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| **Unit: Core Concepts**  Duration: 4 weeks | **Assessment:** Document-based questions, Writing task | |
| **Part 1: History and Geography** | **Topic Duration:** 250-300 minutes | |
| **Essential Question:**  How do people study history and understand our planet? | | |
| **Content Standards**  Standards 1-3 | **Learning Targets**  1.1 Measuring Time   * Explain how history, societies and cultures have organized time in different ways * Describe the calendars people have used to measure time   1.2 Historical Sources   * Explain how historical sources provide important information * Justify why historians must evaluate the accuracy and reliability of sources   1.3 Archeology and Other Sources   * Explain what archeologists do and how they help us understand the past   1.4 Geography’s Five Themes   * Explain how the five themes of geography: location, place, region, movement, and human-environment interaction help to make sense of geography   1.5 Understanding maps   * Use tools to read different types of maps   1.6 Historical Maps  Explain and read the features and purpose of historical maps | |
| **Key Content Vocabulary:**  historian, timeline, chronology, period, prehistory | | |
| **Resources:**  Core Concepts handbook  Core Concepts Part 1, pp. 1-17 | | |
| **Part 2: Citizenship and Economics** | **Topic Duration:** 350-400 minutes | |
| **Essential Question:**  How do people study history and understand our planet? | | |
| **Content Standards**  Standards 1-4 | **Learning Targets**  2.1 Foundations of Government   * Explain the purpose for governments and the types of power   2.2 Political Systems   * Explain that within the many types of government, there are various types of states throughout history   2.3 Political Structures   * Explain how organized political structures operate   2.4 Citizenship   * Explain that basic citizen’s rights come with responsibility and vary in different countries   2.5 Economic Basics   * Define the function of economies   2.6 Economic Process   * Explain the four levels of economic activity * Describe the role of competition and the process   2.7 Economic Systems   * Describe examples of differing societies with differing economic systems with elements of government control   2.8 Trade   * Explain the purpose for trade   2.9 Money Management   * Explain the process and purpose for money management | |
| **Key Content Vocabulary:**  government, constitution, limited/unlimited government, state, city-state, empire, nation-state, democracy, monarchy, communism, authoritarian, unitary system, federal system, citizen, civic participation, political party, economics, demand, supply, producer, consumer, market, profit, revenue, competition, traditional/command/market/mixed economy, export/import, tariff, budget, saving, interest, credit, | | |
| **Resources:**  Core Concepts handbook  Core Concepts Part 2, pp. 18-39 | | |
| **Part 3: Exploring Culture Through Dance** | **Topic Duration:** 100-150 minutes | |
| **Essential Question:**  How do people study history and understand our planet? | | |
| **Content Standards**  Standard 1-4 | **Learning Targets**  3.1 What is culture?   * Explain that the thousands of different cultures in the world have distinct traits   3.2 Religion   * Explain that the world has many different religions where the belief systems shape the culture   3.3 Cultural Diffusion and Change   * Explain that cultures change and traits spread between cultures   3.4 Science and Technology   * Explain how technology and science greatly impact human life * Give examples of how culture develops along with science and technology | |
| **Key Content Vocabulary:**  culture trait, norm, culture-region, cultural landscape, ethics, cultural hearth/diffusion, diversity, science, standard of living, irrigate | | |
| **Resources:**  Core Concepts handbook  Core Concepts Part 3, pp. 40-51 | | |
| **Chapter 1: Early People** | **Topic Duration**: 250 minutes | |
| **Essential Question:**  What are the consequences of technology? | | |
| **Content Standards**  Standard 1, Objective 4 | **Learning Targets**  Section 1 Studying the distant past   * Justify the importance of studying early humans * Identify archeological evidence and draw conclusions about early life   Section 2 Hunter-Gatherer Society   * Compare/contrast Neanderthals to homo sapiens * Describe elements (cultural, political technological) that make up the Paleolithic society * State the importance of the Paleolithic era and support the claim   Section 3 Populating the earth   * Describe how humans populated the world * Explain how technology helped humans adapt during migration * State how migration impacted culture and provide evidence to support the claim | |
