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 **Geography and Social Studies** **Themes**	**Unit/Topic** **Early People**
In this section IDENTIFY **CORE CONTENT 4.1** 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. S-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-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts,	**In this section IDENTIFY** **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. 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-07-2.3.2 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-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity 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.

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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.

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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-07-5.3.2 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

Geography & Culture & Society | Identify Sub-Topics

Government & Civics, & Economics | Identify Sub-Topics

Historical Perspective | Identify Sub-Topics

Early Humans (Paleolithic & Neolithic) | Identify Sub-Topics

Mesopotamia | Identify Sub-Topics

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 describe how | 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 | 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 different individuals and groups (e.g., | 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.

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

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Critical Vocabulary	**Critical Vocabulary**	**Critical Vocabulary**	**Critical Vocabulary**	**Critical Vocabulary**	**Critical Vocabulary**
Maps **Photographs** **Charts** **Graphs** **Databases** **Patterns** **Rivers** **Mountains** **Plains** **Movement** **Regions** **Dams** **Irrigation** **Roads** **Valleys**	**Monarchy** **Democracy** **Republic** **Dictatorship** **Justice** **Equality** **Responsibility** **Freedom** **Scarcity** **Natural resources** **Human resources** **Capital goods** **Production** **Distribution** **Consumption**	**Primary sources** **Secondary sources** **Gender** **Race** **Region** **Ethnic group** **Economic status** **Religion** **Political group** **Cause-and-effect relationships** **Paleolithic** **Neolithic** **Philosophy** **Architecture**	**Historian** **Archaeologist** **Artifact** **Fossil** **Anthropologist** **Nomad** **Technology** **Domesticate** **Specialization**	**Historian** **Archaeologist** **Artifact** **Fossil** **Anthropologist** **Nomad** **Technology** **Domesticate** **Specialization** **Civilization** **Irrigation** **City-state** **Artisan** **Cuneiform** **Scribe**	**Historian** **Archaeologist** **Artifact** **Fossil** **Anthropologist** **Nomad** **Technology** **Domesticate** **Specialization** **Civilization** **Irrigation** **City-state** **Artisan** **Cuneiform** **Scribe**

				Empire	Empire
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 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.	**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.	**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.	**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.	**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.	**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.
Balanced Assessment: **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **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 **Ancient Egypt**	**Unit/Topic** **Ancient Greeks**
In this section IDENTIFY **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.** **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.** **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-07-4.2.1 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).**	In this section IDENTIFY **CORE CONTENT 4.1** **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, responsibility, freedom).** **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.** **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-07-4.1.1 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,**

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.

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CURRICULUM			CURRICULUM		
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Identify Sub-Topics **The Nile Valley**	**Identify Sub-Topics** **Egypt's Old Kingdom**	**Identify Sub-Topics** **The Egyptian Empire & The Civilization of Kush**	**Identify Sub-Topics** **The Early Greeks Sparta & Athens Persia Attacks**	**Identify Sub-Topics** **The Age of Pericles The Culture of Ancient Greece**	**Identify Sub-Topics** **Greek Philosophy The Spread of Greek Culture**
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 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. I can explain how conflict and competition	**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 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. I can explain how conflict and competition	**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 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. I can explain how conflict and competition (e.g., political, economic,	**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 and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). I can explain how elements of culture (e.g., language, the arts, customs, beliefs,	**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 and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). I can explain how elements of culture (e.g., language, the arts,	**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 and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). I can explain how elements of culture (e.g., language, the arts, customs, beliefs, literature)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
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 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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				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 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.	**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.	**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.	**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.	**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.	**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.

Balanced Assessment: **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **Formative**	**Balanced Assessment:** **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	**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	**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 13-15	Weeks 16-18
Unit/Topic **Ancient Romans**	**Unit/Topic** **Foundations of Government**
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-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).** **SS-07-2.1.1 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**	**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-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).** **SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.** **SS-07-5.1.2 Students will explain how history is a series of connected events shaped**

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.

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.

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 13	**Week 14**	**Week 15**	**Week 16**	**Week 17**	**Week 18**
Identify Sub-Topics **The Roman Republic The Fall of the Republic**	**Identify Sub-Topics** **The Early Empire Life in Ancient Rome**	**Identify Sub-Topics** **The Fall of Rome The Byzantine Empire**	**Identify Sub-Topics** **Connections from Greece to American Government**	**Identify Sub-Topics** **Connections from Rome to American Government**	Identify Sub-Topics 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 sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) 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 | 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.

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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 specialization increased productivity in early	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 specialization increased productivity in early	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 specialization increased productivity in early civilizations prior to 1500 A.D. I can use a variety of geographic tools (maps, photographs, charts, graphs,	these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.	Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.	these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

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 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, 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. 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 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, 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.	databases) to interpret patterns and locations on Earth's surface 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, 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			

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 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. 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 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.	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. 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 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. 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 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.			

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

			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	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 19-21	Weeks 22-24
Unit/Topic **Early Middle Ages**	**Unit/Topic** **Late Middle Ages**
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-07-2.1.1 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,**	**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-07-2.1.1 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.

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.

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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.

