations Climate Major physical characteristics Major natural resources Population size <p>6. Locate and describe the various ethnic and religious groups of the Middle East.</p> <p>7. Identify when the countries in the Middle East became independent nations and explain how independence was achieved.</p> 	<p>Chapter Test</p> <p>Research Project</p>	<ul style="list-style-type: none"> Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary, index</i>). Identify and use knowledge of common graphic features (<i>charts, maps, diagrams, captions, illustrations</i>). In addition: Differentiate between primary and secondary sources. <p>Marco Polo Lesson Plan Search http://www.marcopolosearch.org/MPSearch/BasicSearch.asp</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Central and South Asia	<p>History and Geography Civics and Government Economics</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How are the lives of the people in this region similar to and different from our lives? How are the lives of people in this region affected by the geography and resources of their land? What events are occurring in this region and will these events have an impact on the global community? How do people in this region view us? How will my knowledge and understanding of this region affect my decisions in the 	<ol style="list-style-type: none"> Locate on a map of the world, Central and South Asia. Locate on a map of Central and Southeast Asia <i>the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes.</i> Use a map key to locate the countries and major cities in Central and South Asia. Use map and globe skills learned in PreK/K to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. Use geographic terms correctly, such as: <i>delta, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, glaciers, tropics, rain forest, desert, continent, region, country, nation, and urbanization.</i> Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size.) Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. 	<p>Pre-Assessment: World Map Project</p> <p>Create a timeline</p> <p>Map work- Correct placement of countries & geographical features</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5,</p> <p><u>Civics & Government</u> 8</p> <p><u>Central and South Asia</u> CSA.1, CSA.2, CSA.3, CSA.4</p>


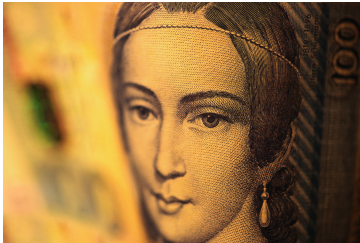

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	future?	<p>8. Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries.</p> <ul style="list-style-type: none"> • absolute and relative locations • climate • major physical characteristics • major natural resources • population size <p>9. Identify India, Pakistan, Bhutan,</p> <p>10. Nepal, Bangladesh, Sri Lanka, and the</p> <p>11. Central Asian republics first became</p> <p>12. independent countries and explain how</p> <p>13. independence was achieved.</p> <p>14. Explain the relationship of the</p> <p>15. Central Asian republics to the former</p> <p>16. Soviet Union.</p>	<p>Chapter Test</p> <p>Research Project</p>		



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Southeast Asia and Oceania	<p>History and Geography Civics and Government Economics</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How are the lives of the people in this region similar to and different from our lives? How are the lives of people in this region affected by the geography and resources of their land? What events are occurring in this region and will these events have an impact on the global community? How do people in this region view us? How will my knowledge and understanding of this region affect my decisions in the future? 	<ol style="list-style-type: none"> Locate on a map of the world: Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. Locate on a map of Southeast Asia and Oceania: the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. Use map and globe skills learned in PreK/K to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. Use geographic terms correctly, such as: <i>delta, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, glaciers, tropics, rain forest, desert, continent, region, country, nation, and urbanization.</i> <ul style="list-style-type: none"> Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size.) Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. <ul style="list-style-type: none"> absolute and relative locations 	<p>Pre-Assessment: World Map Project</p> <p>Create a timeline</p> <p>Map work- Correct placement of countries & geographical features</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p> <p>Research Project</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p><u>Connections to ELA:</u></p> <p><u>Composition, Standards 19 and 24: Writing and Research</u></p> <ul style="list-style-type: none"> Write brief research reports with clear focus and supporting detail Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion. Write formal letters to correspondents such as authors, newspapers, businesses, or government officials. Apply steps for obtaining and evaluating information and presenting research 	<p><u>History and Geography</u> 1, 2, 3, 4, 5,</p> <p><u>Civics & Government</u> 8</p> <p><u>Southeast Asia and Oceania</u> SEAO.1, SEAO.2, SEAO.3, SEAO.4</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