| **Key Content Vocabulary:**  archeologist, geologist, hunter-gatherer, migration, adapt, animism, populate, environment, nomad, anthropology, fossil, artifact | | |
| **Resources:**  Chapter 1, pp. 54-77 | | |
| **Unit 2: The Ancient Near East**  Duration: 4 weeks | **Assessment:** Write an article to be published on a web site about the impact of geography in the Ancient Near East (myWorld chapter Activity) | |
| **Chapter 3: The Fertile Crescent** | **Topic Duration:** 400-500 minutes | |
| **Essential Questions:**  What are the consequences of technology?  How did Geography affect the development of early civilizations? | | |
| **Content Standards**  Standard 1, Objectives 1 and 3 | **Learning Targets**  Section 1 The Civilization of Sumer   * Explain the importance of the Fertile Crescent as it relates to the development of ancient societies * Define the political structure in the city-states * Draw conclusions about the impact of Sumerian achievements: new technology, a written language and poetry   Section 2 The First Empires   * Analyze the causes and effects of the world’s first empire * Justify the importance of the first legal code   Section 3 The Assyrian and Persian Empires   * Explain how the Assyrian empire was created * Explain the concept of a balanced government between local self-government and a central power   Section 4 The Phoenicians   * Explain how geography affected the development of the Phoenician civilization * State and explain how the Phoenicians influenced later peoples | |
| **Key Content Vocabulary:**  fertile Crescent, Mesopotamia, irrigate, city-state, barter, polytheism, ziggurat, cuneiform, empire, ally, rule of law, code, cavalry, standing army, tribute, currency, stele, navigation, colony  Review: import/export, cultural diffusion, cultural trait | | |
| **Chapter 4: Ancient Egypt and Nubia** | | **Topic Duration**: 250-300 minutes |
| **Essential Questions:**  How much does Geography affect people’s lives?  What are the consequences of technology?  How did Geography affect the development of early civilizations? | | |
| **Content Standards**  Standard 1, Objectives 1,2,4 | **Learning Targets**  Section 1 Egypt Under the Pharaohs   * Explain how Egypt’s geography affected farming methods * Explain the impact of dynasties on Egyptian government * Infer how ancient Egyptian religion supported the power of the pharaoh * Describe the contributions of farmers, artisans and scribes to Egypt’s civilization   Section 2 Art, Architecture, and Learning in Egypt   * Describe and explain the importance of Egyptian civilization’s contributions in art, science, math and writing   Section 3 Egypt and Nubia   * Describe how trade led to cultural diffusion between Egypt and neighboring lands | |
| **Key Content Vocabulary:**  quarries, mines, tributaries,Egypt, Sudan, Africa, Nile river, Lake Moeris, Delta, Mediterranean Sea, cataract, delta, artisan, pharaoh, dynasty, bureaucracy, mummy, silt, technologies, systems, tracking time, invention, structure, process, Leap year, hieroglyphic, papyrus, pyramid, sculpture, anatomy, commerce, interdependence | | |
| **Resources:**  **DLI Lesson Plans: #7-9**  Chapter 4, pp. 141-189 | | |
| **Unit 3: Ancient Religions Duration: 3-5 days** | | **Assessment: Compare/contrast expository essay(optional research)** |
| **The Importance of Religion in Ancient Civilizations’** | | **Topic Duration**: 150-200 minutes |
| **Essential Question**:  How has religion played a role in the history from ancient times through today? | | |
| **Content Standards**  **Standard 1, Objectives 2abc** | **Learning Targets**   * Interpret short readings about the five major religions by discuss religious beliefs * Identify general beliefs from the religions; Buddhism, Hinduism, Christianity, Judaism and Islam and give examples of how they are represented through traditions, holidays, sacred texts * Compare and contrast the belief systems across several religions * Predict the spread of the five major religions by analyzing maps of the world religions from ancient times and today | |
| **Key Content Vocabulary:**  Buddhism, Hinduism, Judaism, Christianity, Islam, sins, afterlife, sacred, temple, church, religious beliefs, suffer, rituals and practices, traditions, holidays, sacred, pray, meditate, founded, missionaries, conquer, crusades, growth, spread, trade, traders, conflict, empire, westernmost, easternmost, percentage, invaded, pushed out or drove out, predict | | |
