

Course Title: Middle School World History and Geography	
Course Objectives:	
Semester 1 CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO3: Students will be able to describe the transition of humans from hunter gatherer to agriculture and pastoralism. CO4: Students will be able to describe the features of early civilizations that developed along rivers, such as ancient Egypt and Mesopotamia. Semester 2 CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO4: Students will be able to describe the features and achievements of early civilizations that developed along rivers, such as ancient China and Mississippian societies. CO5: Students will be able to describe major achievements of classical civilizations and empires, such as the Mauryan and Roman Empires. CO6: Students will be able to identify and describe the tenets of major world religions, such as Hinduism, Christianity, and Islam, and map their spread.	
Standards: MI SS MS Standards	
Unit 1: History in Time and Space	Essential Question: - Where in the world did human history take place? - How does geography help us understand history? - How does chronology help us understand history? - How do different cultures measure time?
Course Objectives	CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history.
Unit Objectives	Locate major civilizations on a world map.

	● Utilize and interpret a map to identify geographic features in the areas studied. ● Utilize information from maps and GIS to answer geographic questions. ● Utilize GIS to analyze human interactions. ● Analyze a map to trace human interactions. ● Label major historical periods on a timeline. ● Compare and contrast different methods of measuring time to identify similarities and differences in the systems. ● Identify the cultural significance of different calendar systems.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
G.1.2.1 G.1.2.3 G1.2.4 H1.1.1	1.1: Using Chronology to Study History	I can identify the features of different calendar systems. I can describe the BC/AD and BCE/CE calendar system.	
	1.2: Measuring Time in Different Cultures	I can use a timeline to identify the dates for early civilizations. I can explain how calendar systems are similar and different. I can explain what calendars say about their cultures.	1.2 Assignment: Measuring Time in Different Cultures
	1.3: What is Geography?	I can define the field of geography. I can describe different uses of geography.	
	1.4: Where in the World History Takes Place	I can utilize a map to identify different geographic features in early civilizations I can interpret a map to identify the relationship between early settlements and the geographical features.	1.4 Quiz: Where in the World History Takes Place

	1.5: Using Geographical Tools to Study History	I can identify civilizations containing large urban centers using maps and GIS. I can match different types of maps to the different geographical questions they can answer.	1.5 Quiz: Using Geographical Tools to Study History
	1.6: Early Civilizations	I can identify early, classical, and post-classical civilizations. I can match major civilizations with their location on a world map.	1.6 Quiz: Early Civilizations
	1.7: Using Maps to Study Human Interactions	I can use a geographic information system to look at population statistics. I can figure out how the world's population has grown over time. I can use map tools to compare populations in different locations and time periods.	1.7 Assignment: Using GIS to Analyze Population Growth
	Unit 1 Wrap Up and Assessment		Unit 1 Test
Unit 2: Historical Thinking	Essential Question: - What questions do historians ask? - How do sources help historians answer historical questions? - How do historians analyze sources? - What can sources tell us about politics, economics, culture, and society?		
Course Objective	CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history.		

Unit Objectives	• Describe components of thinking like a historian that historians use to conduct inquiries about the past. • Identify different types of historical questions. • Define primary and secondary sources. • Explain how sources can be used to answer specific historical questions. • Define sourcing, historical contextualization, and corroboration. • Identify the point of view and context of a primary source. • Identify basic factual information about a primary source. • Describe an artifact to identify basic factual information about it. • Explain how historians use artifacts to study history. • List and describe the five themes of history. • Use cultural institutions to illustrate political, economic, and human-environment interaction themes of history. • Describe social and cultural themes of history. • Describe cultural institutions. • Use social and cultural themes to analyze artifacts. • Define continuity and change. • Describe how the themes of history can be used to draw conclusions about continuity and change. • Describe how cultural institutions can be used to draw conclusions about continuity and change.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
H1.2.1 H1.2.2 H.1.2.3 H1.2.5 H1.4.1 H1.4.2 H1.4.3	2.1: Answering Historical Questions With Sources	I can describe how historians think. I can identify historical questions. I can define primary and secondary sources. I can explain how sources can be used to answer historical questions.	2.1 Quiz: Answering Historical Questions With Sources
	2.2: A Model for Analyzing Primary Sources	I can define sourcing. I can define historical contextualization. I can define corroboration.	2.2 Quiz: A Model for Analyzing Primary Sources

