

Month	Content	Essential Questions	Activities	Standards	Skills	Assessment
Sept.	<p>A. Geography</p> <ol style="list-style-type: none"> 1. Continents 2. Geographical Features 3. Regions 	<p>1. What are the 7 continents and where are they located?</p> <p>2. How do geographical Features affect movement/settlement of people?</p> <p>3. Where did the first civilizations settle? Why?</p>	<p>➤ Map/Geography Project</p> <ul style="list-style-type: none"> - Students will construct a map on a poster board showing the continents, water, equator, etc. - Students will devise a list of geographical facts and graph the amount of movement and settlement they allow - They will then choose one region and design a visual representation. The class will then do a wall walk with a chart in order to receive the information. 	2,3	<ul style="list-style-type: none"> - map making - graphing information 	<ul style="list-style-type: none"> ➤ Grade project ➤ Quiz on geography
	<p>B. Early Peoples</p> <ol style="list-style-type: none"> 1. Paleolithic Age 2. Neolithic Age 	<p>1. What were the characteristics of the Paleo/Neo age?</p> <p>2. Why was the Neo Revolution so important?</p>	<p>➤ Students will be given a list of characteristics. Using books in the classroom, they will originate a chart highlighting Paleolithic and Neolithic characteristics. They will use these charts to compare the two ages and note the differences/similarities</p>	2,3	<ul style="list-style-type: none"> - Research - Graphical representing data - Comparison 	<ul style="list-style-type: none"> ➤ Exit slip comparing the two ages

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Sept.	3. Ancient/Original Civilizations	3. What characteristics did Ancient Civilizations have in common?	<ul style="list-style-type: none"> ➤ The class will be broken up into groups of three for this project. Each group will be given a civilization (Egypt, Mesopotamia, Indus, Yellow River). Students will do the following: <ul style="list-style-type: none"> - Develop a poster showing their civilization. - Formulate a journal showing the life of a person from that civilization - Fill out a chart with all of the appropriate information about the civilization ➤ At the end of the project, each group will present to the class. Each group will have blank charts to fill out with information. Posters will go up around the room 	2,3,5	<ul style="list-style-type: none"> -Drawing -Research -Public speaking 	<ul style="list-style-type: none"> ➤ Project will be graded as a portfolio assignment. ➤ Peer evaluation

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Sept./ Oct.	C. China 1. Geography	1. What are the geographical features of China?	➤ Students will be given a blank map of China. They will locate and shade a list of given items (Cities, features, water, neighboring nations). Students will then make a list of each feature they labeled and explain how it affected the growth of China	2,3	- map making - research	➤ Exit Slip: 1. What geo. Feature had the biggest impact?
	2. Contributions	2. How did they affect its development?				2. What was China's most important contribution?
		3. What contributions did China give to the world?	➤ Using their textbooks as well as the internet, students will generate a list of important contributions that they Chinese are responsible for. For each one, they will list the ways that it has impacted their own lives.	2,3	-Internet research -Applying history to modern times	
	D. Greek Civilization 1. Geography	1. How did geography affect the growth of Greece?	➤ Map activity: Students will be given an outline map of Greece. Using a classroom atlas, they will locate important cities, bodies of water, and mountains. Students will also take notes on the features and the effect they had on the people.	2,3	-locating items on a map -research	➤ The map will be graded ➤ Students will be graded on their lists

