

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter	<p>Political Science and Citizenship; Power, Authority, Governance, and Responsibility: Enduring Understanding- <i>Students will be able to identify and explain the responsibilities of family, peers, and community.</i> Essential Questions- <i>Why is it important for us to know our responsibilities in our community?</i></p>	C.4.1, C.4.3	Job Day List of Rules and Importance	Note the different responsibilities of each individual in the community and their importance.	Whole Group- Show and Tell Job Day Small Group- Pantomime Community Workers Independent Work- Create additional classroom rules to follow	Unit 2 Big Book: Communities by: Scott Foresman
2nd Quarter	<p>Behavioral Science; Individuals, Institutions, and Cultures: Enduring Understanding- <i>Students will be able to describe how families are alike and different, by comparing neighborhoods, personal interests, and cultures.</i> Essential Questions- <i>Why is it important to know how people around the world are alike but have different cultures and beliefs?</i></p> <p>Geography- People, Places, Environments: Enduring Understanding- <i>Students will be able to gain an understanding of people, places, and environment.</i> Essential Questions- <i>Why is it important to know how people interact with their environment?</i></p>	E.4.2, E.4.3, E.4.8, E.4.9 A.4.2, A.4.4, A.4.7	Multicultural Day Picture Sort Discussion	Discuss how people are alike and different based on their cultures and beliefs. Describe how and why people need to interact with their environment?	Whole Group- Food tasting/ Multicultural Day Small Group- Listening Center of different cultural music Independent Work- Family History Presentation Whole Group- Movie Small Group- Role Play Independent Work- Color geographical features on a map	Songs from Around the World Poster Boards Our Big Book of Family Stories Scott Foresman Social Studies Book Maps, Charts
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3rd Quarter	<p>Economics- Production, Distribution, Exchange, and Consumption: Enduring Understanding- <i>Students will be able to distinguish the difference between wants and needs and how to save in order to get things you want or need.</i> Essential Questions- <i>Why is it important to understand the difference between things you want and things you need to survive?</i></p>	D.4.1, D.4.3	Collage Saving/Spending Activity	Explain how to determine the things you actually need to survive as compared to things you just want to have.	Whole Group- Song "That's What I Need" Small Group- Play Store Independent Work- Collage	Social Studies Photo Library
4th Quarter	<p>History- Time, Continuity, Change: Enduring Understanding- <i>Students will be able to compare and contrast past and present lifestyles.</i> Essential Questions- <i>Why is it important to understand how things used to be compared to how they are now?</i></p>	B.4.4, B.4.6, B.4.9	Venn Diagram T Chart	Differentiate between contemporary life and life in the past.	Whole Group- Teacher Presentation (Power Point) Small Group- Research Biography Books Independent- Picture Sort	Children's Biography Books
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Quarter 1	<p>History</p> <p>Enduring Understanding: Demonstrate the importance of holidays. Describe how groups and individuals cooperate.</p> <p>Essential Questions: What is a Holiday? Why do we celebrate holidays? What is cooperation? Why is cooperation needed?</p>	B.4.0	Create Greeting cards Role-Play cooperation	Understand that different countries celebrate different holidays. Understand how cooperation affects the workplace.	Whole: Sketch a banner of a holiday and have a classroom party. Small: Graphic organizer that describes a holiday. Independent: Pictures to associate with an historical event. Draw a picture of an invented holiday.	Historical picture books
Quarter 1	<p>Political Science---Citizenship</p> <p>Enduring Understanding: Students will be able to distinguish responsibilities in the family, school, and community. Differentiate between rules at home and school.</p> <p>Essential Questions: How do my roles change from family, school and community? What are the rules at home and at school?</p>	C.4.1	T-chart Play a game of Charades Create own rules for the classroom	Express the importance of rules and why they are needed within a community. Describe the attributes of a good citizen.	Whole: Jobs in classroom compared to the jobs in community. Small: Match the job description to the environment. Independent: Community people connect to their tools	Community figures and tools Puzzles Trade books on community workers Guest Speaker
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Quarter 2	<p>Economic:</p> <p>Enduring Understanding: Students will be able to demonstrate the difference between wants and needs, and spending and saving</p> <p>Essential Questions: What is the difference between a want and need?</p>	D.4.1	Column Chart of pictures Magazine Store Set-up	Distinguish between wants and needs.	Whole: A partner works together to guess what items can be purchased given a certain amount of money. Small: Understand if they can afford to buy an object in a store setting. Independent: Sort pictures that show what they need to live.	Play money Pictures of items to buy Store items
2nd Quarter	<p>Geography: People, Places and Environment:</p> <p>Enduring Understanding: Students will locate, label and draw places of significance on maps.</p> <p>Essential Questions: Where do we live? Can I read a map of the US? Can I find things on a map? Can I locate and label North America on a map? Who lives in North America? Who lives in other continents? Can I locate and label all of the continents on a map?</p>	A.4.4; 4.6; 4.7; 4.8	Review location of US in the world -Find approximate location of own city in the US -Add city or town to world address story -Add school's street and building number to world address story -Describe photos of people from the US -Identify boundaries on a map -Identify our country's capital, bodies of water, and mountains on a map -Identify label, and color own state -Identify and color Washington DC major lakes, and mountains Locate North America on a globe -Name the three largest countries in North America -Complete a map key -label selected countries and oceans on an activity map -Describe photos from North America -Compare life shown in photos with own life in the US -Identify a country in North America Locate the continent on a globe -name countries on the continent -Complete a map key label selected countries and	Gain geographic perspectives on the world by studying the earth and the interaction of people in different places.	Whole: Give students all three state shapes, have them cut them out and label them. Then guide students to write clues to describe their state. Help them write their clues on index cards. Others in the class can then try to match the cards with their states and continents. Small: Distribute all three states shapes to students. Have them identify their own state, cut it out, and label it. Then have them refer to a wall map of the US to identify the other two states. Independent: Have students find your state on a wall map. Then display three of the state shapes and have students point out which of the three is their state. Ask what clues students used to decide which state was theirs.	Social Studies Learning Centers Map skills first map Every Student Learn Differently Guide

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2nd Quarter	<p>Geography: People, Places and Environment: Enduring Understanding: <i>Students will learn about people, places and surroundings through the study of geography skills.</i> Essential Questions: <i>What is a map view?</i></p> <p><i>Where are the continents and oceans?</i></p> <p><i>Can I describe locations using above or below and left or right?</i></p> <p><i>What are directions?</i></p> <p><i>Can I locate objects using north, south, east and west?</i></p> <p><i>How do maps use colors and symbols?</i></p> <p><i>What is a symbol?</i></p> <p><i>What is a map key?</i></p> <p><i>Can I describe things using far and near?</i></p>	A.4.1; 4.2; 4.3; 4.5	<ul style="list-style-type: none"> - Compare an object from different perspectives - Draw objects from different perspectives - Define view as how we look at things - Compare three views of the same place - Observe a bird's-eye view and a view from above - Recognize that a map view is a view from above - Identify places from a different view - Recognize how a globe can be turned into a map - Identify differences and similarities between a world map and a globe - Identify and label continents on a map - Identify and label oceans on a map - Use words that describe location - Identify the location of objects in a picture - Recognize above and below as location words - Identify the location of places on a map - Label north, south, east, and west on a neighborhood map - Use east and west to identify locations on the floor map - Identify east and west in the classroom - Use north, south, east, and west to locate objects in the classroom - Define symbol - Match pictures and symbols 	Geography is the study of the Earth. The Location, Place, Movement, People change each other, and region.	<p>Whole: Have students copy the map, name the shapes and write a title for the map. Then have them include a map key to explain the shapes.</p> <p>Small: Have students copy the map and name the shapes. Then have them write a title for the map.</p> <p>Independent: Have students copy the map. Then have them point to the shapes and name what they stand for.</p>	<p>Guidelines for Geographic Education Elementary Skills.</p> <p>Map Skills Learning Centers</p> <p>Vocabulary Cards</p> <p>Desk Maps</p> <p>www.sfsocialstudies.com www.si.edu</p>
3rd Quarter	<p>Geography: People, Places and Environment: Enduring Understanding: <i>Students will learn about people, places and surroundings through the study of geography skills.</i> Essential Questions: <i>What is a map view?</i></p> <p><i>Where are the continents and oceans?</i></p> <p><i>Can I describe locations using above or below and left or right?</i></p> <p><i>What are directions?</i></p> <p><i>Can I locate objects using north, south, east and west?</i></p> <p><i>How do maps use colors and symbols?</i></p> <p><i>What is a symbol?</i></p> <p><i>What is a map key?</i></p> <p><i>Can I describe things using far and near?</i></p>	A.4.1; 4.2; 4.3; 4.5	<ul style="list-style-type: none"> - Compare an object from different perspectives - Draw objects from different perspectives - Define view as how we look at things - Compare three views of the same place - Observe a bird's-eye view and a view from above - Recognize that a map view is a view from above - Identify places from a different view - Recognize how a globe can be turned into a map - Identify differences and similarities between a world map and a globe - Identify and label continents on a map - Identify and label oceans on a map - Use words that describe location - Identify the location of objects in a picture - Recognize above and below as location words - Identify the location of places on 	Geography is the study of the Earth. The Location, Place, Movement, People change each other, and region.	<p>Whole: Have students copy the map, name the shapes and write a title for the map. Then have them include a map key to explain the shapes.</p> <p>Small: Have students copy the map and name the shapes. Then have them write a title for the map.</p> <p>Independent: Have students copy the map. Then have them point to the shapes and name what they stand for.</p>	<p>Guidelines for Geographic Education Elementary Skills.</p> <p>Map Skills Learning Centers</p> <p>Vocabulary Cards</p> <p>Desk Maps</p> <p>www.sfsocialstudies.com www.si.edu</p>