		I can identify the point of view in a primary source. I can identify the context in a primary source.	
	2.3: Reading Primary Sources	I can identify information about a primary source.	2.3 Assignment: Reading Primary Sources
	2.4: Studying History with Artifacts	I can describe an artifact. I can identify basic information about an artifact. I can explain how historians use artifacts to study history.	2.4 Assignment: Studying History with Artifacts
	2.5: Learning About Political and Economic Themes of History	I can describe and identify the five themes of history. I can describe the political, economic, and human-environment interaction themes in history. I can describe the political, economic, and human-environment interaction themes in history.	2.5 Quiz: Learning About Political and Economic Themes of History 2.5 Assignment: Analyzing Political, Economic, and Human-Environment Interaction
	2.6: Learning About Culture and Society with Sources	I can describe and identify cultural institutions. I can identify how cultural institutions are used to study eras and regions. I can classify information about time periods and regions using cultural and social themes	2.6 Quiz: Learning About Culture and Society with Sources

	2.7: Continuity and Change Over Time	I can describe and identify cultural institutions. I can identify how cultural institutions are used to study eras and regions. I can classify information about time periods and regions using cultural and social themes	2.7 Discussion: Continuity and Change Over Time
	Unit 2 Wrap Up and Assessment		Unit 2 Test
Unit 3: The Paleolithic	Essential Questions: • What was the Paleolithic Era? • What was life like in the Paleolithic Era? • What is symbolic thinking, and why is it important? • Where did early humans migrate? • How did early humans adapt to and change their environment?		
Course Objective	CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO3: Students will be able to describe the transition of humans from hunter gatherer to agriculture and pastoralism.		
Unit Objectives	• Use a map to identify where humans lived during the Paleolithic Era. • Identify when different human species lived during the Paleolithic Era. • Explain features of early hunter-gatherer communities. • Describe the effects of symbolic thinking on early humans • Explain what archaeologists have learned about Paleolithic societies through cave paintings. • Use a map to analyze migration during the Paleolithic Era. • Explain why people settled in certain locations during the Paleolithic Era. • Describe and evaluate different theories of human migration during the Paleolithic Era. • Explain the patterns, causes, and consequences of early human migration.		

	Explain how early humans adapted to and changed their environments.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W1.1.1 W1.1.2 H1.2.4 G1.2.3 G4.3.2 G4.3.3	3.1: The Paleolithic Era	I can identify where humans lived in the Paleolithic Era using a map. I can identify the beginning and end of the Paleolithic Era. I can compare different human species that lived during the Paleolithic Era. I can identify the order in which different human species lived	3.1 Quiz: The Paleolithic Era
	3.2: Paleolithic Hunter Gatherer Societies	I can explain how hunter-gatherer communities fed themselves. I can explain how hunter-gatherer communities spent time. I can explain how hunter-gatherer communities created and used tools.	3.2 Quiz: Paleolithic Hunter Gatherer Societies
	3.3: The Development of Symbolic Thinking	I can describe symbolic thinking. I can describe the effects of symbolic thinking on early humans.	3.3 Quiz: The Development of Symbolic Thinking
	3.4: Cave Paintings	I can describe Paleolithic cave paintings. I can explain what cave paintings say about early societies.	3.4 Assignment: Cave Paintings