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Oct.	2. Athens/Sparta	2. What are the differences between Athens and Sparta?	<ul style="list-style-type: none"> ➤ The class will be broken into groups of three. Groups will be randomly assigned either Athens or Sparta. - Each group will construct a travel brochure for their city-state. They will highlight government, major characteristics, resources, societal structure, etc. 	2,3,4,5	-research -working with computers	<ul style="list-style-type: none"> ➤ Travel brochure will be graded
	3. Contributions	3. What did Greece contribute to world civilization?	<ul style="list-style-type: none"> ➤ Students will take notes on Greece that include: Beginnings wars with Persia, Peloponnesian War) ➤ Individuals: students will use biography information to fill out a chart on Socrates, Plato and Aristotle. This will highlight the most important achievements to come out of Greece. 	2,3	-note taking -condensing important information into a chart	<ul style="list-style-type: none"> ➤ Chart will be graded
		4. How did Alexander spread civilization?	<ul style="list-style-type: none"> ➤ Resume assignment: Students will develop and create a resume for Alexander the Great. It will show his education, work history, and achievements. 	2,3	-resume building -research	<ul style="list-style-type: none"> ➤ Resume assignment ➤ Quiz on life and achievements

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Oct/ Nov	<p>E. Classical Civilizations</p> <p>1. Rome</p> <p>a. Geography</p> <p>b. Contributions</p> <p>2. Maurya Empire</p> <p>a. Geography</p> <p>b. Contributions</p> <p>3. Mayan Empire</p> <p>a. Geography</p> <p>b. Contributions/ Religions</p>	<p>1. What lands did Rome control?</p> <p>2. Why were they able to control it?</p> <p>3. How did they contribute to civilization?</p> <p>4. Why did the Roman Empire fall?</p> <p>5. What was the geography of India?</p> <p>6. What did India give to civilization?</p> <p>7. Characterize the geography of South America.</p> <p>8. What was the religion formed in Mayan society?</p> <p>9. What did the decline of empires have in common?</p>	<p>➤ This entire unit will be completed through a group project (Cooperative learning). Students will be broken into groups of four for this assignment. Each group will then be given one of the classical civilizations. Each group will formulate a newspaper about the civilization:</p> <ul style="list-style-type: none"> - this newspaper will take place during the time period of the civilization (written in first person) - Cover all of the important aspects of civilization. - Topics include: Recreation, Sports, Politics, cartoons, weather, important events, wars, etc. - the newspaper will be presented to the class and then hung up around the room - in order to get all of the proper information, students will be given a framework for notes and be responsible for filling it out during the appropriate presentation/ 	2,3,4,5	<ul style="list-style-type: none"> - writing -research -evaluating peers -writing as a journalist 	<p>➤ There will be multiple assessments for this project:</p> <ul style="list-style-type: none"> - Newspaper will be graded - Peer evaluation - Essay: Students will write a comparative essay that shows what the decline of the empires had in common and what was different about them.

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Nov	<p>F. Global Trade Routes</p> <p>1. Phoenicians</p> <p>2. Silk Road</p>	<p>1. What did the Phoenicians give to civilization?</p> <p>2. Why did the Silk Road extend across Asia?</p> <p>3. What goods were being traded on the Silk Road?</p>	<p>➤ Students will take notes on the Phoenicians and their contribution to society. Notes will focus on their contributions and their role as “Carriers of Civilization.”</p> <p>➤ Students will map the Silk Road and make a list of items that traversed back and forth. They will then list the reasons why such a road would exist and the effects it had on civilization (Cultural Diffusion)</p>	2,3,5	<p>- Mapping</p> <p>- Research</p> <p>- Note taking</p>	<p>Exit Slip: questions will include:</p> <p>1. How did the Phoenicians affect modern times?</p> <p>2. How did the Silk Road affect civilizations in Asia and Europe?</p>
	<p>G. Han Dynasty</p> <p>1. Growth Factors</p> <p>2. Contributions</p> <p>3. Reason for Decline</p>	<p>4. Why did the Han dynasty grow to prominence?</p> <p>5. What was the reason for the fall of the Han Dynasty?</p>	<p>➤ Students will investigate the Han Dynasty and answer a series of essential questions.</p> <p>- Examples: Why did they rise to power, geographical impact, why did they fall, etc.</p>	2,3,5	<p>-Research</p> <p>-Locating information on unfamiliar topics</p>	<p>- Essential Questions will be graded</p> <p>- Quiz on the Han Dynasty</p>