| **Resources:**  **DLI Lesson Plans #5-6** | | |
| **Unit 4: Ancient Greece**  **Duration: 2 weeks** | | **Assessment: Museum Exhibit (21st century learning activity)** |
| **Chapter 10: The Ancient Greeks** | | **Topic Duration**: 200-250 minutes |
| **Essential Question:**  What is power and who should have it? | | |
| **Content Standards**  Standard 1, Objective 3 | | **Learning Targets**  Section 1   * Summarize how physical geography shaped Greek culture * Describe the basic political structure of ancient Greece   Section 2   * Describe Greek society * Explain the effect of colonization on Greece * Explain who held the power in the Greek family and why   Section 3   * Describe multiple forms of government that emerged * Explain who wielded the power in each form of government * Explain the citizens’ role in democracy(lawmaking)   Section 4   * Explain the similarities and differences between Sparta and Athens * Define oligarchic government and its’ impact on Greek society |
| **Key Content Vocabulary:**  polis, acropolis, aristocracy, tenant farmer, metic, slavery, oligarchy, direct/representative democracy, military state, barracks (helot, ephor)  **Review**: citizen, politics, tyranny, democracy, citizenship, | | |
| **Resources:**  **My World Chapter 10, pp.296-323** | | |
| **Chapter 11: Ancient Greek Civilization** | | **Topic Duration:** 200-250 minutes |
| **Essential Question:**  How should we handle conflict? | | |
| **Content Standards**  Standard 1, Objectives 2 and 4 | | **Learning Targets**  Section 1   * Explain how the Persian wars united Greece * Draw a conclusion about the conflict and fighting between Sparta and Athens   Section 2   * Explain how Alexander’s conquest created Hellenistic culture * Make a claim and support why Alexander’s empire fell apart after his death   Section 3   * Explain Greece’s impact on beliefs, art and sports * Draw a conclusion about why Greek myths and dramas are important today   Section 4   * Describe Aristotle’s influence on Alexander * Explain the methods of earl Greek historians that might be useful today * Explain the science and technological contributions from the Greeks |
| **Key Content Vocabulary:**  battle, League, Hellenistic, sarissa, mythology, Olympic games, Delphic oracle, lyric poetry, chorus, Socratic method, academy, hypothesis, Hippocratic Oath  **Review**: polytheism | | |
| **Resources:**  **My World Chapter 11, pp.324-353** | | |
| **Unit 5: Ancient Rome**  **Duration: 2 weeks** | | **Assessment: Speech to the Roman government (myWorld Chapter Activity)** |
| **Chapter 12: The Roman Republic** | | **Topic Duration:** 200-250 minutes |
| **Essential Questions:**  What should governments do? | | |
| **Content Standards**  Standard 1, Objective 3 | | **Learning Targets**  Sections 1 &2   * Identify the components of government in the republic of ancient Rome * Explain how the principles of Rome are reflected in the American political process   Section 3   * Describe Roman society * Explain the role of government in religion, women’s rights and economics   Section 4   * Explain how wealth and power led to the collapse of the Roman republic |
| **Key Content Vocabulary:**  forum, republic, legion, constitution, veto, magistrate, consul,, maniple, representative government, patricians, plebeians, legislature, senate, assemblies, separation of powers, veto, rule of law, civic duty, Founding Fathers, province, civil war  **Review**: empire | | |
| **Resources:**  **My World Chapter 12, pp.360-385**  **DLI Lesson Plan #10 Ancient Rome**  Examples of speeches (Four Square) | | |
| **Chapter 13: The Roman Empire** | | **Topic Duration**: 200-250 minutes |
| **Essential Question:**  What should governments do? | | |
| **Content Standards**  Standard 1, Objectives 1 and 4 | | **Learning Targets**  Section 1   * Describe Greco-Roman culture and how it spread across the Roman Empire * Analyze Augustus’ leadership on the Roman Empire and its’ growth   Section 2   * Summarize the Roman’s legacy(art, literature, science, languages, law, public entertainment)   Section 5   * Explain how civil wars led to economic decline * Describe the events leading up to the fall of the Roman Empire |
| **Key Content Vocabulary:**  deify, Pax Romana, concrete, aqueduct, Greco-Roman, mosaic, Romance languages, oratory, satire, gladiator, inflation, barbarian, mercenary, orthodoxy | | |