	3.5: Migration During the Paleolithic	I can use a map to show where people lived during the Paleolithic Era. I can explain why people settled where they did during the Paleolithic Era. I can define migration. I can identify the order in which continents were settled. I can describe factors that pushed or pulled people to migrate.	3.5 Quiz: Migration During the Paleolithic
	3.6: Comparing Theories	I can identify the criteria that make a historical source reliable. I can identify different theories about human migration during the Paleolithic Era. I can explain why people settled where they did during the Paleolithic Era.	3.6 Assignment: How Did Early Humans Migrate?
	3.7: Adapting to and Changing the Environment	I can claim which theory of human migration is best supported by reliable evidence. I can explain how early humans changed their environments. I can explain how early humans' migration changed the environment.	3.7 Assignment: Human Migration and Changing the Environment
	Unit 3 Wrap Up and Assessment		Unit 3 Test

Unit 4: The Agricultural Revolution	Essential Questions: • What was the Neolithic? • What was life like in the Neolithic? • How did domesticating plants and animals change the lives of early humans? • What kinds of natural environments supported farming? • How did humans change the environment during the Neolithic? • What were the major effects of the Agricultural Revolution?		
Course Objective	CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO3: Students will be able to describe the transition of humans from hunter gatherer to agriculture and pastoralism.		
Unit Objectives	• Create a map that identifies where humans lived during the Neolithic. • Describe the transition to agriculture during the Agricultural Revolution. • Explain features of early farming communities. • Explain the importance of the natural environment in early agriculture. • Explain how humans modified the environment and used technology during the Agricultural Revolution.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W1.1.2 W1.2.1 W1.2.2 W1.2.3 G1.2.3 G4.3.1 P3.1.1	4.1: Mapping Neolithic Discoveries	I can identify Catal Huyuk on a map. I can describe what archaeologists have learned during the Catal Huyuk excavations. I can analyze what the findings at Catal Huyuk prove about the Neolithic era.	4.1 Quiz: Mapping Neolithic Discoveries
	4.2: Early Farming Communities	I can identify differences between foraging and farming.	4.2 Quiz: Early Farming Communities 4.2 Assignment: Creating a Map

		I can explain the transition to agriculture during the Agricultural Revolution. I can describe the features of early farming communities. I can identify where humans lived during the Neolithic era. I can create a map that describes where humans lived during the Neolithic era. I can create a map that describes where humans lived during the Neolithic period. I can identify where humans lived during the Neolithic era.	
	4.3: Farming and the Natural Environment	I can identify environmental features found near early farming communities. I can explain the importance of environmental features in early agriculture. I can describe the effects of early farming on the environment.	4.3 Quiz: Farming and the Natural Environment
	4.4: Changing the Environment	I can explain how humans modified the environment during the Agricultural Revolution. I can identify technology developed during the Agricultural Revolution.	4.4 Quiz: Changing the Environment

		I can describe how humans used technology during the Agricultural Revolution.	
	4.5: Effects of the Agricultural Revolution	I can explain multiple effects of the Agricultural Revolution on the development of civilization.	4.5 Assignment: The impact of the Agricultural Revolution
	4.6 Capstone: Debating Farming	I can describe the effects of moving from a hunter-gatherer lifestyle to a farming lifestyle. I can write a persuasive essay expressing the effects of moving from a hunter-gatherer lifestyle to a farming lifestyle.	4.6 Assignment: Debating Farming
	Unit 4 Wrap Up and Assessments	I can describe the effects of moving from a hunter-gatherer lifestyle to a farming lifestyle. I can write a persuasive essay expressing the effects of moving from a hunter-gatherer lifestyle to a farming lifestyle.	Unit 4 Project: Debating Farming Unit 4 Test
Unit 5: Early Civilizations along the Tigris and Euphrates Rivers	Essential Questions: • What is a civilization? • How did Mesopotamians farm along the Tigris and Euphrates rivers? • How much power did a Mesopotamian ruler have? • What important innovations did Mesopotamians make?		
Course Objective	CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history.		