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Dec./ Jan	<p>H. Religions</p> <p>1. Christianity</p> <p>2. Judaism</p> <p>3. Islam</p> <p>4. Buddhism</p> <p>5. Hinduism</p>	<p>1. What are the core beliefs of each religion?</p> <p>2. In what ways are they similar/different?</p> <p>3. How do these affect our lives today?</p> <p>4. What holy books do each religion use?</p>	<p>➤ For this unit, the students will complete a religion project:</p> <p>- Students will create a chart for each religion (dates, books, founder, beliefs, location)</p> <p>- Map—students will create a map showing where the religions of the world are located.</p> <p>- Choose three of the religions and for each one they will create an illustrated timeline showing the progression of the religion. This will also include all of the important events.</p> <p>- Choose one religion—invent a religious crest for the faith. This will be a logo that the religion will have as its representation.</p>	2,3	<p>- Research</p> <p>- Generating timelines</p> <p>- Mapping</p>	<p>1.The project will be graded as a portfolio assignment. Each assignment will receive a separate grade and the project as a whole will be graded.</p> <p>2. Regents essay: Students will write a regents essay on religions.</p>

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Jan/ Feb	<p>A. Gupta Empire</p> <p>1. Geography</p> <p>2. Contributions</p>	<p>1. How did geography contribute to Gupta development?</p> <p>2. What did the Gupta's give to world civilization?</p>	<p>➤ Students will shade and label a map of India and show where the Gupta Empire existed. This will focus on the geography of India and show the students how diverse the climate is. Further, it will illustrate to the students how civilizations tend to begin in similar areas.</p> <p>➤ Students will take notes on the contributions of the Gupta Empire. The focus will be on Mathematics: This will show how history applies to modern days. Further, students will be able to see that the math they use comes from India, not Europe. (Global understanding)</p>	2,3	<p>- Research</p> <p>- Generating timelines</p> <p>- Mapping</p>	<p>1. Geography Quiz</p> <p>2. Exit Slip: Where do people settle?</p>
	<p>B. Tang/Song Dynasty</p> <p>1. Contributions</p> <p>2. Influences on Japan and Korea</p> <p>3. Trade</p>	<p>1. What were the similarities/differences between the Tang and Song?</p> <p>2. How did the Tang/Song affect Japan and Korea?</p>	<p>➤ Students will compose a Venn Diagram that shows both the similarities and differences of the two dynasties. Information will come from their textbooks.</p> <p>➤ Students will formulate a graphic organizer that illustrates the relationship with Korea and Japan. This will demonstrate how cultural diffusion took place between the three countries.</p>	2,3,5	-Creating graphic organizers	1. Quiz on the Tang and Song Dynasties

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Feb	C. Byzantine Empire 1. Achievements 2. Eastern Orthodox 3. Preserving Culture 4. Impact on Russia	1. What role did the Byzantine Empire have in preserving Roman/Greek culture? 2. What did the Byzantine Empire contribute? 3. What impact did they have on Russia? 4. How did the Eastern Orthodox Church affect the empire's development?	➤ Students will answer a series of essential questions about the importance of the Byzantine Empire. These will deal with their contributions (Justinian Code), the Eastern Orthodox Church (Beliefs, impact), and the impact they had on the development of Russia (religion, cities, Constantinople)	2,5	- Research	1. Series of exit slips on the essential questions. 2. Unit exam
	D. Golden Age of Islam 1. Contributions 2. Preserving Culture	1. What did Islam give to civilization? 2. How did the Islam religion preserve and further Roman and Greek civilization?	➤ Students will read excerpts from the Koran. As a class, we will construct a list of similarities with Christianity as well as differences. ➤ The class will then take notes on the contributions that they gave to the world. These notes will focus primarily on how they were responsible for preserving Greek and Roman Culture.	2,3	-Reading historical texts and finding information	1. Exit slip on differences and similarities of Islam and Christianity

