



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT1: INTRODUCTION TO CULTURE GRAPES</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How does geography impact the development of a culture?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How does religion influence culture?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How do achievements reflect a culture?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How does a political system influence a culture?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>How does economics encourage the growth and development of culture?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How does social structure meet the needs of a society?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 2: EARLY RIVER CIVILIZATIONS 7000 BCE – 500 CE</p> <p>Suggested Time Frame: Quarter 1 - 2</p>	<p>How did geography influence the development of early river civilizations?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How did ancient codes and laws, such as Hammurabi’s Code, affect the rights and responsibilities of citizens?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>How do achievements from these early civilizations (e.g. alphabet, pyramids, etc.) impact our world today?</p> <ul style="list-style-type: none"> The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)

<p>UNIT 3: CULTURAL DIFFUSION 500 BCE – 1600 CE</p> <p>Suggested Time Frame: Quarter 2</p>	<p>How did decisions about how to conduct trade impact the various regions?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>In what ways are Christianity, Judaism, Islam, Hinduism, and Buddhism similar and different?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent has religious ideas, beliefs, and values impacted the world today (e.g. math, medicine)?</p> <ul style="list-style-type: none"> The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>How is culture and trade influenced by geography?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>In what ways did advancements in agriculture advance civilizations (e.g. Chinese civilizations)?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>To what extent did cultural diffusion change Africa and Asia?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
<p>UNIT 4: ANCIENT GREECE 2000 BCE – 70 CE</p> <p>Suggested Time Frame: Quarter 3</p>	<p>To what extent did Spartan values impact the education of children; to what extent did this education differ between the genders?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>To what extent were the rights and responsibilities of citizens the same and different in Athens and Sparta?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>In what ways do Greek myths and literature influence our world today?</p> <ul style="list-style-type: none"> The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>In what ways did Alexander the Great change the lands he conquered?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>In what ways did the geography of Ancient Greece influence Greece’s development; to what extent does the geography of Greece influence its development still today?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

<p>UNIT 5: ANCIENT ROME 753 BCE – 1453 CE</p> <p>Suggested Time Frame: Quarter 3</p>	<p>In what ways did the expansion of the Roman Empire affect trade?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How did changing views on freedom of worship in the Roman Empire affect the spread of Christianity?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>In what ways did the government system in Rome influence the government system in the United States?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>To what extent do the accomplishments and technological advances in Rome impact our lives/culture today?</p> <ul style="list-style-type: none"> The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>In what ways did Rome’s location serve as an advantage to their expansion and as a disadvantage to their fall?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 6: MIDDLE AGES</p> <p>Suggested Time Frame: Quarter 4</p>	<p>To what extent did the Crusades impact the culture of Europe and the Middle East?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>In what ways did feudalism define and protect the rights and responsibilities of the different classifications of citizens?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>In what ways was education in the Middle Ages influenced by Christianity?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How did medieval towns in Europe grow and expand? What were the consequences of their expansion?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>What was the effect of the bubonic plague on Europe; to what extent are those effects present today?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

UNIT 7: EARLY AMERICAS

500 BCE – 537 CE

Suggested Time Frame:

Quarter 4

In what ways did trade influence the early civilizations in America (e.g. Mayan)?

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)

How did the Incas control their vast empire?

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)

How did religion influence the different civilizations (e.g. Mayan, Inca)?

- The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

Why did the Incan empire fall?

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

What were the geographical challenges of building Tenochtitlan and how were those challenges overcome?

- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)