	CO4: Students will be able to describe the features of early civilizations that developed along rivers, such as ancient Egypt and Mesopotamia.		
Unit Objectives	• Describe the characteristics of an early civilization. • Analyze geographic information to identify common geographical characteristics of early civilizations. • Locate the Tigris and Euphrates rivers. • Describe how the river systems supported permanent settlements and early civilizations. • Describe how agriculture led to the emergence of civilization in Mesopotamia. • Describe reasons for conflicts between different groups in Mesopotamia. • Describe the characteristics of government in Mesopotamian city-states. • Explain the impact of religion on society and government. • Describe the importance of communication in the development of Mesopotamian culture. • Define cultural diffusion. • Describe how writing was used to communicate ideas to other regions. • Identify basic factual information contained in Hammurabi's code. • Identify the historical significance of Hammurabi. • Describe the significance of the Code of Hammurabi to the development of Mesopotamia.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W2.1.1 W2.1.2 W2.1.3 W2.1.4 W2.1.5 W3.1.9 G1.2.2 G4.4.1	5.1: Early Civilization	I can identify and describe characteristics that most early civilizations share. I can analyze geographic information to describe similar geographic characteristics in early civilizations.	5.1 Quiz: Early Civilization
H1.2.2 H1.2.6	5.2: The Fertile Crescent - The Tigris and Euphrates Rivers	I can describe the impact of irrigation on agriculture and the development of civilization in Mesopotamia. I can identify the Tigris and Euphrates Rivers on a map.	5.2 Quiz: The Fertile Crescent - The Tigris and Euphrates Rivers

		I can use a map to identify where river systems were located in relation to permanent settlements and early civilizations. I can describe how river systems supported permanent settlements.	
	5.3: Conflict in Mesopotamia	I can identify cultural groups that came into contact. I can describe the reasons for conflicts and cooperation between different groups in Mesopotamia.	5.3 Assignment: Understanding Conflict in Mesopotamia
	5.4: The Structure of Mesopotamian City-States	I can identify different groups and their relative power in Mesopotamian society. I can identify rulers of Mesopotamian city-states. I can describe the role of Mesopotamian rulers.	5.4 Quiz: The Structure of Mesopotamian City-States
	5.5: Priests and Ziggurats	I can identify the characteristics of Mesopotamian religions. I can explain how Mesopotamian religion affected society and government. I can identify the purpose of a ziggurat in Mesopotamian religion.	5.5 Quiz: Priests and Ziggurats
	5.6: Diffusing Culture Through Writing	I can identify features of written communication in Mesopotamia.	5.6 Quiz: Diffusing Culture Through Writing

		I can explain the importance of writing in the development of Mesopotamia. I can define cultural diffusion. I can summarize examples of cultural diffusion through writing in Mesopotamia.	
	5.7: Innovations in Law - Hammurabi's Code	I can identify basic information contained in Hammurabi's Code. I can identify the historical significance of Hammurabi. I can describe the significance Hammurabi's Code had on the development of societies in Mesopotamia.	5.7 Assignment: Understanding the Historical Significance of Hammurabi's Code
	Unit 5 Wrap Up and Assessment		Unit 5 Test
Unit 6: Early Civilizations Along the Nile River	Essential Question: - Why did a major civilization begin near the Nile River? - How did people adapt to and change the environment to support farming? - What was the role of a pharaoh? - What was life like for people of different social classes? - What impact did religion have on people's lives? - What can Egyptian art and writing tell us about culture?		
Course Objective	CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO4: Students will be able to describe the features of early civilizations that developed along rivers, such as ancient Egypt and Mesopotamia.		
Unit Objectives	- Use a map to locate the Nile River and major settlements. - Analyze the impact of the Nile River on the development of early Egyptian civilization. - Describe how humans modified the environment for agriculture.		

