

## FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2013

Subject Content: Social Studies	Grade: 7th
Indicates the Curriculum Map	

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic	Unit/Topic
Geography and Social Studies	Simp repri
Themes	Early People
In this section IDENTIFY	In this section IDENTIFY
CORE CONTENT 4.1	CORE CONTENT 4.1
	33.1.2.3.1.1.1.1.1.
SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs,	SS-07-1.1.1 Students will compare purposes and sources of power in the most
charts, graphs, databases) to interpret patterns and locations on Earth's surface in	common forms of government (monarchy, democracy, republic, dictatorship) in
early civilizations prior to 1500 A.D.	early civilizations prior to 1500 A.D.
S-07-4.2.1 Students will describe how regions in early civilizations prior to 1500	SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,
A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads)	customs, beliefs, literature) defined specific groups in the early civilizations prior to
and physical characteristics (e.g., mountains, bodies of water, valleys) that created	1500 A.D. and resulted in unique perspectives.
advantages and disadvantages for human activities (e.g., exploration, migration,	
trade, settlement).	SS-07-2.3.2 Students will explain how compromise and cooperation were possible
SS-07-4.2.2 Students will describe and give examples of how places and regions in	choices to resolve conflict among individuals and groups in early civilizations prior to
early civilizations prior to 1500 A.D changed over time as technologies, resources	1500.
and knowledge became available.	SS-07-3.1.1 Students will explain and give examples of how scarcity required
	individuals, groups and governments in early civilizations prior to 1500 A.D. to make
SS-07-4.3.1 Students will describe patterns of human settlement in early	decisions about how productive resources (natural resources, human resources,
civilizations prior to 1500 A.D. and explain how these patterns were influenced by	capital goods) were used.
human needs.	
SS-07-4.3.2 Students will explain why and give examples of how human	SS-07-3.4.2 Students will describe how new knowledge, technology/tools and
populations changed and/or migrated because of factors such as war, disease,	specialization increased productivity in early civilizations prior to 1500 A.D.
economic opportunity and technology in early civilizations prior to 1500 A.D.	
	SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D.
SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,	

customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.

SS-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

SS-07-5.1.1 Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

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SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

SS-07-5.3.1Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.

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gatherers (Paleolithic and Neolithic) developed new technologies as they settled
into organized civilizations.

SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

SS-07-5.3.3 Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.

SS-07-5.3.4 Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Geography & Culture & Society	Government & Civics, & Economics	Historical Perspective	Early Humans (Paleolithic & Neolithic)	Mesopotamia	The First Empires
I CAN STATEMENTS: I can use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.	I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early	I CAN STATEMENTS: I can use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of	I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.	I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.	I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.
I can describe how	civilizations prior to	different individuals and groups (e.g.,	I can explain how elements of culture (e.g.,	I can explain how elements of culture (e.g.,	I can explain how elements of culture (e.g., language,

different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.

I can describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

I can describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. 1500 A.D.

I can describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to

gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

I can explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.

I can describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama

language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-3.4.2 I can describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

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SS-07-3.4.2 I can describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

I can describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, 1500 A.D.

I can describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. and literature.

I can describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.

I can describe
developments during
the Middle Ages
(feudalism, nation
states, monarchies,
religious institutions,
limited government,
trade, trade
associations,
capitalism) and give
examples of how these
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influenced modern
societies.

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A.D. were made
distinctive by human
characteristics (e.g.,
dams, irrigation, roads)
and physical
characteristics (e.g.,
mountains, bodies of
water, valleys) that
created advantages and
disadvantages for human
activities (e.g.,
exploration, migration,
trade, settlement).

I can describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic civilizations prior to 1500
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			status, religion, political group) in early civilizations prior to 1500 A.D  I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.  I can explain and give examples of how early hunters and gatherers (Paleolithic and	group) in early civilizations prior to 1500 A.D  I can explain how history is a series of connected events shaped by multiple cause-and- effect relationships and give examples of those relationships.  I can explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed	hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.
			Neolithic) developed new technologies as they	new technologies as they settled into organized	
			settled into organized civilizations.	civilizations.	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Maps	Monarchy	Primary sources	Historian	Historian	Historian
Photographs	Democracy	Secondary sources	Archaeologist	Archaeologist	Archaeologist
Charts	Republic	Gender	Artifact	Artifact	Artifact
Graphs	Dictatorship	Race	Fossil	Fossil	Fossil
Databases	Justice	Region	Anthropologist	Anthropologist	Anthropologist
Patterns	Equality	Ethnic group	Nomad	Nomad	Nomad
Rivers	Responsibility	Economic status	Technology	Technology	Technology
Mountains	Freedom	Religion	Domesticate	Domesticate	Domesticate
Plains	Scarcity	Political group	Specialization	Specialization	Specialization
Movement	Natural resources	Cause-and-effect		Civilization	Civilization
Regions	Human resources	relationships		Irrigation	Irrigation
Dams	Capital goods	Paleolithic		City-state	City-state
Irrigation	Production	Neolithic		Artisan	Artisan
Roads	Distribution	Philosophy		Cuneiform	Cuneiform
Valleys	Consumption	Architecture		Scribe	Scribe