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Mar	E. Medieval Europe 1. Manorialism 2. Feudalism 3. Role of Church 4. Art/Architecture	1. What was the organization of Manorial society? 2. What was the social structure of Feudalism? 3. How did the church fit into feudal society? 4. How did architecture mirror Medieval times?	<ul style="list-style-type: none"> ➤ Students will first research Feudalism and Medieval Times. They will use this research to answer a series of essential questions. ➤ Project: Students will take the information they gathered and construct an imaginary family tree. <ul style="list-style-type: none"> - They will create a family name - They will show the family's progression through the time period. - The family has to take part in historical events and have professions that fit in with the time periods given. ➤ Students will be shown pictures of art and architecture from the time period. They will answer questions about how it mirrored society ➤ Students will create a graphic organizer illustrating both the causes and effects of the Crusades 	2,3,4,5	<ul style="list-style-type: none"> - Research - Applying research to a project -following a family tree and time line. 	-The project will be graded
	F. Crusades 1. Causes/Effects	1. What were the causes/effects of the crusades?		2,3	-Creating graphic organizers with notes	-Quiz on the Causes and Effects of the Crusades

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April	C. Africa Civilizations 1. Geography 2. Islam 3. Timbuktu	1. How did African geography affect its development? 2. What impact did Islam have on the continent? 3. How did trade benefit/hurt Africa?	<ul style="list-style-type: none"> ➤ Students will be given an outline map of Africa. Using an atlas, they will label the major geographical features of Africa (Water, mountains, deserts, plains, jungles, etc.). ➤ Students will develop a before and after chart showing the impact of Islam. The chart will highlight what life was like for Africans before the influx of Islam and show how it altered society ➤ Students will construct a pro/con chart of trade in Africa. This is important because for many years, Africa was seen as a resource for countries to exploit. The students will make a list showing both the positive and negative affects of trade and cultural diffusion. At the conclusion of the chart, students will draft a paper stating their opinion on trade and support it with the information that they found. 	2,3	- Map making - Research - writing an essay	1. Map Grade 2. Chart will be graded 3. Exit slip 4. Essay

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April	D. Renaissance 1. Greco-Roman revival 2. Art/Architecture 3. Literature 4. Technology	1. What did the Renaissance represent? 2. How did the Renaissance differ from Medieval Europe? 3. How did technology help further the Renaissance?	<ul style="list-style-type: none"> ➤ Students will choose one of the following topics: Arts, Architecture, and Literature. Each student will then do the following: <ul style="list-style-type: none"> - Research an example from both the Renaissance and Medieval times - For each item, they will prepare a presentation and explain to the class the similarities and differences between the two time periods. - Items to keep in mind: Greco Roman influence, environment, societal impact, etc. 	2,3	-Interpreting Primary Sources -Public Speaking	- Presentation will be graded - Peer evaluation
	E. Reformation/ Counter Reformation 1. Martin Luther 2. English Reformation 3. Counter Reformation	1. How did religion led to conflict? 2. What was the global impact of Luther? 3. Why did the Catholic Church reform?	<ul style="list-style-type: none"> ➤ Students will answer a list of questions about technology during the Renaissance. These questions will focus on the ways it helped spread Renaissance ideals ➤ Students will be broken up into groups of three. Each group will be assigned one of the following topics: Martin Luther, English Reformation, and Counter Reformation. Each group will do the following: <ul style="list-style-type: none"> - Produce a poster illustrating the important aspects of their topic - Students will hang their posters around the room and take part in a “wall walk.” ➤ At the conclusion of the project, students will take notes on Reformation/Counter Reformation. These notes will focus on impact and reasons. 	2,3,5	- Illustrating notes - Cooperative learning	- Posters and presentations will be graded - Quiz on notes

