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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/**  **Assessment Date** | **Key Vocabulary** |
| **Unit 1:**  **Geographical skills:**  Understanding of maps, compass direction, timelines, tables, centuries | Geographic conditions shaped the emergence of civilizations. | Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g., climagraph, topographical map, pie chart).  Select an appropriate graphic form of communication for a specific purpose (e.g., a timeline to show a sequence of events, a map to show location). | Identify key characteristics of physical environments | -KWL Charts  -Creation of our own timelines  -Reading stories: understanding centuries |  |  |  |
| **Unit 2:**  **Basic needs and early humans** | Geographic conditions shaped the emergence of civilizations.  Increasingly complex societies required new systems of laws and government. | What is the most significant archaeological finding that helps us understand the development of humans?  Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | Anthropological origins of humans  -early origins of humans in Africa and migration out of Africa to the rest of the world  -interactions between early humans and Neanderthals  -technological developments of early humans and the increasingly sophisticated use of stone tools and early metal working  -the shift of early humans from a hunter-gatherer way of life to more settled agricultural communities  \*What advantages did agriculture have over the hunter-gatherer way of life? | -Artifact Find  -Collective Reading & Summarizing activities  -compare technologies between time periods/civilizations  -needs v. wants worksheet & discussion  -videos & information sources: websites  -student group work & sharing | A Prehistory:  <http://www.mrdowling.com/602prehistory.html>  <http://ancienthistory.mrdonn.org/EarlyMan.html>  <http://earlyhumans.mrdonn.org/lucy.html>  T |  |  |
| **Unit 3: Ancient Mesopotamia** | Increasingly complex societies required new systems of laws and government.  Geographic conditions shaped the emergence of civilizations.  Economic specialization and trade networks can lead to conflict and cooperation between societies.  Religious and cultural practices that emerged during this period have endured and continue to influence people. | Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Assess the significance of people, places, events, or developments at particular times and places (evidence)  Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)  Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change) | human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources  features and characteristics of civilizations and factors that lead to their rise and fall  origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas  scientific, philosophical, and technological developments  interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration  social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas | -Comparison Chart of Civilization: Beliefs/Religion, Government, Laws/Rules, Location(Geography)  -KWL Charts  -Creation of our own timelines  -Reading stories |  |  |  |
| **Unit 4: Ancient Egypt** | Increasingly complex societies required new systems of laws and government.  Geographic conditions shaped the emergence of civilizations.  Economic specialization and trade networks can lead to conflict and cooperation between societies.  Religious and cultural practices that emerged during this period have endured and continue to influence people. | Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Assess the significance of people, places, events, or developments at particular times and places (evidence)  Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)  Determine which causes most influenced particular decisions, actions, or events, and assess their short and long-term consequences (cause and consequence)  Explain different perspectives on past or present people, places, issues, or events and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) | human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources  features and characteristics of civilizations and factors that lead to their rise and fall  scientific, philosophical, and technological developments  interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration  social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas | Comparison Chart of Civilization: Beliefs/Religion, Government, Laws/Rules, Location(Geography)  -KWL Charts  -Creation of our own timelines  -Reading stories |  |  |  |
| **Unit 5: Ancient Greece** | Increasingly complex societies required new systems of laws and government.  Geographic conditions shaped the emergence of civilizations.  Economic specialization and trade networks can lead to conflict and cooperation between societies.  Religious and cultural practices that emerged during this period have endured and continue to influence people. | Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Assess the significance of people, places, events, or developments at particular times and places (evidence)  Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)  Determine which causes most influenced particular decisions, actions, or events, and assess their short and long-term consequences (cause and consequence)  Explain different perspectives on past or present people, places, issues, or events and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)  Make ethical judgements about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgement) | human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources  features and characteristics of civilizations and factors that lead to their rise and fall  scientific, philosophical, and technological developments  interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration  social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas | Comparison Chart of Civilization: Beliefs/Religion, Government, Laws/Rules, Location(Geography)  -KWL Charts  -Creation of our own timelines  -Reading stories |  |  |  |
| **Unit 6: Ancient Rome** | Increasingly complex societies required new systems of laws and government.  Geographic conditions shaped the emergence of civilizations.  Economic specialization and trade networks can lead to conflict and cooperation between societies.  Religious and cultural practices that emerged during this period have endured and continue to influence people. | Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Assess the significance of people, places, events, or developments at particular times and places (evidence)  Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)  Determine which causes most influenced particular decisions, actions, or events, and assess their short and long-term consequences (cause and consequence)  Explain different perspectives on past or present people, places, issues, or events and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)  Make ethical judgements about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgement) | human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources  features and characteristics of civilizations and factors that lead to their rise and fall  scientific, philosophical, and technological developments  interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration  social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas | Comparison Chart of Civilization: Beliefs/Religion, Government, Laws/Rules, Location(Geography)  -KWL Charts  -Creation of our own timelines  -Reading stories |  |  |  |