			<ul style="list-style-type: none"> -Identify the location of places on a map -Label north, south, east, and west on a neighborhood map -Use east and west to identify locations on the floor map -Identify east and west in the classroom -Use north, south, east, and west to locate objects in the classroom -Define symbol -Match pictures and symbols 			
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Quarter 3	<p>History</p> <p>Enduring Understanding: Students will be able to compare and contrast life styles from contemporary to past history.</p> <p>Essential Questions: How have life styles changed from past to present?</p>	B.4.0	<ul style="list-style-type: none"> Compare/Contrast Map Timeline of Civil Rights Parade of Transportation Debate on voting 	Historical events that changed our lives.	<p>Whole: Create a prop to demonstrate a historical event.</p> <p>Small: Design a costume to go along with a change in lifestyle.</p> <p>Independent: Pictures to associate with an historical event.</p>	Historical picture books
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4th Quarter	<p>Geography: People, Places and Environment:</p> <p>Enduring Understanding: Students will learn about people, places and surroundings through the study of geography skills.</p> <p>Essential Questions: What is a map view? Where are the continents and oceans? Can I describe locations using above or below and left or right? What are directions? Can I locate objects using north, south, east and west? How do maps use colors and symbols? What is a symbol? What is a map key? Can I describe things using far and near?</p>	A.4.1; 4.2; 4.3; 4.5	<ul style="list-style-type: none"> - Compare an object from different perspectives -Draw objects from different perspectives -Define view as how we look at things -Compare three views of the same place -Observe a bird's-eye view and a view from above -Recognize that a map view is a view from above -Identify places from a different view -Recognize how a globe can be turned into a map -Identify differences and similarities between a world map and a globe -Identify and label continents on a map -Identify and label oceans on a map Use words that describe location -Identify the location of objects in a picture - Recognize above and below as location words -Identify the location of places on a map -Label north, south, east, and 	Geography is the study of the Earth. The Location, Place, Movement, People change each other, and region.	<p>Whole: Have students copy the map, name the shapes and write a title for the map: Then have them include a map key to explain the shapes.</p> <p>Small: Have students copy the map and name the shapes. Then have them write a title for the map.</p> <p>Independent: Have students copy the map. Then have them point to the shapes and name what they stand for.</p>	<ul style="list-style-type: none"> Guidelines for Geographic Education Elementary Skills. Map Skills Learning Centers Vocabulary Cards Desk Maps www.sfsocialstudies.com www.si.edu

			<ul style="list-style-type: none"> -west on a neighborhood map -Use east and west to identify locations on the floor map -Identify east and west in the classroom -Use north, south, east, and west to locate objects in the classroom -Define symbol -Match pictures and symbols 			
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Quarter 4	<p>History</p> <p>Enduring Understanding: <i>Make connection to pilgrims value of freedom, democracy and justice to themselves.</i></p> <p>Essential Questions: <i>What privileges or rights did the pilgrims exhibit that we find important today?</i></p>	B.4.0	<p>Compare/Contrast Map</p> <p>Timeline of Civil Rights</p> <p>Parade of Transportation</p> <p>Debate on voting</p>	Historical events that changed our lives.	<p>Whole: Create a prop to demonstrate a historical event.</p> <p>Small: Design a costume to go along with a change in lifestyle.</p> <p>Independent: Pictures to associate with an historical event.</p>	Historical picture books

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Q1	<p>Geography: Enduring Understanding- <i>Physical features in a particular area affect people's activities. Maps and globes have a purpose.</i> Essential Questions- <i>How does geography affect where people live and what they do? What is a continent? What countries make up North America? What is a landform?</i></p>	A.4.1-A.4.9	<ol style="list-style-type: none"> 1. Demonstrate geography skills on a map and globe. 2. Use information on a map and globe to locate places. (compass rose, map key, grid system, and physical features.) 3. Compare and contrast maps and globes. 4. Locate your city, state, and country on a variety of maps and globes. 5. Locate and label the 5 oceans and 7 continents, the poles and the equator. 6. Using a map or globe, link cultures to their place of origin. 7. Compare 2 countries of North America on a Venn diagram. (U.S.A., Mexico, or Canada) 	<ol style="list-style-type: none"> 1. Identify common symbols and physical features of a community and explain how they affect people's activities. 2. Identify common traffic signs and symbols and know their meanings. (stop, yield, pedestrian crossing, bike route, blind/deaf signs, etc.) 3. Describe how geography aspects of the area affect the community and influence culture. (mountains, deserts, etc.) 4. Describe ways people have changed their environment. 	<p>Whole group:</p> <ol style="list-style-type: none"> 1. Practice placing magnetic labels (for the continents and oceans, etc.) on a world map racing against a one minute timer. 2. Have a North America Day celebrating the foods, music, art, sports, etc. of the three major countries. 3. Make a landform map of the U.S. A. (or Canada or Mexico) 4. Identify the bodies of water and countries in North America. <p>Small Group:</p> <ol style="list-style-type: none"> 1. Work together to complete a questionnaire "scavenger hunt" using maps and globes. 2. Build a community with physical features made out of salt dough. <p>Demonstrate how to get around using cars or boats.</p> <p>Independent work:</p> <ol style="list-style-type: none"> 1. Design a map containing at least two physical features, a map key, and a compass rose. 2. Match traffic signs and symbols with their meanings. 3. Write a research report about some aspect of Canada, Mexico, or the U.S.A. (For those who are capable at this time.) 	<p><i>Antarctica: World's Biggest Glacier</i> by Joanne Mattern <i>Our Earth</i> by Anne Rockwell</p> <p><i>Geography Starts</i> Series by Claire Llewellyn <i>Caves, Glaciers, Coral Reefs, Rivers, Seas and Oceans, Deserts, Volcanoes, Mountains</i></p> <p><i>Mega-Fun Map Skills</i>, by Catherine M. Tamblin (Scholastic)</p> <p>textbook: <i>We the People Work Together (Level 2)</i> (Houghton Mifflin)</p> <p>We the People Work Together workbook</p> <p>Also get many books about Canada and Mexico from the public library.</p>
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	<p>Behavioral Science: Enduring Understanding- <ol style="list-style-type: none"> 1. There are cultural differences within a community. 2. Different cultural groups contribute to Wisconsin and the nation. 3. Families follow rules and laws to be happy. Essential Questions- <ol style="list-style-type: none"> 1. How can cultural differences impact a community? 2. How do families borrow customs or traditions from other cultures? 3. Why do we have rules and laws? 4. What is culture? 5. What is a family? Economics: </p>	E.4.1-E.4.15	<ol style="list-style-type: none"> 1. Distinguish rules from laws. 2. Write a story about what would happen at school if there were no rules (or in the community if there were no laws.) 3. Write letters to a penpal from another religion or culture. 	<ol style="list-style-type: none"> 1. Discuss how families and cultures affect what you like and dislike. 2. Identify the reasons behind rules at home, rules at school, and laws in our community. 3. Make a web of factors that influence your decisions in life. (families, religion, school, role models, neighbors, relatives, etc.) 4. Investigate another culture. (stories, music, foods, artistic expression, what we can learn from them, etc.) 	<p>Whole Group:</p> <ol style="list-style-type: none"> 1. Identify some of the cultural groups in Wisconsin. 2. Study another culture together. Make art from that culture, select foods to sample, listen to the music from the area, and learn about their sports, beliefs, and contributions. 3. Work together to agree on 5 or 6 classroom rules that will keep us all happy. 4. Invite a speaker (or parent) from a different culture to share aspects of their culture. <p>Small Group:</p> <ol style="list-style-type: none"> 1. Read together one of the books on the resource list. Discuss how the family solved problems. <p>Independent Work:</p> <ol style="list-style-type: none"> 1. Write about what you have learned about another culture. What surprised you? What delighted you? How are you 	<p><i>A Chair for my Mother</i> by Vera B. Williams <i>Come to my House: Children's Poetry</i> (Rigby) <i>My Stepmother</i> by Dina Anastasio <i>Room for One More</i> by Rosalyn Jacobs <i>Grandma Moves In</i> by Jocelyn Sigue <i>Daddy Saved the Day</i> by Angela Shelf Medearis <i>From Father to Son</i> by Patricia Almada <i>Mexico's Marvelous Corn</i> by Margarita Gonzalez-Jensen <i>One City, One School, Many Foods</i> by Argentina Palacios <i>Rice Cakes (a play)</i> by Brenda Parkes <i>Judge for a Day</i> by Margarita Gonzalez-Jensen</p>
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Q2	<p>Economics: Enduring Understanding- <ol style="list-style-type: none"> 1. Producers and consumers work together. 2. People make choices when using goods and services. Essential Questions- <ol style="list-style-type: none"> 1. In what ways are people both consumers and producers? 2. Why are both important? </p>	D.4.1-D.4.7	<ol style="list-style-type: none"> 1. Sort jobs according to whether they produce goods or are service jobs. 2. Explain how decisions about money affect your life. (wants vs. needs) 3. Make a flow chart about how you get ready for school or how you get ready for bed. 	<ol style="list-style-type: none"> 1. Explain the role of money in life. 2. Name skills needed for some specific jobs. 3. Explain how buying decisions affect the community. 4. Make a flow chart about how a Wisconsin product is made. (milk, cranberries, maple syrup, cheese, paper, cardboard, etc.) 	<p>Whole group:</p> <ol style="list-style-type: none"> 1. Discuss when they were consumers and how they decided what to buy. Sort job cards in a pocket chart by those producing goods or those providing a service. 2. Show a video on youtube.com about how things are made. As a class make a flow chart showing the steps needed to make that thing. 3. Invite parents to speak about their jobs, the skills needed, 	<p><i>Buster's Sugartime</i> by Marc Brown <i>B is for Badger: A Wisconsin Alphabet</i> by Kathy-jo Wargin <i>Time for Learning States</i> (Publications International, Ltd.)</p>