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May	B. Ottoman Empire	1. Where was the Ottoman Empire Located? (With respect to other nations/empires)	➤ Map Activity—given an outline map, students will locate and identify several things 1. Important cities and regions 2. Geographical features 3. Areas added by Suleiman	2,3	-Map reading -Using an atlas	➤ Map quiz: Students will be given a blank map and a list of places to locate
	1. Geography					
	2. Contributions	2. What did the Ottoman Empire give to the West?	➤ Students will develop a list of accomplishments that are credited to the Ottoman Empire. - On the list, students will draw a picture next to each contribution.	2	-Illustrations -Interpreting notes	➤ Students will be given an oral check of the material in the form of a quiz game. This will be held in class
	3. Suleiman I	3. What was the Ottoman impact on Europe?				
		4. Why was Suleiman I such an important figure?	➤ Resume project—students will create a resume for Suleiman I. This will highlight some of his important contributions and jobs - Students will be shown an example of a resume - Topics that will be covered on the resume will be full name, location, education, work experience, awards, and skills.	2,5	-Resume building	➤ The resume will be graded and represent the assessment for this unit

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May/ June	C. European Encounter	1. What countries were colonizing during this time period?	<ul style="list-style-type: none"> ➤ Group project: Students will be broken up into groups of 3. Each group will be assigned a particular country (England, Spain, Portugal, France). Each group will do the following: <ul style="list-style-type: none"> - Create a poster showing the colonization completed by the country (areas explored, technology, impact, reasons, etc.) - Write a letter to their respective leader asking for permission to undertake such a dangerous journey. - Fill out a chart with important information (Country, Explorers, areas). Students will then do a “Poster Walk” and fill out the information for the countries that they were not assigned ➤ Reading—students will read an account of a slave traveling on a slave ship. They will then produce a play depicting events of the slave trade. ➤ Questions: Students will be given a series of questions on the topic. Using internet and textbooks, they will construct an outline with the proper information 	2,3	-Express ideas through art -Determine important information -Illustrations	<ul style="list-style-type: none"> ➤ Poster Grade ➤ Grading students’ charts
	1. Geography	2. Why were these countries interested in colonization?				
	2. Competition for colonies	3. What was the impact of colonization?				
	3. Triangular Trade	4. What was the Triangular Trade and why was it important?		2,5	-Reading Comp. -Identifying primary sources	<ul style="list-style-type: none"> ➤ Grade questions ➤ Brief quiz on important terms
	4. Mercantilism	5. What were Mercantilism and the Encomienda System and how did it apply to colonization?		2,5	-Research, both internet and literary	
	5. Encomienda System					

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June	D. Absolutism					
	1. Definition of Absolutism	1. What does absolutism mean?	➤ Lecture Notes: Students will research the meaning of absolutism and how it came as a reaction to outside influences. They will then interpret the information and develop a list of essential questions.	2,5	-Note taking -Seeing connections across areas	➤ Exit slip on the meaning of Absolutism and how it applies to modern times. (Would they want an absolute ruler? Why?)
	2. Thomas Hobbes: The Leviathan	2. What was the significance of <u>Leviathan</u> ? What was Hobbes trying to say in this book?	➤ Class Reading: As a class we will be reading portions of the book <u>The Leviathan</u> by Thomas Hobbes. Students will be responsible for answering questions and participating in discussions. This will focus on how the book embodies absolutism.	2,5	-Reading Comp -Class discussion -Connection between books and history -Connection of historical events and current events	
	3. Case studies: Suleiman, Ivan IV, and Peter the Great	3. Assess the rule of the case studies. How did they (the rulers) embody absolutism?	➤ Rulers Project: Students will be assigned either Suleiman I, Ivan the Terrible, or Peter the Great. They will then have to do the following: - Research the individual and fill out a biography sheet - Create a hand puppet that represents their individual (dress, mannerisms, looks, etc.) - Present their puppet to the class and let the class know about their individual's achievements. (Done as a 1 st person)	2,5	-Research -Public Speaking	➤ The presentation will be graded along with the puppet and the bio sheet ➤ Essay comparing two rulers