Exploration Migration Trade Settlement Language Customs Beliefs Literature Civilization Conflict Competition Compromise Cooperation	Technology Productivity	Art Drama Literature Feudalism Nation states Monarchies Religious institutions Trade Trade association Capitalism		Empire	Empire Province Caravan Astronomer
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.
Balanced Assessment:					
Formative	Formative	Formative	Formative	Formative	Formative

CPS System Thumbs Up Exit Slips Quick Writes Response Boards	CPS System Thumbs Up Exit Slips Quick Writes Response Boards	CPS System Thumbs Up Exit Slips Quick Writes Response Boards	CPS System Thumbs Up Exit Slips Quick Writes Response Boards	CPS System Thumbs Up Exit Slips Quick Writes Response Boards	CPS System Thumbs Up Exit Slips Quick Writes Response Boards
Summative Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed  United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop  Possible PD: History Alive/ TCI Formative Assessment	Resources Needed  United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop  Possible PD: History Alive/TCI Formative Assessment	Resources Needed  United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop  Possible PD: History Alive/TCI Formative Assessment	Resources Needed  United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop	Resources Needed  United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop	Resources Needed  United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop

Weeks 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
Ancient Egypt	Ancient Greeks
In this section IDENTIFY	In this section IDENTIFY
CORE CONTENT 4.1	CORE CONTENT 4.1
SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.	Common SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.  SS-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality,
SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,	responsibility, freedom).
customs, beliefs, literature) defined specific groups in the early civilizations prior to	responsibility, freedom.
1500 A.D. and resulted in unique perspectives.	SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to
SS-07-2.3.1 Students will explain how conflict and competition (e.g., political,	1500 A.D. and resulted in unique perspectives.
economic, religious, ethnic) occurred among individuals and groups in early	SS-07-2.3.1 Students will explain how conflict and competition (e.g., political,
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SS-07-2.3.2 Students will explain how compromise and cooperation were possible	civilizations prior to 1500 A.D.
choices to resolve conflict among individuals and groups in early civilizations prior	Civilizations prior to 1500 A.D.
to 1500.	SS-07-2.3.2 Students will explain how compromise and cooperation were possible
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SS-07-3.1.1 Students will explain and give examples of how scarcity required	to 1500.
individuals, groups and governments in early civilizations prior to 1500 A.D. to make	SS-07-3.4.1 Students will explain ways in which the basic economic questions about
decisions about how productive resources (natural resources, human resources,	the production, distribution and consumption of goods and services were
capital goods) were used.	addressed in early civilizations prior to 1500 A.D.
SS-07-3.4.1 Students will explain ways in which the basic economic questions about	dudicised in early civilizations prior to 1500 A.D.
the production, distribution and consumption of goods and services were addressed	SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs,
in early civilizations prior to 1500 A.D.	charts, graphs, databases) to interpret patterns and locations on Earth's surface in
, , , , , , , , , , , , , , , , , , , ,	early civilizations prior to 1500 A.D.
SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500	
A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads)	SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500
and physical characteristics (e.g., mountains, bodies of water, valleys) that created	A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads)
advantages and disadvantages for human activities (e.g., exploration, migration,	and physical characteristics (e.g., mountains, bodies of water, valleys) that created
trade, settlement).	advantages and disadvantages for human activities (e.g., exploration, migration,

SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

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SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

	CURRICULUM		CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
·	•	•	·	•	•
The Nile Valley	Egypt's Old Kingdom	The Egyptian Empire &	The Early Greeks	The Age of Pericles	Greek Philosophy
		The Civilization of Kush	Sparta & Athens	The Culture of	The Spread of Greek
			Persia Attacks	Ancient Greece	Culture
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:
				STATEMENTS:	
I can compare purposes	I can compare purposes	I can compare purposes			
and sources of power in	and sources of power in	and sources of power in the	and sources of power in	and sources of power in	and sources of power in
the most common forms	the most common forms	most common forms of	the most common forms	the most common	the most common forms of
of government	of government	government (monarchy,	of government	forms of government	government (monarchy,
(monarchy, democracy,	(monarchy, democracy,	democracy, republic,	(monarchy, democracy,	(monarchy, democracy,	democracy, republic,
republic, dictatorship) in	republic, dictatorship) in	dictatorship) in early	republic, dictatorship) in	republic, dictatorship)	dictatorship) in early
early civilizations prior to	early civilizations prior to	civilizations prior to 1500	early civilizations prior to	in early civilizations	civilizations prior to 1500
1500 A.D.	1500 A.D.	A.D.	1500 A.D.	prior to 1500 A.D.	A.D.
I can explain how	I can explain how	I can explain how elements	I can describe and give	I can describe and give	I can describe and give
elements of culture (e.g.,	elements of culture (e.g.,	of culture (e.g., language,	examples to support how	examples to support	examples to support how
language, the arts,	language, the arts,	the arts, customs, beliefs,	some early civilizations	how some early	some early civilizations
customs, beliefs,	customs, beliefs,	literature) defined specific	(Greece, Rome) practiced	civilizations (Greece,	(Greece, Rome) practiced
literature) defined	literature) defined	groups in the early	democratic principles (e.g.,	Rome) practiced	democratic principles (e.g.,
specific groups in the	specific groups in the	civilizations prior to 1500	justice, equality,	democratic principles	justice, equality,
early civilizations prior to	early civilizations prior to	A.D. and resulted in unique	responsibility, freedom).	(e.g., justice, equality,	responsibility, freedom).
1500 A.D. and resulted in	1500 A.D. and resulted in	perspectives.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	responsibility, freedom).	, , , , , , , , , , , , , , , , , , , ,
unique perspectives.	unique perspectives.		I can explain how	,	I can explain how
·	- des beschaanses	I can explain how conflict	elements of culture (e.g.,	I can explain how	elements of culture (e.g.,
I can explain how	I can explain how	and competition (e.g.,	language, the arts,	elements of culture	language, the arts,
conflict and competition	conflict and competition	political, economic,	customs, beliefs,	(e.g., language, the arts,	customs, beliefs, literature)

(e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

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I can describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

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I can describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

I can describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give examples of how human populations changed and/or migrated because of factors such

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photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

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I can describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

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I can explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

I can use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic as war, disease,
economic opportunity
and technology in early
civilizations prior to 1500
A.D.