	● Describe the structure of the Egyptian government. ● Describe major social classes and their relative power in society. ● Describe major characteristics of Egyptian religion. ● Analyze the use of mummification to describe elements of Egyptian religion. ● Describe the importance of art in the development of Egyptian culture.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W2.1.1 W2.1.3 W2.1.4 H1.4.1 G5.1.1	6.1: Egypt - Gift of the Nile	I can use a map to locate the Nile River and major Egyptian settlements. I can describe how Egyptians used the Nile River to establish permanent settlements and develop their society. I can explain how the Nile River impacted the development of Egyptian civilization.	6.1 Quiz: Egypt - Gift of the Nile
	6.2: Farming Along the Nile	I can describe how the Nile River supported farming. I can describe how the Egyptians changed their environment to allow for agriculture.	6.2 Quiz: Farming Along the Nile
	6.3: The Pharaoh: King and God	I can describe the role of a pharaoh in Egyptian government and religion. I can identify an example of a monument or piece of art that was created for a pharaoh. I can describe how pharaohs used their power to create monuments and art.	6.3 Assignment: Research a Pharaoh

	6.4: Social Status in Ancient Egypt	I can list the major social classes in ancient Egypt. I can describe the duties, privileges, and power of different social classes in ancient Egypt.	6.4 Quiz: Social Status in Ancient Egypt
	6.5: Religion in Egyptian Society	I can identify the major characteristics and deities of the Egyptian religion. I can describe the role religion played in the everyday lives of the Egyptian people.	6.5 Quiz: Religion in Egyptian Society
	6.6: Mummies in Ancient Egypt	I can describe how Egyptian mummies were made. I can describe the Egyptians' religious reasons for making mummies.	6.6 Assignment: Research the mummification process
	6.7: Art in Egyptian Society	I can identify characteristics of Egyptian art. I can describe the importance of art in the development of Egyptian culture.	6.7 Quiz: Art in Egyptian Society
	Unit 6 Wrap Up and Assessment		Unit 6 Test
Unit 7: Early Civilizations Along the Indus River	Essential Question: - How did people in the Indus River valley adapt to the environment? - Why is Harappan civilization difficult to study? - How were Harappan cities similar to and different from other early cities? - Why did Harappan civilization end?		
Course Objective	CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history.		

	CO4: Students will be able to describe the features of early civilizations that developed along rivers, such as ancient Egypt and Mesopotamia.		
Unit Objectives	● Explain how people adapted to the environment to develop an agrarian civilization. ● Describe the types of sources available to study Harappan civilization. ● Explain the effect of limited historical evidence on interpretations of Harappan civilization. ● Explain technological innovations in building and city planning. ● Explain how people used natural resources in constructing cities. ● Compare and contrast environmental, economic and/or social characteristics of Harappan cities to Mesopotamian or Egyptian cities in order to explain similarities and differences. ● Explain technological innovations in transportation and craftsmanship. ● Explain how trade resulted in the spread of technology between different early civilizations. ● Analyze multiple possible causes of the end of the Harappan civilization by identifying evidence for each theory.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W2.1.2 W2.1.4 W2.1.5 H1.2.1 H1.2.5 H1.4.3 G5.1.2 G5.1.3	7.1: The Indus River Valley	I can locate the Indus River on a map. I can explain how people adapted to the environment to develop an agrarian civilization.	7.1 Quiz: The Indus River Valley
	7.2: Evidence of Harappan Civilization	I can describe the types of sources available to study the Harappan civilization. I can explain the effect of limited historical evidence on interpretations of Harappan civilization.	7.2 Discussion: Historical Evidence and the Harappan Civilization 7.2 Quiz: Evidence of Harappan Civilization
	7.3: City Planning in Harappan Civilization	I can identify features of the city of Mohenjo-Daro. I can explain technological innovations in building and city planning.	7.3 Quiz: City Planning in Harappan Civilization

		I can explain how people used natural resources in constructing cities.	
	7.4: Comparing Cities	I can describe features of Harappan society, including government, social structure, and urban planning. I can explain the similarities and differences between Harappan cities and Egyptian cities.	Lesson 7.4 Assignment: Comparing Cities
	7.5: Technology and Innovation	I can explain the effects of technological innovations on craftsmanship. I can identify technical innovations developed by the Harappan civilization.	7.5 Quiz: Technology and Innovation
	7.6: Trade in the Indus River Valley	I can identify which geographic areas traded with the Harappan civilization. I can explain what technology and goods were diffused as a result of trade with the Harappan civilization. I can explain technological innovations in transportation.	7.6 Quiz: Trade in the Indus River Valley
	7.7: The End of Harappan Civilization	I can identify multiple possible causes for the collapse of the Harappan civilization.	7.7 Quiz: The End of Harappan Civilization