North and East Asia	<p>History and Geography Civics and Government Economics</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How are the lives of the people in this region similar to and different from our lives? How are the lives of people in this region affected by the geography and resources of their land? What events are occurring in this region and will these events have an impact on the global community? How do people in this region view us? How will my knowledge and understanding of this region affect my decisions in the 	<ol style="list-style-type: none"> Locate on a map of the world: North and East Asia, the Pacific Ocean, and the Arctic Ocean. Locate on a map of East Asia: <i>the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers.</i> Locate on a map of North Asia: Siberia and the Yenisey, Lena, and Kolyma rivers. Use a map key to locate the countries and major cities in the various regions of East Asia. Use map and globe skills learned in PreK/K to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. Use geographic terms correctly, such as: <i>delta, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, glaciers, tropics, rain forest, desert, continent, region, country, nation, and urbanization.</i> Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size.) Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for 	<p>Pre-Assessment: World Map Project</p> <p>Create a timeline</p> <p>Map work- Correct placement of countries & geographical features</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p>Marco Polo Lesson Plan Search http://www.marcopoloseaarch.org/MPSearch/BasicSearch.asp</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5,</p> <p><u>Civics & Government</u> 8</p> <p><u>North and East Asia</u> NEA.1, NEA.2, NEA.3, NEA.4</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	future?	<p>countries or cities across the world.</p> <p>9. Explain how the following five factors have influenced settlement and the economies of major East Asian countries.</p> <ul style="list-style-type: none"> A. Absolute and relative locations B. Climate C. Major physical characteristics D. Major natural resources E. Population size <p>10. Identify when Taiwan, North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved.</p>	<p>Chapter Test</p> <p>Research Project</p>		

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Europe	<p>History and Geography Civics and Government Economics</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How are the lives of the people in this region similar to and different from our lives? How are the lives of people in this region affected by the geography and resources of their land? What events are occurring in this region and will these events have an impact on the global community? How do people in this region view us? How will my knowledge and understanding of this region affect my decisions in the 	<ol style="list-style-type: none"> Locate on a map, the continent of Europe. Locate the following on a map: <ul style="list-style-type: none"> The Atlantic Ocean Arctic Ocean Norwegian Sea and Barents Sea Locate: <i>the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers</i>. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency 	<p>Pre-Assessment: World Map Project</p> <p>Map work- Correct placement of countries & geographical features</p> <p>Summary Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p>Marco Polo Lesson Plan Search http://www.marcopolosearch.org/MPSearch/BasicSearch.asp</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5,</p> <p><u>Civics & Government</u> 8, 9</p> <p><u>Economics</u> 10, 11, 12, 13, 14, 15</p> <p><u>Europe</u> E.1, E.2, E.3</p>

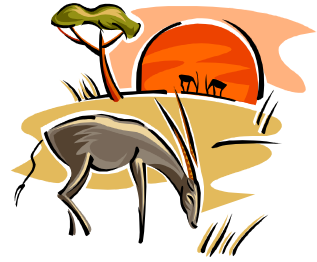
Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>future?</p> <p>A Sample Lesson Linking Geography, Economics, and Mathematics</p> <p>In this unit, which might be used in a Grade 6 World Geography course, students discuss an American student who plans to travel in another country. They learn about foreign exchange and compare exchange rates to determine if one currency has appreciated or depreciated against another currency. Using proportional reasoning, they determine the monetary effects of currency appreciation and depreciation. They</p>	<p>between nations.</p> <p>9. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.</p> <p>10. Define supply and demand and describe how changes in supply and demand affect prices of specific products.</p> <p>11. Identify the key elements of a market economy.</p> <p>12. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce.</p> <p>13. Compare the standard of living in various countries today using gross domestic product per capita as an indicator.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>			


Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	analyze how changes in exchange rates affect the prices of goods and services from another country.	 			