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I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

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I can describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

1500 A.D.

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				and literature.	
Critical Vocabulary  Cataract Delta Papyrus Hieroglyphics Dynasty	Critical Vocabulary  Pharaoh Deity Embalming Mummy Pyramid	Critical Vocabulary  Tribute Incense Savanna	Critical Vocabulary  Peninsula Colony Polis Agora Tyrant Oligarchy Democracy Helot Satrapies Satrap	Critical Vocabulary  Direct democracy Representative democracy Philosopher Myth Oracle Epic Fable Drama Tragedy Comedy	Critical Vocabulary  Philosophy Philosopher Sophist Socratic method Legacy Hellenistic Period Epicureanism Stoicism Astronomer Plane geometry Solid geometry
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Inquiry Based Best					
Practices	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best	Inquiry Based Best
Cooperative Group	Practices	Practices	Practices	Practices	Practices
Work	Cooperative Group	Cooperative Group Work	Cooperative Group	Cooperative Group	Cooperative Group Work
Research using the	Work	Research using the	Work	Work	Research using the
internet, Interviews	Research using the	internet, Interviews with	Research using the	Research using the	internet, Interviews with
with primary sources	internet, Interviews	primary sources	internet, Interviews with	internet, Interviews	primary sources
Vocabulary enhancement	with primary sources Vocabulary	Vocabulary enhancement activities, interpreting	primary sources Vocabulary	with primary sources Vocabulary	Vocabulary enhancement
activities, interpreting	enhancement	secondary sources,	enhancement activities,	enhancement	activities, interpreting secondary sources,
secondary sources,	activities, interpreting	writing for	interpreting secondary	activities, interpreting	writing for
writing for	secondary sources,	understanding,	sources, writing for	secondary sources,	understanding,
understanding,	writing for	Marzano's	understanding,	writing for	Marzano's
Marzano's	understanding,	Compare/Contrast	Marzano's	understanding,	Compare/Contrast
Compare/Contrast	Marzano's	Strategy.	Compare/Contrast	Marzano's	Strategy.
Strategy.	Compare/Contrast		Strategy.	Compare/Contrast	
	Strategy.			Strategy.	

| Balanced Assessment:<br>Formative  |
|--|--|--|--|--|--|
| CPS System Thumbs Up Exit Slips Quick Writes Response Boards                               | CPS System Thumbs Up Exit Slips Quick Writes Response Boards                               | CPS System<br>Thumbs Up<br>Exit Slips<br>Quick Writes<br>Response Boards                   | CPS System Thumbs Up Exit Slips Quick Writes Response Boards                               | CPS System Thumbs Up Exit Slips Quick Writes Response Boards                               | CPS System<br>Thumbs Up<br>Exit Slips<br>Quick Writes<br>Response Boards                   |
| Summative  | Summative  | Summative  | Summative  | Summative  | Summative  |
| Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response | Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response | Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response | Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response | Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response | Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response |
| Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)     | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)     | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)     | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)     | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)     | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)     |
| Resources Needed   |

| United Streaming |
|------------------|------------------|------------------|------------------|------------------|------------------|
| History Alive    |
| KCCT Coach Books |
| Buckle Down      |
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop

Weeks 13-15	Weeks 16-18
Unit/Topic Ancient Romans	Unit/Topic
	Foundations of Government
In this section IDENTIFY	In this section IDENTIFY
CORE CONTENT 4.1	CORE CONTENT 4.1
Common Core Standards	Common Core Standards
SS-07-1.1.1 Students will compare purposes and sources of power in the most	SS-07-1.1.1 Students will compare purposes and sources of power in the most
common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.	common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.
SS-07-1.1.2 Students will describe and give examples to support how some early	SS-07-1.1.2 Students will describe and give examples to support how some early
civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).	civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).
SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,	SS-07-2.3.2 Students will explain how compromise and cooperation were possible
customs, beliefs, literature) defined specific groups in the early civilizations prior to	choices to resolve conflict among individuals and groups in early civilizations prior to
1500 A.D. and resulted in unique perspectives.	1500.
SS-07-2.3.1 Students will explain how conflict and competition (e.g., political,	SS-07-5.1.2 Students will explain how history is a series of connected events shaped
economic, religious, ethnic) occurred among individuals and groups in early	

civilizations prior to 1500 A.D.

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of

by multiple cause-and-effect relationships and give examples of those relationships.

SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

	CORRICOLOIVI			CURRICULUIVI	
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
The Roman Republic The Fall of the Republic	The Early Empire Life in Ancient Rome	The Fall of Rome The Byzantine Empire	Connections from Greece to American Government	Connections from Rome to American Government	Philosophy of American Government

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
		I can compare purposes and	I can compare purposes	I can compare purposes	I can compare purposes
I can compare purposes	I can compare purposes	sources of power in the	and sources of power in	and sources of power in	and sources of power in
and sources of power in	and sources of power in	most common forms of	the most common forms	the most common forms	the most common forms
the most common forms	the most common forms	government (monarchy,		of government	
		-	of government (monarchy,	"	of government
of government	of government	democracy, republic,	democracy, republic,	(monarchy, democracy,	(monarchy, democracy,
(monarchy, democracy,	(monarchy, democracy,	dictatorship) in early	dictatorship) in early	republic, dictatorship) in	republic, dictatorship) in
republic, dictatorship) in	republic, dictatorship) in	civilizations prior to 1500	civilizations prior to 1500	early civilizations prior to	early civilizations prior to
early civilizations prior to	early civilizations prior to	A.D.	A.D.	1500 A.D.	1500 A.D.
1500 A.D.	1500 A.D.	I can describe and give	I can describe and give	I can describe and give	I can describe and give
I can describe and give	I can describe and give	examples to support how	examples to support how	examples to support how	examples to support how
examples to support how	examples to support how	some early civilizations	some early civilizations	some early civilizations	some early civilizations
some early civilizations	some early civilizations	(Greece, Rome) practiced	(Greece, Rome) practiced	(Greece, Rome) practiced	(Greece, Rome) practiced
(Greece, Rome) practiced	(Greece, Rome) practiced	democratic principles (e.g.,	democratic principles (e.g.,	democratic principles	democratic principles (e.g.,
democratic principles	democratic principles	justice, equality,	justice, equality,	(e.g., justice, equality,	justice, equality,
(e.g., justice, equality,	(e.g., justice, equality,	responsibility, freedom).	responsibility, freedom).		
responsibility, freedom).	responsibility, freedom).	responsibility, freedom).	responsibility, freedom).	responsibility, freedom).	responsibility, freedom).
responsibility, freedom,	responsibility, freedom,	I can explain how elements	I can explain how	I can explain how	I can explain how
I can explain how	I can explain how	of culture (e.g., language,	compromise and	compromise and	compromise and
elements of culture (e.g.,	elements of culture (e.g.,	the arts, customs, beliefs,	cooperation were possible	cooperation were	cooperation were possible
language, the arts,	language, the arts,	literature) defined specific	choices to resolve conflict	possible choices to	choices to resolve conflict
customs, beliefs,	customs, beliefs,	groups in the early	among individuals and	resolve conflict among	among individuals and
literature) defined	literature) defined	civilizations prior to 1500	groups in early civilizations	individuals and groups in	groups in early
specific groups in the	specific groups in the	A.D. and resulted in unique	prior to 1500.	early civilizations prior to	civilizations prior to 1500.
early civilizations prior to	early civilizations prior to	perspectives.	<b>P</b>	1500.	<b>P</b>
1500 A.D. and resulted in	1500 A.D. and resulted in	perspectives.	I can explain how history	1500.	I can explain how history
unique perspectives.	unique perspectives.	I can explain how conflict	is a series of connected	I can explain how history	is a series of connected
а физ регорозитов:	aque peropeentes.	and competition (e.g.,	events shaped by multiple	is a series of connected	events shaped by multiple
I can explain how	I can explain how	political, economic,	cause-and-effect	events shaped by	cause-and-effect
conflict and competition	conflict and competition	religious, ethnic) occurred	relationships and give	multiple cause-and-	relationships and give
(e.g., political, economic,	(e.g., political, economic,	among individuals and	examples of those	effect relationships and	examples of those
religious, ethnic)	religious, ethnic)	groups in early civilizations	relationships.	give examples of those	relationships.
occurred among	occurred among	prior to 1500 A.D.	·	relationships.	
individuals and groups in	individuals and groups in		I can describe the rise of	•	I can describe the rise of
early civilizations prior to	early civilizations prior to		classical civilizations and	I can describe the rise of	classical civilizations and
			empires (Greece and	classical civilizations and	empires (Greece and
			Rome) and explain how	empires (Greece and	Rome) and explain how

1500 A.D.	1500 A.D.	I can explain how	these civilizations had	Rome) and explain how	these civilizations had
1300 A.D.	1300 A.D.	-	lasting impacts on the	these civilizations had	lasting impacts on the
I can explain how	I can explain how	compromise and cooperation were possible	world in government,	lasting impacts on the	world in government,
compromise and	compromise and	choices to resolve conflict	philosophy, architecture,	world in government,	philosophy, architecture,
cooperation were	cooperation were	among individuals and	art, drama and literature.	philosophy, architecture,	art, drama and literature.
possible choices to	possible choices to	groups in early civilizations		art, drama and literature.	
resolve conflict among	resolve conflict among	prior to 1500.			
individuals and groups in	individuals and groups in				
early civilizations prior to	early civilizations prior to	I can explain and give			
1500.	1500.	examples of how scarcity			
		required individuals, groups			
I can explain and give	I can explain and give	and governments in early			
examples of how scarcity	examples of how scarcity	civilizations prior to 1500			
required individuals,	required individuals,	A.D. to make decisions			
groups and governments	groups and governments	about how productive			
in early civilizations prior	in early civilizations prior	resources (natural			
to 1500 A.D. to make	to 1500 A.D. to make	resources, human resources,			
decisions about how	decisions about how	capital goods) were used.			
productive resources	productive resources				
(natural resources,	(natural resources,	I can explain ways in which			
human resources, capital	human resources, capital	the basic economic			
goods) were used.	goods) were used.	questions about the			
I can explain ways in	I can explain ways in	production, distribution and			
which the basic	which the basic	consumption of goods and			
economic questions	economic questions	services were addressed in			
about the production,	about the production,	early civilizations prior to			
distribution and	distribution and	1500 A.D.			
consumption of goods	consumption of goods	I can describe how new			
and services were	and services were	knowledge,			
addressed in early	addressed in early	technology/tools and			
civilizations prior to 1500	civilizations prior to 1500	specialization increased			
A.D.	A.D.	productivity in early			
	72.	civilizations prior to 1500			
I can describe how new	I can describe how new	A.D.			
knowledge,	knowledge,				
technology/tools and	technology/tools and	I can use a variety of			
specialization increased	specialization increased	geographic tools (maps,			
productivity in early	productivity in early	photographs, charts, graphs,			