		I can describe the evidence supporting each theory regarding the end of the Harappan civilization.	
	Unit 7 Wrap Up and Assessment		Unit 7 Test
Unit 8: Early Civilizations Along the Huang He River	Essential Question: - What was life like for people of different social classes during the Shang Dynasty? - How did the government function during the Shang Dynasty? - What kinds of innovations changed life during the Shang Dynasty? - How did religion impact different aspects of life?		
Course Objective	CO1: Students will be able to use historical thinking skills, such as primary source analysis, to analyze events and themes in history. CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO4: Students will be able to describe the features and achievements of early civilizations that developed along rivers, such as ancient China and Mississippian societies.		
Unit Objectives	- Locate and use information from maps to answer questions about the geography of the Huang He River valley and Central Asia. - Describe agricultural practices during the Shang Dynasty. - Explain the advantages and disadvantages of agriculture along the Huang He River. - Describe pastoralism and how it developed in Central Asia. - Describe the structure of government during the Shang Dynasty. - Explain what historians have learned about the Shang dynasty from oracle bones. - Describe the importance of writing in communicating information and culture in Chinese society. - Identify the point of view and context of those who created oracle bones and historians who study them. - Describe innovations in military technology, such as the use of bronze and the chariot. - Describe social classes in Chinese society. - Describe the structure of Chinese families and religion.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment

W2.1.1 W2.1.2 W2.1.4 W2.1.6 H1.2.1 H1.2.3 G1.2.4 G5.1.2	8.1 Pastoralism in Central Asia	I can define a steppe. I can describe pastoralism in Central Asia. I can describe how pastoralism developed in Central Asia.	8.1 Assignment: Selling Steppe
	8.2 Using Maps to Study Geography	I can find the Huang He River on a map. I can identify natural barriers around the Huang He River. I can explain how natural barriers shaped China's relationship with other civilizations.	8.2 Quiz: The Huang He River and its Natural Barriers
	8.3 Agriculture Along the Huang He River	I can describe the agricultural practices and tools used during the Shang Dynasty. I can explain the advantages and disadvantages of agriculture along the Huang He River.	8.3 Assignment: Ancient Agriculture
	8.4 Early Government and Social Classes During the Shang Dynasty	I can describe the structure of government during the Shang Dynasty. I can describe social classes in Chinese society.	8.4 Quiz: Early Government and Social Classes During the Shang Dynasty
	8.5 Oracle Bones	I can define oracle bones. I can explain what the use of oracle bones can tell historians about the Shang Dynasty. I can identify why people used oracle bones.	8.5 Assignment: The Mystery of the Oracle Bones
	8.6 The Development of Writing	I can identify features of writing during the Shang Dynasty.	8.6 Quiz: The Importance of Writing

		I can describe why writing was important to communicate information in ancient China. I can describe why writing was important to the culture of ancient China.	
	8.7 The Technology of War	I can explain how the Shang Dynasty used new technologies to advance warfare. I can describe how the invention of bronze was used in military technology. I can describe how chariots were used in ancient warfare.	8.7 Quiz: The Technology of War
	8.8 The Importance of Family and Religion	I can describe the significance of Ancient Chinese religion. I can describe the structures of early Chinese families.	8.8 Assignment: Burial Ritual Diary Entry
	Unit 8 Wrap Up and Assessment	Covers all Unit 8 objectives.	Unit 8 Test
Unit 9: Early Civilizations Along the Mississippi River	Essential Question: - What can we learn about Mississippian culture from artifacts like earthworks? - What was life like for indigenous peoples in Michigan? - How can we educate the public about the history of indigenous people in Michigan?		
Course Objective	CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO4: Students will be able to describe the features and achievements of early civilizations that developed along rivers, such as ancient China and Mississippian societies.		
Unit Objectives	- Describe how people along the Mississippi River used and adapted to their environment. - Describe the structure of government in Mississippian culture. - Explain the purpose and significance of earthworks. - Describe the culture and economy of at least one group of indigenous people historically present in Michigan.		