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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-07-5.3.4 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 Sub-Topics Medieval China	Identify Sub-Topics Medieval Africa	Identify Sub-Topics Medieval Japan	Identify Sub-Topics Medieval Europe	Identify Sub-Topics Feudalism	Identify Sub-Topics Crusades
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 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. I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred	**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 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. I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred	**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 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. I can explain how conflict and competition	**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 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. I can explain how conflict and competition (e.g., political, economic, religious, ethnic)	**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 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. I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and	**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 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. I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and

among individuals and groups in early civilizations prior to 1500 A.D.	among individuals and groups in early civilizations prior to 1500 A.D.	(e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.	occurred among individuals and groups in early civilizations prior to 1500 A.D.	groups in early civilizations prior to 1500 A.D.	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 how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.	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 how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500.	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 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 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 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 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 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 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 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 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	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 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 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	I can describe patterns of human settlement in early civilizations prior to	I can describe patterns of human settlement in early civilizations prior to	I can describe patterns of human settlement in	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 describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced
				I can explain why and give	

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		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**	**Critical Vocabulary** **Fjord** **Missionary** **Excommunicate**	**Critical Vocabulary** **Feudalism** **Vassal** **Fief** **Knight** **Serf** **Guild**	**Critical Vocabulary** **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** **Quick Writes** **Response Boards** **Summative** **Constructed Responses** **Multiple Choice** **On Demand** **Design of Authentic Products** **Open Response**	**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**	**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**	**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**	**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**	**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**

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

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.

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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.

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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 Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics

The Americas	Renaissance & Reformation	Enlightenment & Revolution			
I CAN STATEMENTS: I can 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. 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 and give examples of how scarcity	**I CAN STATEMENTS:** I can 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. 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 and give examples of how scarcity required individuals,	**I CAN STATEMENTS:** I can 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. 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 and give	**I CAN STATEMENTS:** 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 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	**I CAN STATEMENTS:** 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 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	**I CAN STATEMENTS:** 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 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

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 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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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 **Glacier** **Monopoly** **Igloo** **Adobe** **Confederation** **Conquistador** **treason**	**Critical Vocabulary** **Renaissance** **Secular** **Diplomacy** **Humanism** **Vernacular** **Reformation** **Indulgence** **Theology** **Seminary** **Heresy** **annul**	**Critical Vocabulary** **Merchantillism** **Export** **Import** **Colony** **Commerce** **Invest** **Theory** **Rationalism** **Scientific method** **Hypothesis** **Natural law** **Deism** **Representative government** **Constitution** **Popular sovereignty**	**Critical Vocabulary** competition compromise cooperation natural resources human resources capital goods production distribution consumption technology trade exploration migration settlement	**Critical Vocabulary** competition compromise cooperation natural resources human resources capital goods production distribution consumption technology trade exploration migration settlement	**Critical Vocabulary** competition compromise cooperation natural resources human resources capital goods production distribution consumption technology trade exploration migration settlement

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 **Summative**	**Balanced Assessment: Formative** CPS System Thumbs Up Exit Slips Quick Writes Response Boards **Summative**	**Balanced Assessment: Formative** CPS System Thumbs Up Exit Slips Quick Writes Response Boards **Summative**	**Balanced Assessment: Formative** CPS System Thumbs Up Exit Slips Quick Writes Response Boards **Summative** **Constructed Responses**	**Balanced Assessment: Formative** CPS System Thumbs Up Exit Slips Quick Writes Response Boards **Summative**	**Balanced Assessment: Formative** CPS System Thumbs Up Exit Slips Quick Writes Response Boards **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 **Discovering the Western World**	**Unit/Topic** **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. 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).	**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-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). SS-07-2.1.1 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. 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

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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.

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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 Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Native Americans of North America	**Native Americans of South America**	**Colonization**			
I CAN STATEMENTS: I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred	I CAN STATEMENTS: I can explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and	I CAN STATEMENTS: I can explain how conflict and competition (e.g., political, economic, religious,	I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic,	I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic,	I CAN STATEMENTS: I can compare purposes and sources of power in the most common forms of government (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. 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 specialization increased	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.	dictatorship) in early civilizations prior to 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 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. 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 and give examples of how scarcity	dictatorship) in early civilizations prior to 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 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. 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 and give examples of how scarcity	republic, dictatorship) in early civilizations prior to 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 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. 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.

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 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, 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	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 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, 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	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 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, 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	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 1500 A.D. I can describe how regions in early civilizations prior to	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 1500 A.D. I can describe how regions in early civilizations prior to	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 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 1500

available.	available.	1500 A.D changed over time as technologies, resources and knowledge became available.	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).	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).	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 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 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 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 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 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 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 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 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 patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.	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 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 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 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 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 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	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	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 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,	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,	I can describe ways in which the physical environment (e.g.,			I can explain why and give examples of how human populations changed and/or migrated

trade, settlement, development) 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.	trade, settlement, development) 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.	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 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 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.	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 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.	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 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,

				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 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 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 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.	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 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.
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**
Suggested Strategies/Activities Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities,	**Suggested Strategies/Activities** Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities,	**Suggested Strategies/Activities** Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement	**Suggested Strategies/Activities** Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources,	**Suggested Strategies/Activities** Inquiry Based Best Practices Cooperative Group Work Research using the internet, Interviews with primary sources Vocabulary enhancement activities, interpreting secondary sources,	**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.	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** **Summative** **Constructed Responses** **Multiple Choice** **On Demand** **Design of Authentic Products** **Open Response** **Common (PLC Teams will design the**	**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** **Common (PLC Teams will design the**	**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** **Common (PLC Teams**	**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** **Common (PLC Teams will design the common assessments, i.e., grade**	**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** **Common (PLC Teams will design the common assessments, i.e., grade**	**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** **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 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