civilizations prior to 1500 A.D.

I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's

surface in early

A.D.

civilizations prior to 1500

I can describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

I can describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

civilizations prior to 1500 A.D.

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I can describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give examples of how human populations changed and/or I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

I can explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early

I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

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I can explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

I can use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to

civilizations prior to 1500	civilizations prior to 1500	1500 A.D.
A.D.	A.D.	
		I can explain how history is
I can use a variety of	I can use a variety of	a series of connected events
tools (e.g. primary and	tools (e.g. primary and	shaped by multiple cause-
secondary sources) to	secondary sources) to	and-effect relationships and
describe and explain	describe and explain	give examples of those
historical events and	historical events and	relationships.
conditions and to	conditions and to	
analyze the perspectives	analyze the perspectives	I can describe the rise of
of different individuals	of different individuals	classical civilizations and
and groups (e.g., gender,	and groups (e.g., gender,	empires (Greece and Rome)
race, region, ethnic	race, region, ethnic	and explain how these
group, age, economic	group, age, economic	civilizations had lasting
status, religion, political	status, religion, political	impacts on the world in
group) in early	group) in early	government, philosophy,
civilizations prior to 1500	civilizations prior to 1500	architecture, art, drama and
A.D.	A.D.	literature.
7.151	Albi	
I can explain how history	I can explain how history	
is a series of connected	is a series of connected	
events shaped by	events shaped by	
multiple cause-and-	multiple cause-and-	
effect relationships and	effect relationships and	
give examples of those	give examples of those	
relationships.	relationships.	
relationships.	relationships.	
I can describe the rise of	I can describe the rise of	
classical civilizations and	classical civilizations and	
empires (Greece and	empires (Greece and	
Rome) and explain how	Rome) and explain how	
these civilizations had	these civilizations had	
lasting impacts on the	lasting impacts on the	
world in government,	world in government,	
philosophy, architecture,	philosophy, architecture,	
art, drama and	art, drama and	
art, uraina anu		
litoratura	litoroturo	
literature.	literature.	

Critical Vocabulary  Republic Legion Patrician Plebeian Consul Veto Praetor Dictator Latifundia Triumvirate	Critical Vocabulary  Pax Romana Aqueduct Currency Vault Satire Ode Anatomy Forum Gladiator Rhetoric Plague Inflation Barter Reform	Critical Vocabulary  Mosaic Saint Regent	Critical Vocabulary  Monarchy Democracy Dictatorship Republic	Critical Vocabulary  Monarchy Democracy Dictatorship Republic	Critical Vocabulary  Monarchy Democracy Dictatorship Republic
Strategies/A Inquiry Based Best	Strategies/Activities Inquiry Based Best	Strategies/Activities Inquiry Based Best	Strategies/Activities Inquiry Based Best	Strategies/Activities Inquiry Based Best	Strategies/Activities Inquiry Based Best
Practices	Practices	Practices	Practices	Practices	Practices
Cooperative Group	Cooperative Group	Cooperative Group Work	Cooperative Group Work	Cooperative Group	Cooperative Group
Work	Work	Research using the	Research using the	Work	Work
Research using the	Research using the	internet, Interviews with	internet, Interviews with	Research using the	Research using the
internet, Interviews	internet, Interviews	primary sources	primary sources	internet, Interviews	internet, Interviews with
with primary sources Vocabulary	with primary sources Vocabulary	Vocabulary enhancement activities, interpreting	Vocabulary enhancement activities,	with primary sources  Vocabulary	primary sources  Vocabulary
enhancement	enhancement	secondary sources,	interpreting secondary	enhancement	enhancement activities,
activities, interpreting	activities, interpreting	writing for understanding,	sources, writing for	activities, interpreting	interpreting secondary
secondary sources,	secondary sources,	Marzano's	understanding,	secondary sources,	sources, writing for
writing for	writing for	Compare/Contrast	Marzano's	writing for	understanding,
understanding,	understanding,	Strategy.	Compare/Contrast	understanding,	Marzano's

Marzano's Compare/Contrast Strategy.	Marzano's Compare/Contrast Strategy.		Strategy.	Marzano's Compare/Contrast Strategy.	Compare/Contrast Strategy.
Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards
Summative  Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative  Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative  Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative  Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative  Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Summative  Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Books	KCCT Coach Books	<b>KCCT Coach Books</b>	KCCT Coach Books	KCCT Coach Books	KCCT Coach Books
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop

Weeks 19-21	Weeks 22-24		
Unit/Topic	Unit/Topic		
Early Middle Ages	Late Middle Ages		
In this section IDENTIFY	In this section IDENTIFY		
CORE CONTENT 4.1	CORE CONTENT 4.1		
Common Core Standards	Common Core Standards		
SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.	SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.		
SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,	SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,		
customs, beliefs, literature) defined specific groups in the early civilizations prior	customs, beliefs, literature) defined specific groups in the early civilizations prior to		
to 1500 A.D. and resulted in unique perspectives.	1500 A.D. and resulted in unique perspectives.		
SS-07-2.3.1 Students will explain how conflict and competition (e.g., political,	SS-07-2.3.1 Students will explain how conflict and competition (e.g., political,		

economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 AD

SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 AD

SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

SS-07-5.3.4 Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.

CURRICULUM				CURRICULUM	
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Medieval China	Medieval Africa	Medieval Japan	Medieval Europe	Feudalism	Crusades
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can compare purposes	I can compare purposes	STATEMENTS:	I can compare purposes	I can compare purposes and	I can compare purposes
and sources of power in	and sources of power in	I can compare purposes	and sources of power in	sources of power in the	and sources of power in
the most common forms	the most common forms	and sources of power in	the most common forms	most common forms of	the most common forms of
of government	of government	the most common	of government	government (monarchy,	government (monarchy,
(monarchy, democracy,	(monarchy, democracy,	forms of government	(monarchy, democracy,	democracy, republic,	democracy, republic,
republic, dictatorship) in	republic, dictatorship) in	(monarchy, democracy,	republic, dictatorship) in	dictatorship) in early	dictatorship) in early
early civilizations prior to	early civilizations prior to	republic, dictatorship) in	early civilizations prior to	civilizations prior to 1500	civilizations prior to 1500
1500 A.D.	1500 A.D.	early civilizations prior	1500 A.D.	A.D.	A.D.
		to 1500 A.D.			
I can explain how	I can explain how	Lana analata kana	I can explain how	I can explain how elements	I can explain how
elements of culture (e.g.,	elements of culture (e.g.,	I can explain how	elements of culture (e.g.,	of culture (e.g., language,	elements of culture (e.g.,
language, the arts,	language, the arts,	elements of culture	language, the arts,	the arts, customs, beliefs,	language, the arts,
customs, beliefs,	customs, beliefs,	(e.g., language, the arts,	customs, beliefs,	literature) defined specific	customs, beliefs, literature)
literature) defined	literature) defined	customs, beliefs,	literature) defined	groups in the early	defined specific groups in
specific groups in the	specific groups in the	literature) defined	specific groups in the	civilizations prior to 1500	the early civilizations prior
early civilizations prior to	early civilizations prior to 1500 A.D. and resulted in	specific groups in the	early civilizations prior to	A.D. and resulted in unique	to 1500 A.D. and resulted
1500 A.D. and resulted in		early civilizations prior	1500 A.D. and resulted in	perspectives.	in unique perspectives.
unique perspectives.	unique perspectives.	to 1500 A.D. and	unique perspectives.	I can explain how conflict	I can explain how conflict
I can explain how conflict	I can explain how conflict	resulted in unique perspectives.	I can explain how	and competition (e.g.,	and competition (e.g.,
and competition (e.g.,	and competition (e.g.,	hershectives.	conflict and competition	political, economic,	political, economic,
political, economic,	political, economic,	I can explain how	(e.g., political, economic,	religious, ethnic) occurred	religious, ethnic) occurred
religious, ethnic) occurred	religious, ethnic) occurred	conflict and competition	religious, ethnic)	among individuals and	among individuals and

among individuals and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

I can describe patterns of human settlement in early civilizations prior to among individuals and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

I can describe patterns of human settlement in early civilizations prior to (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to

occurred among individuals and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

I can describe patterns of human settlement in

groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give

groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

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I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced 1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 AD

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

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1500 A.D.

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examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 AD

I can explain how history is a series of connected events shaped by multiple causeand-effect relationships and give examples of those relationships.

I can describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies. by human needs.

I can explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 AD

I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

I can describe developments during the Middle Ages (feudalism, nation states,

		shaped by multiple cause-and-effect relationships and give examples of those relationships.	I can describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.		monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.
Critical Vocabulary Warlord Economy Reform Monastery Porcelain Calligraphy Tribe Steppe Terror Treason Census Novel	Critical Vocabulary  Barbarian  Plateau  Clan  Sultan  Oral history	Critical Vocabulary  Clan Constitution Shrine Samurai Shogun Vassal Feudalism Sect Martial arts Meditation Calligraphy	Fjord Missionary Excommunicate	Critical Vocabulary  Feudalism  Vassal  Fief  Knight  Serf  Guild	Grand jury Trial jury Clergy Mass Heresy Anti-Semitism Theology Vernacular Plague Reconquista
Suggested Strategies/Activities Inquiry Based Best Practices	Suggested Strategies/Activities Inquiry Based Best Practices	Suggested Strategies/Activities Inquiry Based Best Practices	Suggested Strategies/Activities Inquiry Based Best Practices	Suggested Strategies/Activities Inquiry Based Best Practices	Suggested Strategies/Activities Inquiry Based Best Practices

Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.
Balanced Assessment: Formative					
CPS System					
Thumbs Up Exit Slips	Thumbs Up Exit Slips	Thumbs Up Exit Slips	Thumbs Up Exit Slips	Thumbs Up Exit Slips	Thumbs Up Exit Slips
Quick Writes					
Response Boards					
Summative	Summative	Summative	Summative Constructed Responses	Summative	Summative Constructed Responses

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Books	KCCT Coach Books	KCCT Coach Books	KCCT Coach Books	KCCT Coach Books	KCCT Coach Books
Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop

Weeks 25-27	Weeks 28-30	
Unit/Topic	Unit/Topic	
Europe in Transition	Age of Exploration	
In this section IDENTIFY	In this section IDENTIFY	
CORE CONTENT 4.1	CORE CONTENT 4.1	
Common Core Standards	Common Core Standards	
SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,	SS-07-2.3.1 Students will explain how conflict and competition (e.g., political,	

customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.

SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to

SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

SS-07-5.1.1 Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics

The Americas	Renaissance & Reformation	Enlightenment & Revolution			
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
	I can explain how	STATEMENTS:	I can explain how conflict	I can explain how conflict	I can explain how conflict
I can explain how	elements of culture (e.g.,	I can explain how	and competition (e.g.,	and competition (e.g.,	and competition (e.g.,
elements of culture (e.g.,	language, the arts,	elements of culture	political, economic,	political, economic,	political, economic,
language, the arts,	customs, beliefs,	(e.g., language, the arts,	religious, ethnic) occurred	religious, ethnic) occurred	religious, ethnic) occurred
customs, beliefs,	literature) defined	customs, beliefs,	among individuals and	among individuals and	among individuals and
literature) defined	specific groups in the	literature) defined	groups in early civilizations	groups in early	groups in early civilizations
specific groups in the	early civilizations prior to	specific groups in the	prior to 1500 A.D.	civilizations prior to 1500	prior to 1500 A.D.
early civilizations prior to	1500 A.D. and resulted in	early civilizations prior	Loop cymlein bow	A.D.	Lean avalain havv
1500 A.D. and resulted in	unique perspectives.	to 1500 A.D. and	I can explain how	Lasa suulsia kau	I can explain how
unique perspectives.	Langaronia harrandia	resulted in unique	compromise and	I can explain how	compromise and
Lean avalain have conflict	I can explain how conflict	perspectives.	cooperation were possible	compromise and	cooperation were possible
I can explain how conflict	and competition (e.g.,	Lana avalain kavv	choices to resolve conflict	cooperation were possible	choices to resolve conflict
and competition (e.g.,	political, economic,	I can explain how	among individuals and	choices to resolve conflict	among individuals and
political, economic,	religious, ethnic) occurred	conflict and competition	groups in early civilizations	among individuals and	groups in early civilizations
religious, ethnic) occurred	among individuals and	(e.g., political,	prior to 1500.	groups in early	prior to 1500.
among individuals and	groups in early	economic, religious,	I can explain and give	civilizations prior to 1500.	I can explain and give
groups in early	civilizations prior to 1500	ethnic) occurred among	examples of how scarcity	I can explain and give	examples of how scarcity
civilizations prior to 1500	A.D.	individuals and groups	required individuals,	examples of how scarcity	required individuals,
A.D.	I can explain how	in early civilizations	groups and governments in	required individuals,	groups and governments in
I can explain how	compromise and	prior to 1500 A.D.	early civilizations prior to	groups and governments	early civilizations prior to
compromise and	cooperation were	I can explain how	1500 A.D. to make	in early civilizations prior	1500 A.D. to make
cooperation were	possible choices to	compromise and	decisions about how	to 1500 A.D. to make	decisions about how
possible choices to	resolve conflict among	cooperation were	productive resources	decisions about how	productive resources
resolve conflict among	individuals and groups in	possible choices to	(natural resources, human	productive resources	(natural resources, human
individuals and groups in	early civilizations prior to	resolve conflict among	resources, capital goods)	(natural resources, human	resources, capital goods)
early civilizations prior to	1500.	individuals and groups	were used.	resources, capital goods)	were used.
1500.	1550.	in early civilizations	were asea.	were used.	Tiere asea.
1500.	I can explain and give	prior to 1500.	I can explain ways in which	were useu.	I can explain ways in which
I can explain and give	examples of how scarcity	p. 101 to 1300.	the basic economic	I can explain ways in	the basic economic
examples of how scarcity	required individuals,	I can explain and give	questions about the	which the basic economic	questions about the

required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

I can describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

I can use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to

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I can describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

I can describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

I can explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

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exploration, migration, trade, settlement).