					whether they are producers or provide services, and how they like what they do. Small Group: 1. Make a simple recipe by following directions together. 2. Make a flow chart as a small group about how something is made. Independent Work: 1. Write about what you'd like to be when you grow up and why. 2. Write about what you would do if you had \$100.00 and the reasons why.	
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Q3	History: Enduring Understanding- Knowing our history helps us better understand today and to prepare for the future. Essential Questions- Why is history important? What is a timeline?	B.4.1-B.4.10	1. Compare and contrast their daily lives with those of their parents and grandparents. 2. On a timeline or storyboard, place important events in their lives in the order in which they occurred. 3. Compare and contrast basic land use in urban, suburban, and rural areas. 4. On a Venn diagram, compare past and present technology, communications, and transportation.	1. Examine charts, graphs, maps, artifacts, and photos to trace the history of a family or place. 2. Identify the role and contributions of the American Indians. 3. Describe important events in the lives of famous people. 4. Differentiate between things that happened long ago and things that happened yesterday. 5. Examine folk tales and biographies to understand ordinary and extraordinary people in history.	Whole Group: 1. Visit Old World Wisconsin to see first hand how daily lives were different long ago. 2. Have Pioneer Day including many hands on experiences from long ago. ("quilt making", make a covered wagon, trying on clothes from long ago, playing games from long ago, writing with a quill pen, etc.) Small Group: 1. Compare the lives of your parents or grandparents with yourselves as a group on a Venn diagram. 2. After reading together about a famous person such as Martin Luther King, Jr., pick 5 or more events in his life and put them in order on a time line. Independent Work: 1. On a Venn diagram compare past and present technology, transportation, or communication. (Pick 2) 2. Match tools from long ago with present day tools that do the same job. 3. Paint or draw with craypas a scene from American indian life.	<u>George Washington: A Picture Book Biography</u> by James Cross Giblin <u>The Story of Ruby Bridges</u> by Robert Coles <u>Abraham Lincoln</u> (Houghton Mifflin) <u>The Inuit</u> by Andrew Santella <u>Joining the Boston Tea Party</u> by Diane Stanley <u>Christopher Columbus</u> by Ann McGovern <u>Young Martin's Promise</u> by Walter Dean Myers <u>George Washington and the General's Dog</u> by Frank Murphy <u>New Friends in a New Land</u> by Judith Bauer Stamper
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Q4	Political Science and Citizenship Enduring Understandings: 1. Good citizens participate in civic activity. 2. Many individuals contribute to the success of the school. 3. Symbols unite communities and demonstrate citizenship. Essential Questions: How can I be a good citizen? Why does it take many individuals working together to create a successful school community? How can symbols unite those they represent?	C.4.2-C.4.6 D.4.1-D.4.4	1. Describe characteristics of a good citizen using historic figures as examples. 2. List the benefits of being a U.S. citizen. 3. Identify and participate in local civic activity. (recycle, vote, walkathon) 4. Identify state and national activities. (elections, pledge, national holidays) 5. Explain the significance of various community, state, and national celebrations. (Memorial Day, Independence Day, and Thanksgiving) 6. Identify community and state symbols and landmarks. (city hall, county courthouse, state capital, flag, and holidays.) 7. Identify and explain the significance of various national symbols, documents, and landmarks. (The Pledge of Allegiance, national monuments, landmarks, and the Declaration of Independence.	1. Examine civic responsibility and demonstrate good citizenship. 2. Identify the individuals within the school community and how they contribute to the school's success. 3. Investigate and show how community, state, and nation are united by symbols that represent citizenship in our nation.	Whole group: 1. Have an election voting on your favorite color, lunch, subject, sport, etc. First, have students who volunteer give a persuasive speech to get you to vote for the topic of their choice. 2. Invite a parent who has become a U.S. citizen speak to the class about their experience and why they wanted to be a citizen. 3. Pick up litter around the school playground or in the halls. Discuss how everyone can help keep the school clean. 4. Interview someone who works at our school about their job and how they feel about their job. Small group: 1. Research a national monument or landmark using library books or the internet. Show students how to make notes on index cards and how to sort them into an organized report. Independent Work: 1. Present your report about a national landmark or monument	<u>George Washington: A Picture Book Biography</u> by James Cross Giblin <u>The Story of Ruby Bridges</u> by Robert Coles <u>My Teacher for President</u> by K. Winters <u>Abraham Lincoln</u> (H.- Mifflin) <u>Pull Ahead Books American Symbols Series: The Alamo, The White House, The American Flag, The State of Liberty, The Bald Eagle, The Lincoln Memorial, The Liberty Bell, The Washington Monument, Mount Rushmore</u> <u>Grace for President</u> by K DiPucchio <u>Mayor for a Day</u> by Carl Sommer Washington, D.C. (C. 2008 by Impact Photographics, Inc.) <u>America: a Patriotic Primer</u> by Lynne Cheney <u>Everyone Counts: a Citizen's Number Book</u> by Elissa Grodin <u>The Golden Land</u> by Lee S. Justice <u>Learning to Write Descriptive Paragraphs: American Sites and Symbols</u> by Frances Purslow <u>A Flag for our Country</u> by Eve Spencer

using eye contact, expression, and thorough information. Include a painting or model.

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Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used

Quarter	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Quarter 1	<p>THEME: Geography</p> <p>ENDURING UNDERSTANDINGS: The geographically informed person understands how the five essential elements of geography apply to the world in which we live (location, region, movement, human-environment integration, place).</p> <p>ESSENTIAL QUESTIONS: What is Earth? How do we perceive and interact with the Earth? What are some tools that Geographers use?</p>	A.4.1 - A.4.9	<p>SUMMATIVE ASSESSMENTS: Create a multi-media presentation on the SMART Board featuring several maps (and their keys) on a specific region. Use online games to sharpen skills. Label specific regions on blank maps. Create puzzles/board games based on information gathered from maps created in atlases.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting areas, regions, etc. Comprehension checks (quizzes and constructed response questions)</p>	<p>Locate a region on a map Read and interpret political, physical, and thematic maps. Use maps to acquire information. Compare and contrast different types of maps and projections. Use geographic tools to analyze information. Locate and report absolute location using latitude and longitude. Identify parts of a map. Form a complete understanding of an area by integrating information found on a variety of maps.</p>	<p>Read and create maps. Use a variety of maps to answer targeted questions, as well as gathering information. Create a profile of a region based on information gathered and interpreted from maps.</p>	<p>Atlases www.sheppardsoftware.com/geography</p>
Quarter 2	<p>THEME: History, Political Science and Citizenship</p> <p>ENDURING UNDERSTANDINGS: There is a relationship between past, present, and future events. Humans have played and continue to play various roles in change at all levels of society throughout time.</p> <p>ESSENTIAL QUESTIONS: How do past events shape our present and future? What are the geographic causes that may influence a people or a region? What is citizenship? What are our various roles and responsibilities of citizenship? What are the social, political, and economic divisions on the Earth?</p>	B.4.1 - B.4.10 C.4.1 - C.4.6	<p>SUMMATIVE ASSESSMENTS: Construct a timeline of key historical events and people of the region. Create a narrative from the perspective of a specific time/place.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting cultures. Comprehension checks (quizzes and constructed response questions)</p>	<p>Analyze population patterns and trends. Analyze the interaction between humans and their environment. Determine what elements or traits define a culture. Explain how and why cultures change. Describe the impact of globalization on different areas of the world.</p>	<p>Utilize fiction/nonfiction resources to illustrate historical events in various cultures. Use current events as evidence of historical influence. Utilize multi-media resources to deepen understanding of world events (past and present). Compare and contrast cultures. Conduct social experiments (i.e. students will attempt to function in the absence of certain technologies), and reflect (relationship between technology and social/cultural change).</p>	<p>Variety of fiction and nonfiction books</p>
Quarter 3	<p>THEME: Economics</p> <p>ENDURING UNDERSTANDINGS: Different economic systems develop and change society. Three main questions drive production: what to produce, how to produce, and for whom to produce?</p> <p>ESSENTIAL QUESTIONS: What is consumer culture and how does it contribute to our society? Does geography and political systems influence the production of goods?</p>	D.4.1 - D.4.7	<p>SUMMATIVE ASSESSMENTS: Simulate a production line, including budget expenses, import/export costs, etc. Debate two ways of saving/spending money, and the effect that it has on an economy.</p> <p>FORMATIVE ASSESSMENTS: Apply venn diagrams, graphic organizers when comparing and contrasting economic systems. Comprehension checks (quizzes and constructed response questions)</p>	<p>Analyze how the economy meets the needs and wants of citizens of different societies. Examine different ways of earning and spending money. Evaluate the production and consumption of goods in a given society. Identify the imports/exports of a given society, and the effect of transportation on the trading of goods.</p>	<p>Utilize multi-media resources to determine the effectiveness of marketing strategies (sales, advertisements, etc.) Investigate the role of money, banking, and saving in everyday life.</p>	<p>Wall Street Journal (for kids) Variety of Newspapers, business journals, consumer reports, etc. Community connection to a local bank Related fiction/nonfiction texts</p>
Quarter 4	<p>THEME: Behavioral Sciences</p> <p>ENDURING UNDERSTANDINGS: Culture defines how people in a society behave in relation to others and to the environment around them. The family is the very core of human social life, and influences one's identity.</p> <p>ESSENTIAL QUESTIONS: How does individuals, groups, and institutions interact within a society? What factors influence an individual's identity and learning? How do cultures adapt and change at various times and settings?</p>	E.4.1 - E.4.15	<p>SUMMATIVE ASSESSMENTS: Multi-media presentation: "Your identity and what makes you who you are?" Culture Day activities. Create a diorama model of different family units.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting cultures Comprehension checks (quizzes and constructed response questions)</p>	<p>Identify the essential components of a culture and their effects on individuals. Integrate the role of family in the formation and sustaining of a given society. Analyze how a person's surroundings affects their identity.</p>	<p>Research various societies to identify the main components of their culture. Compare and contrast two different cultures to decide how cultures interact with each other. Examine the structure of different families in different cultures. Identify different components that affect a person's identity (i.e. citizenship, personality, etc.)</p>	<p>Variety of fiction and nonfiction books Multi-media Community connection</p>