South America	<p>History and Geography Civics and Government Economics</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How are the lives of the people in this region similar to and different from our lives? How are the lives 	<ol style="list-style-type: none"> Locate on a map of the world: South America and the Atlantic and Pacific Oceans. Locate on a map of South America: <i>the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America.</i> Use a map key to locate the countries and major cities of South America. Use map and globe skills learned in PreK/K to grade five to interpret different kinds of projections, as well as topographic, landform, 	<p>Pre-Assessment: World Map Project</p> <p>Create a timeline</p> <p>Map work- Correct placement of countries & geographical</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5,</p> <p><u>Civics & Government</u> 8</p> <p><u>South America</u> SAM.1, SAM.2, SAM.3,</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>of people in this region affected by the geography and resources of their land?</p> <p>3. What events are occurring in this region and will these events have an impact on the global community?</p> <p>4. How do people in this region view us?</p> <p>5. How will my knowledge and understanding of this region affect my decisions in the future?</p>	<p>political, population, and climate maps.</p> <p>3. Use geographic terms correctly, such as: <i>delta, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, glaciers, tropics, rain forest, desert, continent, region, country, nation, and urbanization.</i></p> <p>4. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size.)</p> <p>5. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world.</p> <p>6. Explain how the following five factors have influenced settlement and the economies of major South American countries.</p> <p style="padding-left: 20px;">A. Absolute and relative locations B. Climate C. Major physical characteristics D. Major natural resources E. Population size</p> <p>7. Identify when South American countries became independent nations & explain how independence was achieved.</p>	<p>features</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p> <p>Research Project</p>	Internet	SAM.4

SUBJECT MATTER: History and Social Science: Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History Grade: 7

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Human Origins in Africa Through the Neolithic Age	Human Origins in Africa <u>Essential Questions</u> <ol style="list-style-type: none"> Acting as a member of a global society requires understanding the diversity of world views. An individual's world view is shaped by his/her environment, family, community, culture and experiences. How does an individual develop his/her world view? Which cultures will have the greatest influence over the next thousand 	<ol style="list-style-type: none"> Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>). Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>). Construct and interpret timelines of events and civilizations studied. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. Describe ways of interpreting archaeological evidence from societies leaving no written records. Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, 	<p>Pre-Assessment: World Map Project</p> <p>Create a timeline</p> <p>Mapwork</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p><u>Eyewitness:</u></p> <p><u>Early Humans</u></p> <p>by D.K. Publishing</p> <p>Smithsonian Museum, Human Origins Program</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5, 6</p> <p><u>Human Origins in Africa Through the Neolithic Age</u></p> <p>7.1, 7.2, 7.3, 7.4, 7.5, 7.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>years? Will nations retain their borders? What will spark conflicts between cultures? What will encourage them to cooperate? Who will the future superpowers be in a thousand years' time?</p> <p>3. How does the environment shape human activity?</p> <p>4. What can a culture gain or lose from opening itself to outside influences?</p> <p>5. Why and how do new religions, belief systems, or branches of religions emerge and gain followers?</p> <p>6. How do humans determine the value of goods and services?</p> <p>7. To what extent is</p>	<p>beads and other jewelry).</p> <p>9. Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals).</p> <p>10. Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization.</p> <p>11. Identify the characteristics of civilizations:</p> <ul style="list-style-type: none"> A. The presence of geographic boundaries and political institutions B. An economy that produces food surpluses C. A concentration of population in distinct areas or cities D. The existence of social classes E. developed systems of religion, learning, art, and architecture F. A system of record keeping 	Chapter Test	<p>http://www.mnh.si.edu/anthro/humanorigins/</p> <p>Ancient Africa http://www.historyforkids.org/learn/africa/index.htm</p> <p>Climate Change May Have Helped Humans Out of Africa http://news.nationalgeographic.com/news/2006/06/060612-africa.html</p> 	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>trade beneficial or detrimental to a society?</p> <p>8. How and why are people in society treated differently based on their gender, religion, race, ethnicity, age, class, or other characteristics?</p> <p>9. What causes people to invent and express themselves creatively?</p> <p>10. How does one event or occurrence influence the emergence or outcome of another?</p> <p>11. How does the past connect to our world today?</p>				