| **Resources:**  **My World Chapter 13, pp.386-401, 414-421** | | |
| **Unit 6: Europe in the Middle Ages**  **(Unit 9 in My World)**  **Duration: 4 weeks** | | **Assessment: Write a reflection, making text references on the Impact of The Dark Ages on the development of Societies** |
| **Chapter 21: A New Civilization in Europe** | | **Topic Duration:** 250-300 minutes |
| **Essential Question:**  What is power and who should have it? | | |
| **Content Standards**  Standard 2 Objectives 1-3 | | **Learning Targets**  Section 1   * Explain why this period of time is called the Middle Ages * Compare physical features of Europe from the Middle to today’s map * Explain the significance of the Early Period and Charlemagne’s rule   Section 2   * Explain how the Christian teachings affected lives of medieval Europeans   Section 3   * Empathize with the people in different levels of Feudalism * Give an oral summary of the concept of “give and take” * Explain how feudalism shaped medieval Europe and affected the lives of Europeans |
| **Key Content Vocabulary:**  middle Ages, Early, High and Late, period of time, hope, key (main or important), crusades, Black Death, the Plague, clergy, monks, nuns, monastery, convent, pagan, missionary, saint, sacrament, Christendom, castle, manor, knight, serfs, feudalism, vassal, fief, chivalry, Magna Carta, monarch, guild, epidemic, established court systems, encouraged, respected, coined money, fair, just, farming methods, believed in…, set an example, pot belly, fair hair, thick neck, topography | | |
| **Resources:**  **My World Chapter 21, pp. 624-647**  **DLI Lesson Plans: #11-14**  *See lessons for additional resources* | | |
| **Chapter 22: Conflicts and Crusades** | | **Topic Duration:** 300-350 minutes |
| **Essential Questions:**  How should we handle conflict? | | |
| **Content Standards**  Standard 2, Objectives 2, 3 and 4 | **Learning Targets**  Section 1   * Explain the connection between the Ancient Rome and The Holy Empire * Explain the relationship between popes and monarchs * Describe the monarchs’ power and how it was strengthened   Section 2   * Explain how Habeas Corpus strengthened a free society * Justify how the Magna Carta laid the foundation for democracy * Explain how the barons resolved conflict with King John   Section 3   * Create a solution for handling conflicts that arise during a cultural exchange * Explain why crusades failed and their economic effects * Describe the unexpected results of the Crusades   Section 4   * Make connections between the Crusades and the Reconquista * Describe the diverse culture in the Iberian Peninsula * Explain how religious intolerance leads to conflict in Spain | |
| **Key Content Vocabulary:**  secular, excommunicate, pilgrimage, common law, habeas corpus, writ, parliament, crusades, heresy, inquisition, pilgrims, harassed, soldier, liberate, just, sins, “took the cross”, mob, despite, counter-attacked, backing(support), provoked, truce, launched(started), movement swept, “caught off guard”, sacrifice, military campaigns, Iberian Peninsula, Moors, Reconquista | | |
| **Resources:**  **My World Chapter 22, pp. 648-677**  **DLI Lesson Plans: #15 (aligned with section 3)**  *See lessons for additional resources* | | |
| **Chapter 23: A Changing Medieval World** | **Topic Duration:** 250-300 minutes | |
| **Essential Questions:**  How should we handle conflict?  What causes change and progression?  How do change and progress influence our culture? | | |
| **Content Standards**  Standard 2, Objectives 1 and 2 | **Learning Targets**  Section 1   * Explain the effect of increasing trade on society * Explain what contributed to the expansion of towns and improved communication   Section 2   * Explain the impact of religion on society and culture in art, architecture, and the universities   Section 3   * Explain how famine wars and disease weakened medieval society * Infer how the black Death influenced people’s confidence in the church * Explain the impact of the hundred years war and the role of Joan of Arc | |
| **Key Content Vocabulary:**  crop rotation, fallow, three-field system, mendicant order, natural law, bubonic plague, Black death, Peasants’ Revolt  **Review:** guild | | |
| **Resources:**  **My World Chapter 23, pp. 678-705** | | |
| **Unit 7: The Rise of Europe**  **(Unit 10 in My World)**  **Duration: 2 weeks** | | **Assessment: Research and debate the pros and cons of modern digital products. (21st Century Learning p.788)** |