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Quarter 1	<p>THEME: Geography</p> <p>ENDURING UNDERSTANDINGS: The geographically informed person understands how the five essential elements of geography apply to the world in which we live (location, region, movement, human-environment integration, place).</p> <p>ESSENTIAL QUESTIONS: What is Earth? - How do we perceive and interact with the Earth? What are some tools that Geographers use?</p>	A.4.1 - A.4.9	<p>SUMMATIVE ASSESSMENTS: Create a multi-media presentation on the SMART Board featuring several maps (and their keys) on a specific region. Use online games to sharpen skills. Label specific regions on blank maps. Create puzzles/board games based on information gathered from maps created in atlases.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting areas, regions, etc. Comprehension checks (quizzes and constructed response questions)</p>	<p>Locate a US region, and/or state on a map Read and interpret political, physical, and thematic maps. Use maps to acquire information. Compare and contrast different types of maps and projections. Use geographic tools to analyze information. Locate and report absolute location using latitude and longitude. Identify parts of a map. Form a complete understanding of an area by integrating information found on a variety of maps.</p>	<p>Read and create maps. Use a variety of maps to answer targeted questions, as well as gathering information. Create a profile of an region/state based on information gathered and interpreted from maps.</p>	<p>Atlases www.sheppardsoftware.com/geo/graphy</p>
Quarter 2	<p>THEME: History, Political Science and Citizenship</p> <p>ENDURING UNDERSTANDINGS: There is a relationship between past, present, and future events. Humans have played and continue to play various roles in change at all levels of society throughout time.</p> <p>ESSENTIAL QUESTIONS: How do past events shape our present and future? What are the geographic causes that may influence a people or a region? What is citizenship? What are our various roles and responsibilities of citizenship? What are the social, political, and economic divisions on the Earth?</p>	B.4.1 - B.4.10 C.4.1 - C.4.6	<p>SUMMATIVE ASSESSMENTS: Construct a timeline of key historical events and people of the region. Create a narrative from the perspective of a specific time/place.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting cultures and governments. Comprehension checks (quizzes and constructed response questions)</p>	<p>Analyze population patterns and trends. Analyze the interaction between humans and their environment. Determine what elements or traits define a culture. Explain how and why cultures change. Compare and contrast the different types of governments. Describe the impact of globalization on different areas of the world.</p>	<p>Utilize fiction/nonfiction resources to illustrate historical events in various cultures. Use current events as evidence of historical influence. Utilize multi-media resources to deepen understanding of world events (past and present). Compare and contrast cultures, political systems, etc. Conduct social experiments (i.e. students will attempt to function in the absence of certain technologies, living under a dictator), and reflect (relationship between technology and social/cultural change, the impact of government on the lives of citizens).</p>	<p>Variety of fiction and nonfiction books</p>
Quarter 3	<p>THEME: Economics</p> <p>ENDURING UNDERSTANDINGS: Different economic systems develop and change society. Three main questions drive production: what to produce, how to produce, and for whom to produce?</p> <p>ESSENTIAL QUESTIONS: What is consumer culture and how does it contribute to our society? How does geography and political systems influence the production of goods?</p>	D.4.1 - D.4.7	<p>SUMMATIVE ASSESSMENTS: Simulate a production line, including budget expenses, import/export costs, etc. Debate two ways of saving/spending money, and the effect that it has on an economy.</p> <p>FORMATIVE ASSESSMENTS: Apply venn diagrams, graphic organizers when comparing and contrasting economic systems. Comprehension checks (quizzes and constructed response questions)</p>	<p>Analyze how the economy meets the needs and wants of citizens of different societies. Examine different ways of earning and spending money. Evaluate the production and consumption of goods in a given society. Identify the imports/exports of a given society, and the effect of transportation on the trading of goods.</p>	<p>Utilize multi-media resources to determine the effectiveness of marketing strategies (sales, advertisements, etc.) Investigate the role of money, banking, and saving in everyday life.</p>	<p>Wall Street Journal (for kids) Variety of Newspapers, business journals, consumer reports, etc. Community connection to a local bank</p>
Quarter 4	<p>THEME: Behavioral Sciences</p> <p>ENDURING UNDERSTANDINGS: Culture defines how people in a society behave in relation to others and to the environment around them. The family is the very core of human social life, and influences one's identity.</p> <p>ESSENTIAL QUESTIONS: How does individuals, groups, and institutions interact within a society? What factors influence an individual's identity and learning? How do cultures adapt and change at various times and settings?</p>	E.4.1 - E.4.15	<p>SUMMATIVE ASSESSMENTS: Multi-media presentation: "Your identity and what makes you who you are?" Culture Day activities. Create a diorama model of different family units.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting cultures Comprehension checks (quizzes and constructed response questions)</p>	<p>Identify the essential components of a culture and their effects on individuals. Integrate the role of family in the formation and sustaining of a given society. Analyze how a person's surrounds affects their identity.</p>	<p>Research various societies to identify the main components of their culture. Compare and contrast two different cultures to decide how cultures interact with each other. Examine the structure of different families in different cultures. Identify different components that affect a person's identity (i.e. citizenship, personality, etc.)</p>	<p>Variety of fiction and nonfiction books Multi-media and online resources Community connection</p>



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Quarter 2	<p>THEME: History, Political Science and Citizenship</p> <p>ENDURING UNDERSTANDINGS: There is a relationship between past, present, and future events. Humans have played and continue to play various roles in change at all levels of society throughout time.</p> <p>ESSENTIAL QUESTIONS: How do past events shape our present and future? What are the geographic causes that may influence a people or a region? What is citizenship? What are our various roles and responsibilities of citizenship? What are the social, political, and economic divisions on the Earth?</p>	B.4.1 - B.4.10 C.4.1 - C.4.6	<p>SUMMATIVE ASSESSMENTS: Construct a timeline of key historical events and people of the region. Create a narrative from the perspective of a specific time/place.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting cultures, governments, and economic systems. Comprehension checks (quizzes and constructed response questions)</p>	<p>Analyze population patterns and trends. Analyze the interaction between humans and their environment. Determine what elements or traits define a culture. Explain how and why cultures change. Compare and contrast the three major economic systems. Compare and contrast the different types of governments. Describe the impact of globalization on different areas of the world.</p>	<p>Utilize fiction/nonfiction resources to illustrate historical events in various cultures. Use current events as evidence of historical influence. Utilize multi-media resources to deepen understanding of world events (past and present). Compare and contrast cultures, political/economic systems, etc. Conduct social experiments (i.e. students will attempt to function in the absence of certain technologies, living under a dictator), and reflect (relationship between technology and social/cultural change, the impact of government on the lives of citizens).</p>	<p>Variety of fiction and nonfiction books</p>
Quarter 3	<p>THEME: Economics</p> <p>ENDURING UNDERSTANDINGS: Different economic systems develop and change society. Three main questions drive production: what to produce, how to produce, and for whom to produce?</p> <p>ESSENTIAL QUESTIONS: What is consumer culture and how does it contribute to our society? How does geography and political systems influence the production of goods?</p>	D.4.1 - D.4.7	<p>SUMMATIVE ASSESSMENTS: Simulate a production line, including budget expenses, import/export costs, etc. Debate two ways of saving/spending money, and the effect that it has on an economy.</p> <p>FORMATIVE ASSESSMENTS: Apply venn diagrams, graphic organizers when comparing and contrasting economic systems. Comprehension checks (quizzes and constructed response questions)</p>	<p>Compare and contrast the different economic systems. Analyze how the economy meets the needs and wants of citizens of different societies. Examine different ways of earning and spending money. Evaluate the production and consumption of goods in a given society. Identify the imports/exports of a given society, and the effect of transportation on the trading of goods.</p>	<p>Research and present different economic systems. Utilize multi-media resources to determine the effectiveness of marketing strategies (sales, advertisements, etc.) Investigate the role of money, banking, and saving in everyday life.</p>	<p>Wall Street Journal (for kids) Variety of Newspapers, business journals, consumer reports, etc. Community connection to a local bank</p>
Quarter 4	<p>THEME: Behavioral Sciences</p> <p>ENDURING UNDERSTANDINGS: Culture defines how people in a society behave in relation to others and to the environment around them. The family is the very core of human social life, and influences one's identity.</p> <p>ESSENTIAL QUESTIONS: How does individuals, groups, and institutions interact within a society? What factors influence an individual's identity and learning? How do cultures adapt and change at various times and settings?</p>	E.4.1 - E.4.15	<p>SUMMATIVE ASSESSMENTS: Multi-media presentation: "Your identity and what makes you who you are?" Culture Day activities. Create a diorama model of different family units.</p> <p>FORMATIVE ASSESSMENTS: Venn diagrams, graphic organizers when comparing and contrasting cultures Comprehension checks (quizzes and constructed response questions)</p>	<p>Identify the essential components of a culture and their effects on individuals. Integrate the role of family in the formation and sustaining of a given society. Analyze how a person's surrounds affects their identity.</p>	<p>Research various societies to identify the main components of their culture. Compare and contrast two different cultures to decide how cultures interact with each other. Examine the structure of different families in different cultures. Identify different components that affect a person's identity (i.e. citizenship, personality, etc.)</p>	<p>Variety of fiction and nonfiction books Multi-media and online resources Community connection</p>



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<p>1ST QUARTER Core Concepts Handbook</p>	<p>Enduring Understandings: Students will demonstrate the following: 1. Geographers use a variety of tools to understand locations on Earth's surface, including the five themes of geography; location, place, region, movement, and human-environment interaction. 2. Describe the function of time zones in organizing time globally. 3. Identify major landforms on Earth. 4. Differentiate between weather and climate</p>	<p>I. Culture a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns; b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference; II, Time, Continuity, & Change. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences</p>	<p>On-line Self-take quiz, in class quiz, mini-projects, chapter test</p>	<p>Students will create a timeline based on ancient events and then one on themselves Students will chart the difference between early cultures and modern cultures Students will look at different reactions by ancient peoples to specialized events.</p>	<p>Timeline Builders, Five Themes project Map Time Zone project Natural Resources and climate maps</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com Active Atlas Class room atlases</p>
<p>1ST QUARTER Unit 1: Origins 1. Early People 2. Beginning of Civilization</p>	<p>Enduring Understandings: 1. Reconstruct the past by interpreting evidence that people left behind. Throughout history, humans have developed technology and skills to help them survive. People create art to express their everyday concerns, their values, and their beliefs. 2. Throughout history, humans have developed technology and skills to help them survive. Certain events are called revolutions because they change the way people live or think. Each society has its own unique features, but all of them have certain elements in common. Essential Questions: 1. What are the consequences of technology? 2. What should governments do?</p>	<p>Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme IV: Individual Development and Identify Theme VI: Power, Authority, and Governance Theme VIII: Science, Technology, and Society NGS The World in Spatial Terms 12. The processes, patterns, and functions of human settlement</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Identify main ideas and details Synthesize Analyze Cause and Effect Give an Effective Presentation Sequence</p>	<p>Analyze primary sources about archaeology Sequence events in early human history Analyze media content in simulations Develop cultural awareness about early governments Analyze primary sources from early Sumerian culture</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com Active Atlas Class room atlases</p>