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I can explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

I can describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

I can use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

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A.D.  I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.	A.D.  I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.	analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.  I can explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.			
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Glacier	Renaissance Secular	Merchantillism	competition	competition	competition
Monopoly Igloo	Diplomacy	Export	competition compromise	competition compromise	competition compromise
Adobe	Humanism	Import Colony	cooperation	cooperation	cooperation
Confederation	Vernacular	Commerce	natural resources	natural resources	natural resources
Conquistador	Reformation	Invest	human resources	human resources	human resources
treason	Indulgence	Theory	capital goods	capital goods	capital goods
5. Gaos	Theology	Rationalism	production distribution	production distribution	production distribution
	Seminary	Scientific method	consumption	consumption	consumption
	Heresy	Hypothesis	technology	technology	technology
	annul	Natural law	trade	trade	trade
		Deism	exploration	exploration	exploration
		Representative	migration settlement	migration settlement	migration settlement
		government	Settlement	Settlement	Settlement
		Constitution			
		Popular sovereignty			

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.
Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards
Summative	Summative	Summative	Summative Constructed Responses	Summative	Summative Constructed Responses

Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Multiple Choice On Demand Design of Authentic Products Open Response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop	Resources Needed United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop	Resources Needed United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop	Resources Needed United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop	Resources Needed United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop	Resources Needed United Streaming History Alive KCCT Coach Books Buckle Down Internet Textbook Brainpop

Weeks 31-33	Weeks 34-36
Unit/Topic	Unit/Topic
Discovering the Western World	Summative Course Review
In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards  SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.	In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards  SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.
SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.	SS-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).
SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.  SS-07-3.4.1 Students will explain ways in which the basic economic questions	SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.  SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early
about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.  SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.	civilizations prior to 1500 A.D.  SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.
SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.  SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500	SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.
A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).	SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.
	SS-07-3.4.2 Students will describe how new knowledge, technology/tools and

SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.

SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.

SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.

SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

specialization increased productivity in early civilizations prior to 1500 A.D.

SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.

SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

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SS-07-5.1.1 Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

SS-07-5.3.1Students will explain and give examples of how early hunters and gatherers

(Paleolithic and Neolithic) developed new technologies as they settled into organized
civilizations.

SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

SS-07-5.3.3 Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.

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CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Native Americans of North America	Native Americans of South America	Colonization			
I CAN STATEMENTS:	I CAN STATEMENTS: I can explain how conflict	I CAN STATEMENTS:	I CAN STATEMENTS: I can compare purposes	I CAN STATEMENTS: I can compare purposes	I CAN STATEMENTS: I can compare purposes
I can explain how conflict	and competition (e.g.,	I can explain how	and sources of power in	and sources of power in	and sources of power in
and competition (e.g.,	political, economic,	conflict and competition	the most common forms of	the most common forms of	the most common forms
political, economic,	religious, ethnic) occurred	(e.g., political,	government (monarchy,	government (monarchy,	of government
religious, ethnic) occurred	among individuals and	economic, religious,	democracy, republic,	democracy, republic,	(monarchy, democracy,

among individuals and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

I can explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

I can explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

I can describe how new knowledge, technology/tools and groups in early civilizations prior to 1500 A.D.

I can explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.

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Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
conflict competition political economic ethnic natural resources human resources capital goods technology tools irrigation settlement exploration migration trade war disease economic opportunity	conflict competition political economic ethnic natural resources human resources capital goods technology tools irrigation settlement exploration migration trade war disease economic opportunity	conflict competition political economic ethnic natural resources human resources capital goods technology tools irrigation settlement exploration migration trade war disease economic opportunity	SUMMATIVE VOCABULARY FOR THE YEAR	SUMMATIVE VOCABULARY FOR THE YEAR	SUMMATIVE VOCABULARY FOR THE YEAR
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Practices	Practices Cooperative Group	Practices Cooperative Croup	Practices Cooperative Croup Work	Practices  Cooperative Group Work	Practices Cooperative Group
Cooperative Group Work	Work	Cooperative Group Work	Cooperative Group Work Research using the	Cooperative Group Work Research using the	Work
Research using the	Research using the	Research using the	internet, Interviews with	internet, Interviews with	Research using the
internet, Interviews	internet, Interviews	internet, Interviews	primary sources	primary sources	internet, Interviews with
with primary sources	with primary sources	with primary sources	Vocabulary enhancement	Vocabulary enhancement	primary sources
Vocabulary	Vocabulary	Vocabulary	activities, interpreting	activities, interpreting	Vocabulary
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enhancement activities,	enhancement activities,	enhancement	secondary sources,	secondary sources,	enhancement activities,

interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	activities, interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.	writing for understanding, Marzano's Compare/Contrast Strategy.	writing for understanding, Marzano's Compare/Contrast Strategy.	interpreting secondary sources, writing for understanding, Marzano's Compare/Contrast Strategy.
Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards	Balanced Assessment: Formative  CPS System Thumbs Up Exit Slips Quick Writes Response Boards
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Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response	Constructed Responses Multiple Choice On Demand Design of Authentic Products Open Response
Common (PLC Teams will design the	Common (PLC Teams will design the	Common (PLC Teams	Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade

common assessments, i.e., grade level, and/or depts)	common assessments, i.e., grade level, and/or depts)	will design the common assessments, i.e., grade level, and/or depts)	level, and/or depts)	level, and/or depts)	level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<b>United Streaming</b>	United Streaming	<b>United Streaming</b>	United Streaming	United Streaming	United Streaming
History Alive	History Alive	History Alive	History Alive	History Alive	History Alive
KCCT Coach Books	KCCT Coach Books	KCCT Coach Books	KCCT Coach Books	KCCT Coach Books	KCCT Coach Books
<b>Buckle Down</b>	Buckle Down	<b>Buckle Down</b>	Buckle Down	Buckle Down	Buckle Down
Internet	Internet	Internet	Internet	Internet	Internet
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Brainpop	Brainpop	Brainpop	Brainpop	Brainpop	Brainpop