Mesopotamia: Site of Several Ancient River	<p>Mesopotamia</p> <p>1. How did people's lifestyle change as they began to</p>	<p>1. Locate the Tigris and Euphrates Rivers on a historical map.</p> <p>2. Identify Sumer, Babylon, and Assyria as successive civilizations and empires in the Tigris & Euphrates River region on an</p>	<p>Pre-Assessment</p> <p>Create a timeline</p> <p>Mapwork</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p>	<p><u>History and Geography</u></p> <p>1, 2, 3, 4, 5, 6</p> <p><u>Civics</u></p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Civilizations, c. 3500-1200 BC/BCE	<p>domesticate plants and animals?</p> <p>2. What was the relationship between the geography of Mesopotamia and the civilization that developed there?</p> <p>3. What new farming tools and methods did early farmers invent?</p> <p>4. How did farming villages develop?</p> <p>5. How did the land between the Tigris and the Euphrates rivers support agriculture?</p> <p>6. Why did Hammurabi create a law code?</p>	<p>historical map.</p> <p>3. Explain why the region is sometimes called “<i>the Fertile Crescent</i>.”</p> <p>4. Identify the modern countries in this region (Iraq, Iran, and Turkey) on a modern map of Western Asia.</p> <p>5. Construct and interpret timeline of events and the civilization studied.</p> <p>6. Identify <i>polytheism</i> (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.</p> <p>7. Describe how <i>irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow</i> contributed to the growth of the Mesopotamian civilization.</p> <p>8. Describe the important achievements of the Mesopotamian civilization.</p> <p>A. System of writing (and its importance in record keeping and tax collection)</p> <p>B. Monumental architecture (the ziggurat)</p> <p>C. Art (large relief sculpture, mosaics, and cylinder seals)</p> <p>9. Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“<i>an eye for an eye</i>”).</p> <p>10. Define the terms: <i>empire, code</i>.</p> <p>11. Distinguish between primary and secondary sources and describe how each kind of source</p>	<p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and Discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p>	<p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p>	<p>7</p> <p><u>Economics</u></p> <p>8</p> <p><u>Mesopotamia: Site of Several Ancient River Civilizations c. 3500-1200 BC/BCE</u></p> <p>7.7, 7.8, 7.9, 7.10, 7.11</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>is used in interpreting history.</p> <p>12. Identify multiple causes and effects when explaining historical events.</p> <p>13. Describe ways of interpreting archaeological evidence from societies leaving no written records.</p> <p>14. Define and use correctly words and terms relating to government such as <i>city-state</i>, <i>dynasty</i>, <i>kingdom</i>, <i>empire</i>, <i>republic</i>, <i>separation of powers</i>, <i>civic duty</i>, <i>rule of law</i>, and <i>military</i>.</p> <p>15. Define and apply economic concepts learned in Pre/K – Grade 6:</p> <p>16. <i>producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand.</i></p>			
Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE	<p>Egypt</p> <p>1. What did the ancient Egyptians accomplish because of the “Gifts of the Nile”?</p> <p>2. Imagine you are a travel writer who has just visited ancient Egypt by time machine.</p>	<p>1. Locate:</p> <p style="padding-left: 20px;">A. The Mediterranean and Red Seas</p> <p style="padding-left: 20px;">B. The Nile River and Delta and</p> <p style="padding-left: 20px;">C. The areas of ancient Nubia and Egypt on a historical map of the Mediterranean area.</p> <p>2. Identify the locations of ancient <i>Upper and Lower Egypt</i> and explain what the terms mean.</p> <p>3. Identify the modern countries of Egypt and Sudan on a modern map.</p>	<p>Pre-Assessment</p> <p>Create a timeline</p> <p>Map work</p> <p>Summary Writing</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5, 6</p> <p><u>Civics</u> 7</p> <p><u>Economics</u> 8</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Write an article called, “Egypt: A Land of Contrasts.”</p> <p>3. How did Egyptians use the land around the Nile?</p>	<p>4. Construct and interpret timelines of events and civilizations studied.</p> <p>5. Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.</p> <p>6. Describe:</p> <ul style="list-style-type: none"> A. The role of the pharaoh as god/king B. The concept of dynasties C. The importance of at least one Egyptian ruler D. The relationship of pharaohs to peasants the role of slaves in ancient Egypt <p>7. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.</p> <p>8. Summarize important achievements of Egyptian civilization.</p> <ul style="list-style-type: none"> A. The agricultural system B. The invention of a calendar C. Monumental architecture and art such as the Pyramids and Sphinx at Giza D. Hieroglyphic writing E. The invention of papyrus <p>9. Identify multiple causes and effects when</p>	<p>Paragraph Writing</p> <p>Class participation and Discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p> <p>Research Report</p>	<p>Internet</p> <p>Ancient Egypt http://www.historyforkids.org/learn/egypt/index.htm</p> <p><u>Connections to English Language Arts:</u></p> <p><u>Composition, Standards 19 and 24: Writing and Research</u></p> <ul style="list-style-type: none"> • Write reports based on research that include quotations, footnotes or endnotes, and a bibliography. • Write and justify a personal interpretation of a literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion. 	