<p>2ND QUARTER Unit 2: The Ancient Near East 1. The Fertile Crescent 2. Ancient Egypt and Nubia 3. Judaism and the Jewish People</p>	<p>Enduring Understandings 1. Geography affects the way civilizations develop. Technological innovations can enable one group to conquer another group. Cultural practices can be passed along through trade even after a civilization has disappeared. 2. Geography can affect the way people make a living. The ability to construct great buildings requires knowledge of mathematics. Trade leads to exchanges of ideas as well as exchanges of goods. 3. Religious beliefs have an important role in shaping history. Religion is connected to ideas about right and wrong. Strong traditions can help a people survive hardship and persecution. Essential Questions 1. What are the consequences of technology? 2.</p>	<p>NCSS Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme IV: Individual Development and Identify Theme V: Individuals, Groups, and Institutions Theme VIII: Science, Technology, and Society NGS The World in Spatial Terms 1. How to use maps and other technology? 2.</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Analyze Cause and Effect Identify Main Ideas and Details Draw Conclusions Summarize Work in Teams Categorize Compare viewpoints Solve Problems Make Decisions Sequence Use Charts and Graphs</p>	<p>Draw conclusions about trade in Mesopotamian city-states Develop cultural awareness about the Hanging Gardens of Babylon Analyze primary sources about Phoenician trade Develop awareness of ancient Egyptian cultures Analyze how the Nile influenced art, architecture, and learning in ancient Egypt Write clear prose to describe the cultures of Egypt and Nubia Develop awareness of Jewish teachings Describe the origins and culture of the Jewish people Analyze how Jewish teachings affected Evaluate factors that determine the influence of geography on a civilization Analyze empire boundaries on maps Synthesize source material into an interesting article or multimedia Connect religion to cultural expression in art and architecture Read special purpose maps to identify physical features Sequence events of the Shang and Zhou dynasties Interpret philosophies important to people in ancient China Analyze primary and secondary sources for clues to Legalism Develop cultural awareness by studying artifacts</p>	<p>Pearson My World Geography 2011 myworldgeography.com Active Atlas Class room atlases</p>
<p>2ND QUARTERU Unit 3: Ancient India and China 1. Civilizations of Early India 2. India's Empires 3. Ancient China 4. The Chinese Empire</p>	<p>Enduring Understandings 1. Geographic factors such as landforms, rivers, and climate affect the development of civilization. A culture's social structure affects the way people live and interact with each other. Religions shape a civilization's intellectual and artistic traditions as well as its daily life. 2. Rulers who focus on the well-being of their subjects often bring peace and prosperity. Control of a large region requires an effective government. Trade and an exchange of ideas can lead to great artistic and scientific achievements. 3. Many early civilizations began along major rivers. Artifacts influence what we know or do not know about ancient civilizations. Geographic Location</p>	<p>NCSS Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme IV: Individual Development and Identify Theme V: Individuals, Groups, and Institutions Theme VII: Production, Distribution, and Consumption Theme VIII: Science, Technology, and Society Theme X: Civic Ideals and</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Identify Main Ideas and Details Summarize Sequence Compare and Contrast Develop Cultural Awareness Synthesize Draw Inferences Ask Questions Compare viewpoints Identify Evidence Give Effective Presentation Analyze Cause and Effect</p>	<p>Evaluate factors that determine the influence of geography on a civilization Analyze empire boundaries on maps Synthesize source material into an interesting article or multimedia Connect religion to cultural expression in art and architecture Read special purpose maps to identify physical features Sequence events of the Shang and Zhou dynasties Interpret philosophies important to people in ancient China Analyze primary and secondary sources for clues to Legalism Develop cultural awareness by studying artifacts</p>	<p>Pearson My World Geography 2011 myworldgeography.com Active Atlas Class room atlases</p>

<p>3RD QUARTERU nit 4. Ancient Greece 1. The Ancient Greeks 2. Ancient Greek Civilization</p>	<p>Enduring Understandings 1. Physical geography helps shape culture. Trade facilitates the spread culture and the exchange of ideas. Different forms of government were tried and tested in ancient times. 2. Warfare may weaken or transform societies. International trade encourages prosperity and cultural exchange. The ability to reason contributes to progress in science, medicine, and philosophy. Artistic and intellectual achievements of the past have helped to shape modern civilizations. Essential Questions 1. What is power? Who should have it? 2. How should we handle conflict?</p>	<p>NCSS Theme IV: Individual Development and Identify Theme V: Individuals, Groups, and Institutions Theme VI: Power, Authority, and Governance Theme VIII: Science, Technology, and Society Theme X: Civic Ideals and Practices NGS The World in Spatial Terms 1. How to use maps and other geographic representations,</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Analyze Cause and Effect Identify Main Ideas and Details Draw Conclusions Summarize Compare viewpoints Sequence Compare and Contrast Develop Cultural Awareness Distinguish Between Fact and Opinion Identify Bias</p>	<p>Analyze a variety of data Draw Conclusions about early governments Synthesize information about a rich legacy Recognize sources of conflict Build awareness of Greek Thinkers Synthesize information Analyze primary and secondary source views of Muslims Use charts and graphs to track changes in Islamic civilizations Analyze media content to study the role of important Muslim individuals</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com Active Atlas Class room atlases</p>
<p>3RD QUARTERU Unit 5 Ancient Rome 1. The Roman Republic 2. The Roman Empire and Christianity</p>	<p>Enduring Understandings 1. Physical geography has an influence on the security and prosperity of a nation. The structure of today's democratic governments was shaped by those developed in the ancient world. Political and civil unrest often sparks governmental upheaval and change. 2. The legacies of past empires are still evident in the cultures of the world today. Many major religions originated with the teachings of a historic individual. Factors such as civil unrest, economic instability, and governmental strife can lead to the collapse of an empire or nation. Essential Questions 1. What should governments do? 2. Why do people move?</p>	<p>NCSS Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme VI: Power, Authority, and Governance Theme X: Civic Ideals and Practices NGS The World in Spatial Terms 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Analyze Cause and Effect Synthesize Identify Main Idea and Details Compare and Contrast Draw Conclusions Summarize Makes Decisions Sequence</p>	<p>Analyze primary sources from ancient Rome. Read special purpose maps about Roman power. Draw conclusions about the Race of Honors Synthesize historical information with primary source comments Compare and contrast Roman town life with modern life Distinguish between facts and opinions about life in Rome</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com Active Atlas Class room atlases</p>

<p>3RD QUARTER</p> <p>..... Unit 6: The Byzantine Empire and Islamic Civilization</p> <p>The Byzantine Empire</p> <p>Islamic Civilization</p>	<p>Enduring Understandings</p> <p>1. Sometimes empires do not fall but evolve into new empires that are very different from their predecessors. Religious groups that start out united often split into different sects. The legacies of ancient empires were preserved by the empires that came after them.</p> <p>2. New ideas that transform the world can start in unexpected places. Several religions are monotheistic, emphasizing belief in one God.</p> <p>Essential Questions</p> <p>1. What distinguishes one culture from another?</p> <p>2. How are religion and culture connected?</p>	<p>NCSS</p> <p>Theme I: Culture</p> <p>Theme IV: Individual Development and Identify</p> <p>Theme VI: Power, Authority, and Governance</p> <p>NGS The</p> <p>World in Spatial Terms</p> <p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective</p> <p>3. How to analyze the spatial organization of</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Analyze Cause and Effect Synthesize Identify Main Idea and Details Compare and Contrast Summarize Sequence Categorize Compare Viewpoints Develop Cultural Awareness Use Charts and Graphs</p>	<p>Develop cultural awareness by examining documents and artifacts Read political maps to understand Byzantine growth Sequence events in the rise and decline of the Byzantine empire</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com</p> <p>Active Atlas Class room atlases</p>
<p>4TH QUARTER</p> <p>..... Unit 7: African and Asian Civilizations</p> <p>Early African Civilizations</p> <p>China in the Middle Ages</p> <p>3. Japan Before Modern Times</p>	<p>Enduring Understandings</p> <p>1. Successful trade is key to societal prosperity. Factors such as language, religion, leisure, scholarship, affluence, social systems, and government combine to define a society's culture.</p> <p>2. Trade leads to cultural diffusion. New technologies can improve lives. New technologies pave the way for increased trade.</p> <p>3. Cultures borrow from one another but evolve into distinctive cultures. Governmental structures change according to the needs of society. Religion often plays a major role in shaping culture.</p> <p>Essential Questions</p> <p>1. What are the consequences of trade?</p> <p>2. What are the consequences of technology?</p> <p>3. What distinguishes one</p>	<p>NCSS</p> <p>Theme I: Culture</p> <p>Theme II: Time Continuity and Change</p> <p>Theme VI: Power, Authority, and Governance</p> <p>Theme VII: Production, Distribution, and Consumption</p> <p>Theme VIII: Science, Technology, and Society</p> <p>NGS The</p> <p>World in Spatial Terms</p> <p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Summarize Synthesize Sequence Draw Conclusions Identify main Ideas and Details Compare Viewpoints Identify Evidence Generate New Ideas Analyze Cause and Effect Creativity Develop Cultural Awareness</p>	<p>Organize data about African trade Write clear prose about African empires Synthesize information about ancient African societies Read special purpose maps to understand Chinese dynatiles Decide how best to raise food for their families Develop cultural awareness about China in the Middle Ages Sequence events leading to Japan's unification Categorize the elements of Japna's feudal society Analyze the effect of other cultures on Japan</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com</p> <p>Active Atlas Class room atlases</p>