| **Chapter 24: The Renaissance** | | **Topic Duration:** 250-300 minutes |
| **Essential Questions:**  What causes change and progression?  How do change and progress influence our culture?  What distinguishes one culture from another? | | |
| **Content Standards**  Standard 2, Objective 4 | | **Learning Targets**  Section 1   * Describe the kinds of changes that took place in European cities in the 1300s * Analyze how trade promoted new ideas and learning * Support your claim for why Italy became the birthplace of the Renaissance * Compare/contrast cultures in Italian cities to rural cultures   Section 2   * Explain how the new ideas of the renaissance changed daily life * Make a connection between the new learning of the Renaissance and society today * Compare/contrast art and education in Medieval times to the Renaissance   Section 3   * Identify the key individuals of the Renaissance and their contributions to cultural progression * Contrast the Northern humanists from the Italian humanist   Section 4   * Explain the influence renaissance artisans had on art, architecture, literature, and modern languages |
| **Key Content Vocabulary:**  mercantile, Renaissance, patron, humanism, secularism, vernacular, individualism, utopia, Playwright, religious leader, astronomer, inventor, printing press, play, sonnet, censorship, literacy rates, mass printing, engraving, sensor, proportion, linear perspective, picaresque  Review: curiosity, influenced., satire, sonnet | | |
| **Resources:**  **My World Chapter 24, pp. 706-735**  **DLI Lesson Plan: #16** | | |
| **Chapter 25: The Reformation** | | **Topic Duration:** 150-200 minutes |
| **Essential Question:**  How should we handle conflict? | | |
| **Content Standards**  Standard 2, Objective 2 | | **Learning Targets**  Section 1   * Compare/contrast the beliefs of Luther and Calvin * Provide evidence for Luther’s belief that the Catholic Church needed reform * Analyze how the conflict was handled   Section 2   * Explain how the Catholic church gained respect in the counter-reformation   Section 3   * Sequence the main legal decisions and treaties that contributed to the spread of Protestantism * List and support your claim for the three area of European society highly affected by the reformation |
| **Key Content Vocabulary:**  reformation, indulgence, recant, sect, predestination, theocracy, counter-reformation, Jesuits, Council of Trent, ghetto, annulment, Act of Supremacy, Huguenots, edict, armada, federalism, | | |
| **Resources:**  **My World Chapter 25, pp. 736-757** | | |
| **Chapter 26: The Age of Exploration** | | **Topic Duration**: 250-300 minutes |
| **Essential Question:**  What are the consequences of trade? | | |
| **Content Standards**  Standard 2, Objective 1 | | **Learning Targets**  Section 1   * Describe how Europeans profited from trade with Asian lands * Explain how new technologies made long voyages possible and gave explorers a new perspective of the world   Section 2   * Describe the aftermath Spain conquering the Aztec and Incan empires * Provide evidence for what the people of America gained or lost in their dealings with the Spanish   Section 3   * Describe the changes in Agriculture in the Eastern and Western hemisphere * Explain the impact of mercantilism on the economy |
| **Key Content Vocabulary:**  circumnavigate, cartography, caravel, conquistador, colonization, bullion, quipu, immunity, Columbian exchange, mercantilism, capitalism, cottage industry  **Review**: missionary, inflation, traditional/market economy | | |
| **Resources:**  **My World Chapter 26, pp. 758-785** | | |
| **Unit 8: The Modern World**  **(Unit 11 & 12 in My World)**  **Duration: 4 weeks** | | **Assessment: Write an informative essay , making textual references about what factors lead people to enter into revolutions** |
| **Chapter 29: An Age of Revolutions** | | **Topic Duration:** 200-250 minutes |
| **Essential Question:**  What is power and who should have it? | | |
| **Content Standards**  Standard 3, Objective 1 | | **Learning Targets**  Section 1   * Explain how the Scientific Revolution was rooted in ancient, medieval, Islamic and Renaissance thought * Explain the Catholic Church’s role and its power   Section 2   * Describe the enlightenment thinkers’ new ideas on natural rights and good government * Explain how the new efforts lead to using reason and improving human life   Section 3   * Explain how the Declaration of Independence reflected Enlightenment political ideas * Describe the representative government and the power created by the U.S. Constitution   Section 4   * Explain the contributing factors that lead to the French Revolution * Describe the impact of the standard of living in European society * Describe Napoleon’s rise to power and his empire. |