<p><u>Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE</u></p> <p>7.12, 7.13, 7.14, 7.15, 7.16</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>explaining historical events.</p> <p>10. Define and use correctly words and terms relating to government such as <i>city-state</i>, <i>dynasty</i>, <i>kingdom</i>, <i>empire</i>, <i>republic</i>, <i>separation of powers</i>, <i>civic duty</i>, <i>rule of law</i>, and <i>military</i>.</p> <p>11. Define and apply economic concepts learned in Pre/K – Grade 6:</p> <p>12. <i>producers</i>, <i>consumers</i>, <i>goods</i>, <i>services</i>, <i>buyers</i>, <i>sellers</i>, <i>natural resources</i>, <i>taxes</i>, <i>specialization</i>, <i>savings</i>, <i>entrepreneur</i>, <i>prices</i>, <i>markets</i>, <i>scarcity</i>, <i>trade</i>, <i>barter</i>, <i>money</i>, <i>medium of exchange</i>, <i>supply</i>, and <i>demand</i>.</p>		<ul style="list-style-type: none"> Write multi-paragraph compositions that have clear topic development, logical organizations, effective use of detail, and variety in sentence structure. <p>Apply steps for obtaining and evaluating information and presenting research, including differentiating between primary and secondary sources; differentiating between using paraphrasing and direct quotations; documenting information in a consistent format; and using a standard bibliographic format.</p>	
Phoenicia, c. 1000-300 BC/BCE	<p>Phoenicia</p> <p>1. How were technologies, ideas, people, and cultures disseminated and diffused from one</p>	<p>1. Locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea, on a map of the ancient Mediterranean world.</p> <p>2. Locate Greece, Crete, Turkey, Lebanon, and Syria on a modern map.</p> <p>3. Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean area from c. 1000-300</p>	<p>Pre-Assessment</p> <p>Create a timeline</p> <p>Mapwork</p> <p>Summary</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p> <p>Transparencies</p> <p>Graphic Organizers</p>	<p><u>History and Geography</u> 1, 2, 3, 4, 5, 6</p> <p><u>Civics</u> 7</p> <p><u>Economics</u></p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	part of the globe to another? What effect did this transfer have on the course of history?	BC/BCE. 4. Identify one reason for early learning about the world. 5. Construct and interpret timelines of events and civilizations studied. 6. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) & the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels).	Writing Paragraph Writing Class participation and Discussion Homework/3 ring binder Written Quiz	Primary Sources Literature Internet Ancient Phoenicia The Reluctant Empire http://www.topsfieldschools.org/TECHNOLOGY/JC_Computer_Curriculum/History%20-%20SS/JC%20ancient_phoenicia.htm	8 Phoenicia, c. 1000-300 BC/BCE 7.17, 7.18
The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE	Ancient Israel 1. How does the environment shape human activity? 2. How does human activity shape the environment? 3. How does one event or occurrence influence the emergence or outcome of	1. Locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt on a historical map of the Mediterranean. 2. Locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey on a modern map. 3. Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan. 4. Explain the role of Abraham and Moses in their history.	Pre-Assessment Create a timeline Mapwork Summary Writing Paragraph Writing	The Five Themes of Geography Student Atlases Maps, Globes & Charts Transparencies Graphic Organizers Primary Sources Literature Internet	<u>History and Geography</u> 1, 2, 3, 4, 5, 6 <u>Civics</u> 7 <u>Economics</u> 8 <u>The Roots of</u>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>another?</p> <p>4. How does the past connect to world today?</p>	<p>5. Describe the monotheistic religion of the Israelites.</p> <ul style="list-style-type: none"> A. The belief that there is one God B. The Ten Commandments C. The emphasis on individual worth and personal responsibility D. The belief that all people must adhere to the same moral obligations, whether ruler or ruled E. The Hebrew Bible F. (Old Testament) as part of the G. History of early Israel. <p>6. Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.</p> <p>7. Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.</p> <p>8. Construct and interpret timelines of events and civilizations studied.</p> <p>9. Identify multiple causes and effects when explaining historical events.</p> <p>10. Define and use correctly words and terms relating to government such as city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law,</p>	<p>Class participation and Discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p>		<p><u>Western Civilization:</u> Ancient Israel, c. 2000 BC/BCE-70 AD/CE 7.19, 7.20, 7.21, 7.22, 7.23</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		and military. 11. Define and apply economic concepts learned in Pre/K – Grade 6: producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand.			