<p>4TH QUARTER Unit 8: Civilization of the Americas</p> <p>1. Mesoamerican Civilizations 2. Early North and South America</p>	<p>Enduring Understandings</p> <p>1. Cultures develop in response to their environments and also shape those environments. A civilization's architecture and its use of urban space are reflections of its cultural values.</p> <p>Advances in astronomy are often connected to advances in mathematics and the development of calendars.</p> <p>2. People adapt to the places where they live. Without written records, historians rely on artifacts to learn about cultures.</p> <p>Essential Questions</p> <p>1. What distinguishes one culture from another? 2. How much does geography affect people's lives?</p>	<p>Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment</p> <p>NGS</p> <p>The World in Spatial Terms</p> <p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective</p> <p>3. How to analyze the spatial organization of people, places, and environments on earth's surface</p> <p>Physical Systems</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Work in teams Generate New Ideas Summarize Sequence Solve Problems Compare and Contrast Creativity</p>	<p>Write clear prose about Mesoamerican cultures Develop awareness of Olmec, Zapotec, Maya, and Aztec Cultures</p> <p>Analyze cause and effect of geography of Mesoamerican cultures Compare and contrast the cultures of early North and South American peoples Analyze the effect of geography on early peoples of the region.</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com Active Atlas Class room atlases</p>
<p>4TH QUARTER Unit 9: Europe in the Middle Ages</p> <p>1. A New Civilization in Europe 2. Conflicts and Crusades 3. A Changing Medieval World</p>	<p>Enduring Understandings</p> <p>1. Religious beliefs and customs can greatly affect daily life. Civilizations grow and thrive when there is social, political, and economic stability.</p> <p>2. The competition for power often leads to conflict. New forms of government may evolve from power struggles. Efforts to dictate religious beliefs often lead to war and persecution. Culture often blossoms in an atmosphere of tolerance.</p> <p>3. Agricultural advances trigger economic development. Trade fosters the growth of towns and of workers' associations. Religion may inspire artistic achievement and promote education. Human catastrophes often reshape social and economic</p>	<p>Theme II: Time Continuity and Change Theme V: Individuals, Groups, and Institutions Theme VI: Power, Authority, and Governance Theme VII: Production, Distribution, and Consumption</p> <p>NGS</p> <p>The World in Spatial Terms</p> <p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process,</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Sequence Synthesize Summarize Work in Teams Identify Main Ideas and Details Categorize Compare and Contrast Identify Evidence Compare Viewpoints Cause and Effect</p>	<p>Develop cultural awareness about monastic life in medieval Europe Analyze primary sources about life in a medieval abbey Read physical maps about invasions of Europe from 700 to 1000 Summarize causes of conflict in the Middle Ages Analyze effects of religious zeal on society Understand limits imposed on monarchy Understand the development of towns Draw conclusions about the role of faith Recognize the impact of plague and war</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com Active Atlas Class room atlases</p>

<p>4TH QUARTER Unit 10: The Rise of Europe 1. The Renaissance 2. The Reformation 3. The Age of Exploration</p>	<p>Enduring Understandings 1. The quest for knowledge and the emphasis on reason helped bring about modern culture. Innovations in technology affect politics, economics, and everyday life. Exposure to new ideas often spurs a period of artistic and cultural creativity. 2. In response to abuses of power, people often reform or replace old institutions. Religions and cultural differences can contribute to political and military conflicts. During periods of rapid change, some people embrace new ideas while others try to restore the old ways. 3. Technological advances have enabled humans to explore their world more completely. Throughout history, actions have sought to increase power by</p>	<p>NCSS Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme IV: Individual Development and Identify Theme VI: Power, Authority, and Governance Theme VII: Production, Distribution, and Consumption Theme VIII: Science, Technology, and Society Theme IX: Global Connections Theme X: Civic</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Analyze Cause and Effect Give an Effective Presentation Compare and Contrast Compare Viewpoints Summarize Develop Cultural Awareness Ask Questions Identify Main Ideas and Details Make Decisions Work in Teams</p>	<p>Interpret graphic representations of data Evaluate what makes cultures different from one another Synthesize information into an interesting article Interpret graphic representations of data Evaluate how people and societies handle conflict Synthesize information into an interesting explanatory essay on how to handle conflict Interpret graphic representations of data Evaluate the consequences of trade Synthesize information into an article about the effects of trade</p>	<p>Pearson My World Geography 2011 myworldgeograpy.com Active Atlas Class room atlases</p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Core Concepts Handbook						
<p>1ST QUARTER</p> <p>.....</p> <p>Unit 1:</p> <p>The United States and Canada</p> <p>1. USA</p> <p>2. Canada</p>	<p>Themes/Enduring Understandings/Essential Questions for the Unit</p> <p>Essential Question:</p> <p>1. How can you measure success?</p> <p>2. Is conflict unavoidable?</p> <p>Enduring Understandings:</p> <p>1. An abundance of natural resources provides the basis for economic growth. European settlement greatly diminished Native American populations and forced their way of life to change. Immigration can dramatically shape a country's politics, economy, and culture.</p> <p>2. Resources and geography have an important effect on settlement. Cooperation can be encouraged between different ethnic and cultural groups. Negotiations can encourage changes in government without revolution.</p>	<p>NCSS</p> <p>II, Time, Continuity, & Change</p> <p>III, People, Places, & Environments</p> <p>IV. Individual Development & Identity</p> <p>VI. Power, Authority, & Governance</p> <p>VII. Production, Distribution, & Consumption</p> <p>NGS</p> <p>The World in Spatial Terms</p> <p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial</p>	<p>Self-take quizzes on-line</p> <p>Section quizzes</p> <p>Chapter activity</p> <p>Chapter tests</p>	<p>Summarize characteristics of U.S. cultural diversity.</p> <p>Evaluate U.S. success or failure within various contexts</p> <p>Analyze Political and Geographical maps of North America</p> <p>Interviewing America Activity</p> <p>A Panel of Regions</p> <p>Living Timeline</p> <p>Thumbs Up, Thumbs Down</p> <p>Resource Attraction</p> <p>Cultural Clash</p>	<p>Students will create a Docudrama to explain Immigration and how it shaped America</p> <p>Students will label a map to locate regions, major landmarks and borders of the US</p> <p>Read Primary sources of the Colonists and British</p> <p>Analyze the outcome of the Revolutionary War on the Colonists, the Native Americans, and on the British</p> <p>Draw cause and effect chains for influences on military, pop culture, and consumers</p> <p>Graph cost of living over the past century in America</p> <p>Chart Canada's Government and explain the duties of its leaders.</p> <p>Students will make a table of Canada's powers before and after independence.</p>	<p>Pearson My World Geography 2011</p> <p>myworldgeography.com</p> <p>Active Atlas</p> <p>Class room atlases</p>