| **Key Content Vocabulary:**  rationalism, heliocentric theory, scientific method, inductive reasoning, natural rights, separation of powers, social contract, tolerance, feminism, massacre, boycott, militia, alliance, constitution, “standard of living”, estate, radical, Napoleonic code, abdicate, shortages, National assembly, absolute power, widespread, Reign of Terror, opponents, centralized government  **Review:** heresy | | |
| **Resources:**  **My World Chapter 29, pp. 852-885**  **DLI Lesson Plan: #17 Revolutions (aligned to section 4)** | | |
| **Chapter 30: Nations, Industries and Empires** | | **Topic Duration:** 200-250 minutes |
| **Essential Question:**  What are the consequences of technology? | | |
| **Content Standards**  Standard 3, Objective 1 and 2 | | **Learning Targets**  Section 1   * Describe the spread of nationalism after Napoleon’s Age * Explain the importance of the unification of Germany and Italy   Section 2   * Describe the events/changes leading to the Industrial Revolution * Explain the problems and possible solutions with the Industrialization   Section 3   * Describe the events leading to the rise of Imperialism and Nationalism * Explain the connections from the Industrial Revolution to Imperialism   Section 4   * Describe the events leading to the second Industrial Revolution and consequences of improved technologies |
| **Key Content Vocabulary:**  nation-state, Nationalism, manpower, animal power, industry, textile, industrial revolution, socialism, communism, enclosure, steam engine, pollution, labor, factory, hardship, imperialism, gunboat diplomacy, assembly line, vertical integration, union, strike, suffrage, tenement. | | |
| **Resources:**  **My World Chapter 30, pp. 888-921**  **DLI Lesson Plan: #18 (aligned with Section 2)** | | |
| **Chapter 31: Wars and hardship** | **Topic Duration**: 200-250 minutes | |
| **Essential Question:**  How should we handle conflict? | | |
| **Content Standards**  Standard 4, Objective 1 | **Learning Targets**  Section 1   * Describe the causes, course and effects of World War 1   Section 2   * Compare/contrast Stalin and Hitler’s rule * Explain the important events in Russia in the years 1914-1922 * Describe the effect of conflict on peoples’ lives between 1910-1940 * Identify ways of solving conflict   Section 3   * Describe the causes, course and effects of World War 2 * Determine and support your opinion of the turning point of World War 2 | |
| **Key Content Vocabulary:**  militarism, Central Powers, catalyst, Archduke, allies, growing power, broke out, Trench warfare, artillery, mow down, long-range, short-range, tanks, choke, gunners, sandbags, planks, barbed wire, sanitary, reparations, propaganda, peace treaties, Blitzkrieg, lightning war, The Great Depression, Political Party , Treaty of Versailles, wipe-out,troops, appeasement, nonaggression pact, Axis powers, swept, pushed deep into, banned, censor, allies, surrender, push back  **Review:** Nationalism, alliance, | | |
| **Resources:**  **My World Chapter 31, pp. 922-949**  **DLI Lesson Plans; #19 and #20 (aligned to section 1), #21 (aligned to section 2/3), #22(aligned to Section 3)** | | |
| **Chapter 32: The Changing Postwar World** | | **Topic Duration**: 200-250 minutes |
| **Essential Question:**  What is power and who should have it? | | |
| **Content Standards**  Standard 4, Objective 2 and 3 | | **Learning Targets**  Section 1   * Identify Cold war victories fro the US and for communism * Describe the differences between political and economic power in the US from the Soviet system   Section 2   * Explain the role of natural resources in the struggle for power in multiple regions * Describe how independence can lead to conflict * Apply conflict resolution skills to a unique situation |
| **Key Content Vocabulary:**  capitalist, communism, Warsaw Pact, Nuclear, Blockade, NATO (North Atlantic Treaty Organization), Cuban Missile Crisis, Federation, Republic, spies, espionage, arms race, proxy, Armageddon, airlift, Marshall plan, SPUTNIK, space age, puppet government, superpower, free enterprise, command economy, containment, détente, glasnost, nationalization | | |
| **Resources:**  **My World Chapter 32, pp. 950-971**  **DLI Lesson Plan: #23 The Cold War** | | |