The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE	Ancient Greece 1. The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports. <ul style="list-style-type: none"> What styles in architecture used today came from ancient Greece and Rome? What principles of government from ancient Greece and Rome are part of our 	1. Locate Greece and trace the extent of its influence to 300 BC/BCE on a historical map. 2. Locate <i>Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey</i> on a modern map of the Mediterranean area. 3. Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. 4. Explain why the government of ancient Athens is considered the beginning of democracy. 5. Explain the democratic political concepts developed in ancient Greece. <ul style="list-style-type: none"> A. The “polis” or city-state B. Civic participation & voting rights 	Pre-Assessment Create a timeline Mapwork Summary Writing Paragraph Writing Class participation and Discussion Homework/3 ring binder	The Five Themes of Geography Student Atlases Maps, Globes, & Charts Transparencies Graphic Organizers Primary Sources Literature Internet <u>Eyewitness:</u> <u>Ancient Greece</u> by Anne Pearson <u>Eyewitness: Mythology</u>	<u>History and Geography</u> 1, 2, 3, 4, 5, 6 <u>Civics</u> 7 <u>Economics</u> 8 <u>The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE</u> 7.24, 7.25, 7.26, 7.27, 7.28, 7.29,

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>government today?</p> <ul style="list-style-type: none"> What sporting events today came from ancient Greece? <p>2. Which achievements of Ancient Greece and Ancient Rome have had the greatest impact on the world community?</p>	<p>C. Legislative bodies D. Constitution writing E. Rule of law</p> <p>6. Compare and contrast life in Athens and Sparta. 7. Describe the status of women and the functions of slaves in ancient Athens. 8. Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. 9. Describe the rise of Alexander the Great and the spread of Greek culture. 10. Describe the myths and stories of classical Greece and give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. 11. Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. 12. Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria. 13. Identify the major accomplishments of the ancient Greeks. A. Thales (science) B. Pythagoras and Euclid (math) C. Hippocrates (medicine) D. Socrates, Plato, and Aristotle (philosophy) E. Herodotus, Thucydides, Homer,</p>	<p>Written Quiz Chapter Test</p>	<p>by D.K. Publishing</p> <p>Ancient Greece</p> <p>http://www.historyforkids.org/learn/greeks/index.htm</p> <p>Ancient Greece and Rome Lesson Plans and websites</p> <p>http://www.coollessons.org/GreeceRomeGrade6MichelleBlanken.pdf</p>	<p>7.30, 7.31, 7.32, 7.33, 7.34</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)</p> <p>F. The Parthenon, the Acropolis, and the Temple of Apollo (architecture)</p> <p>G. The development of the first complete alphabet with symbols for consonants and vowels.</p> <p>14. Construct and interpret timelines of events and civilizations studied.</p> <p>15. Identify multiple causes and effects when explaining historical events.</p> <p>16. Define and use correctly words and terms relating to government such as <i>city-state</i>, <i>dynasty</i>, <i>kingdom</i>, <i>empire</i>, <i>republic</i>, <i>separation of powers</i>, <i>civic duty</i>, <i>rule of law</i>, and <i>military</i>.</p> <p>17. Define and apply economic concepts learned in Pre/K – Grade 6:</p> <p>18. <i>producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand.</i></p>			
The Roots of Western Civilization: Ancient Rome, c. 500	<p>Ancient Rome</p> <ol style="list-style-type: none"> How was Roman society structured? How did 	<ol style="list-style-type: none"> Identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE on a historical map. Explain how the geographical location of ancient Rome contributed to the shaping of 	<p>Pre-Assessment</p> <p>Create a timeline</p> <p>Mapwork</p>	<p>The Five Themes of Geography</p> <p>Student Atlases</p> <p>Maps, Globes, & Charts</p>	<p><u>History and Geography</u></p> <p>1, 2, 3, 4, 5, 6</p> <p><u>Civics</u></p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