<p style="text-align: center;">2ND QUARTER</p> <p>.....</p> <p>Unit 2: Middle America</p> <p>1. Mexico 2. Central America and the Caribbean</p>	<p>Essential Question: 1. How much does geography shape a country? 2. Is it better to be independent or interdependent?</p> <p>Enduring Understandings: 1. Geography has a significant effect on settlement patterns. The availability of natural resources many not guarantee a country's economic success. While diversity may create conflict, it can also enrich a country's culture. 2. Geographic factors create socio-economic challenges. Different political and economic systems have varying effects on national stability and quality of life. There are both benefits and drawbacks of international involvement for small nations.</p>	<p>Theme I: Culture</p> <p>Theme II: Time Continuity and Change</p> <p>Theme III: People, Places, and Environment</p> <p>Theme VI: Power, Authority, and Governance</p> <p>Theme V: Individuals, Groups, and Institutions</p> <p>Theme Theme VII: Production, Distribution, and Consumption</p> <p>Theme IX: Global Connections</p> <p style="text-align: center;"><u>NGS</u></p> <p>The World in</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Read Social Purpose Maps Synthesize Analyze Cause and Effect Make Decisions Identify Main Ideas and Details Compare and Contrast Students submit an online article or a slideshow about how geography has shaped Mexico Students write brief profiles on Mexican leaders and then decide who had the greatest effect. Students will write an article or create a multimedia presentation about the region's independence from, and interdependence with, other countries Students will create business plans for new tourism development</p>	<p>Compare and Contrast: How does Mexico compare with other Latin American nations in terms of size, economy, population Use pyramid to show levels of colonial society in Latin America TimeLine the Spanish invasions in Mexico Chart the negatives and positive happenings with the colonization of Mexico Compare the advantages and disadvantages of Independence and Interdependence Use maps to understand the ecosystems, Plants, and wildlife in Central America</p>	<p>Pearson My World Geography 2011 myworldgeography.c om Active Atlas Class room atlases</p>
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<p>2ND QUARTER Unit 3: South America: 1. Caribbean South America 2. The Andes and the Pampas 3. Brazil</p>	<p>Essential Question: 1. Is conflict unavoidable? 2. What are the challenges of diversity? 3. Who should benefit from a country's resources? Enduring Understandings: 1. A region's physical geography influences its culture. Resources, soil, and climate affect a region's economy. Valuable resources may lead to colonization and conflict. 2. Environmental conservation is often in conflict with immediate economic growth. Landforms can be both a diverse and a cohesive force in human geography. Interactions between geography and history can lead to long-term social problems. 3. Climate and geography shape ecosystems. Geographic factors influence economic growth. Geography and resources determine settlement patterns.</p>	<p>NCSS Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme VI: Power, Authority, and Governance Theme VI: Power, Authority, and Governance Theme VII: Production, Distribution, and Consumption Theme VIII: Science, Technology, and Society Theme IX: Global Connections</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Read specialized Purpose Maps Categorize Identify Main Ideas and Details Identify Evidence Compare and Contrast Synthesize Urbanization Language Archaeology</p>	<p>Cause and Effect: What Changes has tourism brought to South America Reap Population Maps to Understand the population density Research Ethnic mixes in Caribbean and South America Use Maps to understand climate in the Amazon Basin TimeLine the history of Explorers in South America Compare and Contrast shipping routes before and after the Panama Canal. Diagram the benefits of the Canal On-Line Hunt for Resources Virtual newspaper editor Plan a Caribbean Cruise</p>	<p>Pearson My World Geography 2011 myworldgeograpyphy.com Active Atlas Class room atlases</p>
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<p>3RD QUARTER</p> <p>.....</p> <p>Unit 4: Europe and Russia</p> <p>1. Ancient and Medieval Europe 2. Europe in Modern Times 3. Western Europe 4. Eastern Europe 5. Russia</p>	<p>Essential Question:</p> <p>1. What are the challenges of diversity? 2. What makes a nation better to be independent or interdependent? 3. Is it better to be independent or interdependent? 4. How can you measure success? 5. What should governments do?</p> <p>Enduring Understandings:</p> <p>1. Democracy and representative government have evolved over many centuries. Political power involves a complex set of relationships. Our religions, arts, and sciences have an ancient heritage. 2. Innovations in science and technology affect politics, economics, and everyday life. The quest for knowledge and the emphasis on reason have improved life and brought about modern culture. Democratic ideals form the basis for governments that are accountable to citizens and promote prosperity.</p>	<p>NCSS</p> <p>Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme VI: Power, Authority, and Governance Theme V: Individuals, Groups, and Institutions Theme VI: Power, Authority, and Governance Theme VIII: Science, Technology, and Society Theme IX: Global Connections</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>* Describes elements of the feudal system, eastern caste systems, and other classifying structures and how they influenced life and development. * Explain some religious practices and customs observed in the major religions. Label an outline map of Europe and Russia. Understand the formation of democracy and other types of government. Explore maps of the Roman empire. Sequence Ancient Roman historical events. Summarize the social roles</p>	<p>The world in Spatial Terms</p> <p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective 2. How to use mental maps to organize information about people, places, and environments in a spatial context 3. How to analyze the spatial organization of people, places, and environments on earth's surface Places and Regions 4. The physical and human characteristics of places 5. That people create regions to interpret earth's complexity 6. How culture and experience influence people's perceptions of places and regions Physical Systems 7. The physical processes that shape the patterns of earth's surface</p>	<p>Pearson My World Geography 2011 myworldgeography.com Active Atlas Class room atlases</p>
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<p>3RD QUARTER</p> <p>.....</p> <p>Unit 5: Africa</p> <p>1. West and Central Africa 2. Southern and Eastern Africa 3. North Africa</p>	<p>Essential Question: 1. Who should benefit from a country's resources? 2. Is conflict unavoidable? 3. How much does geography shape a country?</p> <p>Enduring Understandings:</p> <p>1. The environment affects people's lives, and in turn, people affect the environment. Conflict affects people's safety and access to opportunities. People struggle to form stable economies that allow everyone to have a good quality of life. 2. Conflict shapes people's lives by demanding human and financial resources. Geographic factors create socio-economic benefits and challenges. Political and economic changes affect national stability and standards of living.</p>	<p>NCSS Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme VI: Power, Authority, and Governance Theme VI: Power, Authority, and Governance Theme VII: Production, Distribution, and Consumption Theme IX: Global Connections</p> <p>NGS</p> <p>The World in Spatial Terms</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Map skills Using current events, locate countries of interest on a map Draw inferences about additional benefits and challenges of physical geography in the region. *Describe changes in modern times among the countries of Europe, Asia, and Africa. *Describe early transportation and exploration routes. Respond to regional environmental problems Place events in regional history in sequential order Draw conclusions about economic challenges of the region.</p>	<p>Manipulate Climate Maps Make two-column table showing economic activities Students simulate effects of trade Use Flow Charts to Describe Instability and Resulting Poverty Label Outline Maps Read an Ecosystems Map Sequence Rgional Historical Events Chart Specific Ethnic and Political Conflicts Read Primary Source Documents and Discect them</p>	<p>Pearson My World Geography 2011 myworldgeograyphy.com Active Atlas Class room atlases</p>
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<p>3RD QUARTER</p> <p>.....</p> <p>Unit 6: Southwest Asia</p> <p>1. Arabia and Iraq</p> <p>2. Israel and Its Neighbors</p> <p>3. Iran, Turkey, and Cyprus</p>	<p>Essential Question: 1. How much does geography shape a country? 2. Is conflict unavoidable? 3. What are the challenges of diversity?</p> <p>Enduring Understandings: 1. The physical environment both constrains and enables a society. Every society must respond to changes in its circumstances. A society's history shapes its present and future. 2. Conflicts often erupt along ethnic and religious lines over land and resources. Current issues can have deep historical roots. 3. Patterns of climate can help determine where people live and the kinds of societies they build. Societies benefit from the contributions of all cultures within them. Ethnic and religious conflicts often erupt where minority groups are treated harshly or unfairly.</p>	<p>NCSS Theme I: Culture Theme II: Time Continuity and Change Theme III: People, Places, and Environment Theme IX: Global Connections NGS</p> <p>The World in Spatial Terms</p> <p>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective</p> <p>2. How to use mental maps to organize information about people, places,</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Locate Middle Eastern countries and major cities on a world and regional map.</p> <p>*Focuses on some major global issues studied and compares the various ways peoples in different regions deal with these issues. Interpret graphic representations of data Evaluate the role of geography in a country's success or failure Evaluate and select rules for sharing water resources fairly Compare and contrast major religions of the world. Explore compromises for peace in the region Ethnic and religious conflicts</p>	<p>Identify Critical Resources of Oil and Water</p> <p>Label Maps with Countries and then Major Land Forms and Bodies of Water</p> <p>Make Compare and Contrast Maps of Religions</p> <p>Draw Timeline of Historical Events Analyze Visuals</p> <p>Students will Complete formulas such as geographic feature + climate feature = problem Compare and Contrast Energy Sources</p> <p>Diagram Governments information on Nations to determine Fact and Opinion</p>	<p>Pearson My World Geography 2011 myworldgeography.com</p> <p>Active Atlas</p> <p>Class room atlases</p>
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<p>4TH QUARTER</p> <p>.....</p> <p>Unit 7: South and Central Asia</p> <p>1. Central Asia and the Caucasus 2. South Asia</p>	<p>Essential Question: 1. What should governments do? 2. What makes a nation?</p> <p>Enduring Understandings: 1. After revolutions, old ways of doing things continue to influence new ways. Governments take many roles in managing and developing a country's economy. Economies change over time as trading relationships change. 2. Regional economies are influenced by history, climate, and resources. Religious and ethnic diversity may have positive and negative effects. Economic opportunity varies from region to region.</p>	<p><u>NCSS</u></p> <p>Theme I Culture Theme II Time Continuity and Change Theme III People, Places, and Environment Theme VI: Power, Authority, and Governance Theme VIII: Science, Technology, and Society Theme IX: Global Connections Theme X: Civic Ideals and Practices</p> <p><u>NGS</u></p> <p>The World in Spatial Terms</p> <p>1. How to use maps and other</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>*Demonstrates knowledge of direction, location, and relationship of the locales, regions, countries, and continents of the world including new configurations in Europe, Asia, and Africa. Locates major countries and cities on a world map. Draw conclusions about symbols or images that are important to a given country. Label outline maps of Central Asia and the Caucasus. Synthesize information about the land, the resources, and the people of South Asia. Identify distinctive physical</p>	<p>Analyze Maps and Visuals as we discuss GDP (Gross Domestic Products) Use Physical Maps to Help Explain the Effects of Mountains on Climate Draw Mental Maps of the Region Identify Bias Cause and Effect - Ethnic Groups and Government and Land Draw trade Route Maps of India and Surrounding Area Compare and Contrast Hollywood and Bollywood Draw Chart of India's Current Ruling System and Compare it while still under British Rule Research Web Sites for information on Nations to determine Fact and Opinion</p>	<p>Pearson My World Geography 2011 myworldgeography.com Active Atlas Class room atlases</p>
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<p>4TH QUARTER</p> <p>.....</p> <p>Unit 8: East and Southeast Asia</p> <p>1. China and Its Neighbors 2. Japan and the Koreas 3. Southeast Asia</p>	<p>Essential Question:</p> <p>1. How can you measure success? 2. How much does geography shape a country? 3. What are the challenges of diversity?</p> <p>Enduring Understandings:</p> <p>1. The successes of a large country or empire might not benefit all citizens. A market economy leads to more economic development than a command economy due to competition, innovation, and free trade. Abrupt economic growth can have major impacts on a country's population distribution, culture, and environment. 2. Societies and individuals adapt in unique ways to the influence of their physical and cultural geography. Pollution and other environmental problems often occur when societies do not consider the scarcity of available resources. Scarcity of resources leads to economic interdependence.</p>	<p>NCSS 1 theme II: Time Continuity and Change Theme III People, Places, and Environment Theme VI: Power, Authority, and Governance Theme VII: Production, Distribution, and Consumption Theme VIII Science, Technology, and Society NGS The World in Spatial Terms 1. How to use maps and other geographic representations, tools, and technologies to</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Analyze why people migrate in China. Label outline maps of China, Mongolia, and Taiwan. Identify China's physical features. Locate major cities on a world map. Compare and contrast command economy and market economy. Identify main ideas and details in the history of China and its neighbors. Track important dates in China, Mongolia, and Taiwan's history. Evaluate recent changes in China. Locate and label major cities of Japan and the Koreas. Solve problems concerning lack of resources in</p>	<p>Analyze Charts on Population and physical Features Use On-Line Videos to understand the Pollution Problems in China Compare and Contrast Command and Market Economies Make a web for them Sequence the Invasion and Overthrow of the Mongols in China Analyze Visuals of the Communist Transformation of China Use Maps to understand the land issues that plague Japan Students will categorize events in Southeast Asia by periods of rule</p>	<p>Pearson My World Geography 2011 myworldgeography.com Active Atlas Class room atlases</p>
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<p>4TH QUARTER Unit 9: Australia and the Pacific 1. Australia and the Pacific</p>	<p>Essential Question: What makes a nation? Enduring Understandings: Colonization can have far-reaching and negative effects on a region's people, culture, and resources. Climate and location relative to resources influence where people migrate to and settle. A nation's development is closely linked to the region past economic and cultural relationships.</p>	<p><u>NCSS</u> Theme I Culture Theme II Time Continuity and Change Theme III People, Places, and Environment Theme VI: Power, Authority, and Governance <u>NGS</u> The World in Spatial Terms 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective 2. How to use</p>	<p>Self-take quizzes on-line Section quizzes Chapter activity Chapter tests</p>	<p>Evaluate the role of geography in a country's success or failure Evaluate and select rules for sharing water resources fairly Compare and contrast major religions of the world. Explore compromises for peace in the region Ethnic and religious conflicts often erupt where minority groups are treated harshly</p>	<p>Analyze Visuals as students take an on-line regional fly-over Australia and the Pacific. Color Code Maps to Differentiate between countries in the Pacific Label an Outline Map Identify the effects of colonization on indigenous culture and practices Use Maps to draw out the Migration and Settlement of the Pacific Compare features of the past and present Pacific island economies</p>	<p>Pearson My World Geography 2011 myworldgeograpyphy.com Active Atlas Class room atlases</p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1ST QUARTER Unit 2 Chapter 3	Why did the English settle in North America? What makes people leave their homeland to live in another country? What made England powerful in the id to late 1600s? Why might slave labor be important to an economy that was based on agriculture?	B.8.1 B.8.3 B.8.5 B.8.6 B.8.9 B.8.10 D.8.9	End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlation	Reading a Bar Graph Reading a Time Line Geography Skills: Map Reading	Various Critical activities, such as: Role Playing, Compare and Contrasting, Cause and Effect Solving Students will reenact a scene of colonial life	The American Journey Ch. 3 pages 68-97 American Revolution.Org The American Journey – Short Video
1ST QUARTER Unit 2 Chapter 4	What effects might geography have on a region's economy? What areas of life might reflect a developing "American" culture? Why did France and Britain have conflict in North America? How might the outcome of a war between the French and British affect North America?	B.8.2 B.8.4 B.8.7 B.8.12, D.8.2, D.8.3 E.8.2, E.8.3	End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations	Map Reading of Colonial America Compare and contrast the geography of The New England, The Middle, & The Southern Colonies	Make a Time line of the French and Indian War Make a bar graph charting the kinds of colonies & number of colonies in each category Students will create a Blog	The American Journey Ch. 4 pages 98-125 American Revolution.Org The American Journey – Short Video
1ST QUARTER Four Weeks Unit 3 Chapter 5	Big Ideas: *Revolutions are based on ideas • New nations are shaped by conflicting ideas and compromise. Essential Questions: • How do revolutions affect citizens? • How are governments established?	C.8.1, C.8.3, C.8.6, E.8.7, E.8.9, E.8.14,	End of Section Quizzes and Chapter Test. Analyze - Cause/effect relationships, graphic organizer, time sequence charts Understand - interviews, jigsaw, conflict resolution	Causes and effects of American Revolution Roles of founding fathers Establishment of Republic Conflicting ideas and compromises	Identify (understand) Describe (understand) Explain (analyze)	The American Journey Ch. 5 pages 130-159 American Revolution.Org The American Journey – Short Video
2ND QUARTER Unit 3 Chapter 6 (Depending on Time-May skip this chapter)	Why might some Americans oppose war with Britain? Why might France and Spain choose to side with the Americans? The British navy blockaded American harbors. How might this impact the Americans's ability to fight? How might an American victory in a large battle help end the war?	A.8.1, A.8.2, A.8.3, A.8.5, C.8.3 C.8.6 D.8.2 D.8.6 E.8.9 E.8.10	End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations	Reading and understanding primary source documents Summarizing information	Make a board game of the Revolutionary War; Read military map;	The American Journey Ch. 6 pages 160-189 American Revolution.Org The American Journey – Short Video
2ND QUARTER Unit 3 Chapter 7	Was the new U.S. government effective under the Articles of Confederation? Why or why not? Why the Constitution is considered a document of compromises? What principles of government are established in the United States Constitution? Why is citizen participation essential to the preservations of the U.S. political system?	B.8.1 B.8.2 B.8.4 B.8.5 B.8.6 B.8.7 C.8.2 C.8.4 C.8.5	End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations	Reading and understanding primary source documents	Students will read the Articles of Confederation and locate problems within the document. Then they will rewrite it fixing the problems, we will see how close they get to the Constitution of the US	The American Journey Ch. 7 pages 190-215 American Revolution.Org The American Journey – Short Video
Three Weeks Unit 4 Chapter 8	How might the first leader of a new nation shape future leaders' roles? What kinds of challenges might a new country face? Why do you think political parties exist?	B.8.1 B.8.3 B.8.5 B.8.7 C.8.1 C.8.4 C.8.5	End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations	Reading a flow chart	Students will create a three-panel display of images about the US during early administrations Students will make a flow chart that analyzes early political rivals and the current political rivals	The American Journey Ch. 8 pages: 256-275 American Revolution.Org The American Journey – Short Video

<p>2ND QUARTER Unit 4 Chapter 9</p>	<p>What kind of transition occurs today when a new president is of a different political party than the previous president? What benefits would a country gain by doubling in size? What challenges might have come up as Americans continued to move westward onto lands already settled by Native Americans? Where was the War of 1812 fought?</p>	<p>A.8.7 B.8.11</p>	<p>End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations</p>	<p>Writing a journal Using primary and secondary sources to conduct research Analyzing literature</p>	<p>Students will use primary and secondary sources to create a Children's Story on topics in chapter 9 Students will use Native American stories to evaluate and analyze their authenticity</p>	<p>The American Journey Ch. 9 pages: 276-303 American Revolution.Org The American Journey – Short Video</p>
<p>3RD QUARTER Unit 4 Chapter 10 (Depending on Time-May Skip this Chapter)</p>	<p>Big Ideas: • Growing populations lead to an increased demand for resources • Conflicts may arise when diverse cultures interact. Essential Questions: How do people adapt to new environments? • How do nations address the need for more resources? • Why do nations grow?</p>	<p>D.8.5 D.8.6 E.8.1 E.8.2 • E.8.3 E.8.11</p>	<p>End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations</p>	<p>Reading a diagram Linking past and present Analyzing political cartoons</p>	<p>The class will work in small groups to make a non-fiction book on the Industrial Revolution Students will read political cartoons and determine their meaning. They will then make their own cartoon depicting a theme from the chapter</p>	<p>The American Journey Ch.10 pages: 304-325 American Revolution.Org The American Journey – Short Video</p>
<p>3RD QUARTER Unit 5 Chapter 11</p>	<p>How did political beliefs and events shape Andrew Jackson's presidency? How did Andrew Jackson's presidency affect Native Americans? How were they treated by settlers based on what we have learned so far? What type of influence does the president have over the economy?</p>	<p>B.8.4 B.8.5 B.8.6 C.8.2 D.8.1 E.8.6 E.8.7</p>	<p>End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations</p>	<p>Analyzing Primary Sources Reading and interpreting political cartoons</p>	<p>Students will make a political cartoon about the Jacksonian Era Students will read personal accounts on the Removal of Native Americans and them prepare a debate being either on the US Government side or the Native American side.</p>	<p>The American Journey Ch.11 pages: 332-353 American Revolution.Org The American Journey – Short Video</p>
<p>3RD QUARTER Unit 5 Chapter 12</p>	<p>How did the belief in Manifest Destiny influence western settlement? Why did Texans fight for their independence from Mexico? How did Mexican lands in the West become part of the United States? What factors affected the settlement of California and Utah in the West?</p>	<p>B.8.2 B.8.3 B.8.7 B.8.10 C.8.2 E.8.11 E.8.12 E.8.13</p>	<p>End of section quick assessments Section Quizzes Chapter Test</p>	<p>Using artwork as a primary source Predicting Consequences Understanding latitude and longitude</p>	<p>Students will create an illustrated encyclopedia that explains Western Expansion. They will use artwork to complete this assignment.</p>	<p>The American Journey Ch.12 pages 354-383 American Revolution.Org The American Journey – Short Video</p>
<p>4TH QUARTER Unit 5 Chapter 13</p>	<p>What innovations in industry, travel, and communications changed the lives of Americans in the 1800s? How did immigrants have an impact on cities, industry, and culture in the North? How did the South's industry and economy differ from the industry and economy of the North? How did unique elements of culture develop among enslaved African Americans in the South?</p>	<p>A.8.8 A.8.9 A.8.10 B.8.8 C.8.9 D.8.4 D.8.7 D.8.8 D.8.10 D.8.11</p>	<p>End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations</p>	<p>Reading a Circle Graph Connecting the past to the present</p>	<p>Students will make a slide presentation on their innovation and how the use of it has altered life today</p>	<p>The American Journey Ch.13 pages 384-409 American Revolution.Org The American Journey – Short Video</p>
<p>4TH QUARTER Unit 5 Chapter 14 (Depending on Time- May Skip this Chapter)</p>	<p>How did religion influence the social reforms in the United States during the early and mid-1800s? How did abolitionists influence the antislavery movement? What were the effects of the women's rights movement of the middle to late 4800s?</p>	<p>E.8.4 E.8.5 E.8.6 E.8.10</p>	<p>End of section quick assessments Section Quizzes Chapter Test Remember - written descriptions and explanations, verbal explanations, selected response, debate, higher order level questions, personal history correlations</p>	<p>Understanding Perspective Designing a pamphlet Create a Timeline</p>	<p>Students will research events in the struggle for woman suffrage and make an electronic timeline Students will research different reform issues and make a pamphlet on their topic</p>	<p>The American Journey Ch.14 pages: 410-431 American Revolution.Org The American Journey – Short Video</p>
<p>***Project Citizen- Students will work on this throughout the year.</p>	<p>Students will choose a topic and research it, they will approach the project as if they were trying to get the local government to pass a law to make a positive change</p>	<p>A.8.4 A.8.11 C.8.3 C.8.7 C.8.8 E.8.4 E.8.5 E.8.8</p>	<p>Quizzes throughout the project Final assessment is the students board and portfolio on their project-graded by judges</p>	<p>Students will research a topic that they feel is a potential problem in the community, then they will investigate how to solve that issue</p>	<p>Students will conduct research, take polls, interview members of the community, etc</p>	<p>Project Citizen Books Computers Newspapers, News Magazines</p>

***We will be
working onProject
Citizen 2nd-4th
quarter