BC/BCE-500 AD/CE	<p>Christianity build on Jewish beliefs?</p> <p>3. When empires expand, how are cultures and societies affected?</p> <p>4. Why does a government collapse and how does the collapse affect society?</p> <p>5. How does one event or occurrence influence the emergence or outcome of another?</p> <p>6. How does the past connect to our world today?</p> <p>7. How did the people of ancient Greece and ancient Rome adapt to and change their environment to meet their needs?</p>	<p>Roman society and the expansion of its political power in the Mediterranean region and beyond.</p> <p>4. Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history.</p> <p>A. Romulus and Remus B. Hannibal & the Carthaginian Wars C. Cicero D. Julius Caesar and Augustus E. Hadrian</p> <p>5. Describe the government of the Roman Republic and its contribution to the development of democratic principles, including <i>separation of powers, rule of law, representative government, and the notion of civic duty</i>.</p> <p>6. Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.</p> <p>7. Military organization, tactics, and conquests; and decentralized administration</p> <p>8. the purpose and functions of taxes</p> <p>9. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes</p> <p>10. the benefits of a Pax Romana</p> <p>11. Describe the characteristics of slavery under the Romans.</p>	<p>Summary Writing</p> <p>Paragraph Writing</p> <p>Class participation and Discussion</p> <p>Homework/3 ring binder</p> <p>Written Quiz</p> <p>Chapter Test</p> <p>Research Project</p>	<p>Transparencies</p> <p>Graphic Organizers</p> <p>Primary Sources</p> <p>Literature</p> <p>Internet</p> <p><u>Eyewitness: Ancient Rome</u></p> <p>by D.K. Publishing</p> <p>Ancient Rome http://www.historyforkids.org/learn/romans/index.htm</p>	<p>7</p> <p><u>Economics</u> 8</p> <p><u>The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE</u></p> <p>7.35, 7.36, 7.37, 7.38, 7.39, 7.40, 7.41, 7.42, 7.43, 7.44,</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		12. Describe the origins of Christianity and its central features. 13. monotheism 14. the belief in Jesus as the Messiah and God's son who redeemed humans from sin 15. the concept of salvation 16. belief in the Old and New Testament 17. the lives and teachings of Jesus and Saint Paul 18. the relationship of early Christians to officials of the Roman Empire 19. Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. 20. Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., <i>roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation</i>). 21. Explain the spread and influence of the <i>Roman alphabet</i> and the <i>Latin language</i> , the use of Latin as the language of education for more than 1,000 years, and the role of Latin and <i>Greek in scientific and academic vocabulary</i> . 22. Construct and interpret timelines of events and civilizations studied.			

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		<p>23. Identify multiple causes and effects when explaining historical events.</p> <p>24. Define and use correctly words and terms relating to government such as <i>city-state</i>, <i>dynasty</i>, <i>kingdom</i>, <i>empire</i>, <i>republic</i>, <i>separation of powers</i>, <i>civic duty</i>, <i>rule of law</i>, and <i>military</i>.</p> <p>25. Define and apply economic concepts learned in Pre/K – Grade 6: <i>producers</i>, <i>consumers</i>, <i>goods</i>, <i>services</i>, <i>buyers</i>, <i>sellers</i>, <i>natural resources</i>, <i>taxes</i>, <i>specialization</i>, <i>savings</i>, <i>entrepreneur</i>, <i>prices</i>, <i>markets</i>, <i>scarcity</i>, <i>trade</i>, <i>barter</i>, <i>money</i>, <i>medium of exchange</i>, <i>supply</i>, and <i>demand</i>.</p>			