	● Identify a historical site or artifact associated with indigenous people historically present in Michigan that needs protection or other help. ● Participate in a project to advance public knowledge about indigenous people historically present in Michigan and the identified site or artifact. ● Propose and evaluate different ways of informing the public about indigenous peoples in Michigan and the identified site or artifact. ● Develop an argument proposing one way to inform the public about indigenous peoples in Michigan and the identified site or artifact.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W2.1.4 G4.3.1 W4.1.3 P3.1.1 P4.2.1 P4.2.2 P4.2.3	9.1 Living Near the Mississippi River	I can identify the regions of North America where Mississippian societies were located. I can identify how Mississippian societies got their food. I can describe the ways in which the people who lived along the Mississippi River changed and adapted to their environment.	9.1 Quiz: Living Near the Mississippi River
	9.2: Government and Economy in Mississippi River Settlements	I can describe how the government in Mississippian culture was structured. I can identify the features of Mississippian social structure. I can explain the economies of Mississippian culture.	9.2 Quiz: Government in Mississippi River Settlements
	9.3 Earthworks	I can explain the purpose of earthworks and why they were important.	9.3 Discussion: Why Protect Earthworks?
	9.4: Case Study: The Culture of Indigenous Peoples in Michigan	I can identify the Indigenous American Indigenous Peoples groups historically present in Michigan.	9.4 Quiz: The Indigenous Nations of Michigan

		I can describe the culture and economy of various Indigenous Peoples groups in Michigan.	
	9.5: Proposing and Evaluating Solutions	I can explain the meanings of the following: historical site, artifact, and cultural practice. I can identify a historical site, artifact, or cultural practice associated with Indigenous Peoples in Michigan that needs protection or other help.	9.5 Assignment: Research Guide
	9.6 Arguing for a Solution	I can propose and evaluate different ways of informing the public about Indigenous Peoples in Michigan and the site or artifact I have identified. I can plan a project to advance public knowledge about Indigenous Peoples in Michigan and the site or artifact I have identified. I can develop an argument to inform the public about Indigenous Peoples in Michigan and the site or artifact I have identified.	9.6 Assignment: Preserving Indigenous Heritage
	Unit 9 Wrap Up and Assessment	Covers all Unit 9 objectives.	Unit 9 Test
Unit 10: Classical Civilizations: India	Essential Question: - How did empires form on the Indian subcontinent? - How did governments maintain their power? - How have major religions from the Indian subcontinent contributed to society?		

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Unit Objectives	● Explain the migration patterns and consequences of Aryan migration into India. ● Describe the role of state power in the transition from clan-based government to kingdoms and other governments during the Vedic Age. ● Describe the role of government in building and maintaining the Magadha and Mauryan Empires. ● Identify basic factual information contained in Arthashastra. ● Describe major policy recommendations from the Arthashastra. ● Discuss the caste system and its effect on society. ● Identify and describe the major tenets of Hinduism. ● Identify and describe the major tenets of Buddhism. ● Identify and describe the major tenets of Sikhism. ● Locate the center and spread of Hinduism, Buddhism and Sikhism.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W3.1.5 W3.1.8 W3.2.1 W3.2.2 H1.2.2	10.1: Aryan Migration	I can identify the migration patterns of Aryan migration into India. I can explain the causes and consequences of Aryan migration into India.	10.1 Quiz: Aryan Migration
G4.3.3 P3.1.1	10.2: Empire Building on the Indian Subcontinent	I can describe the changes to different types of governments during the Vedic Age. I can discuss the caste system and its effect on society.	10.2 Discussion: The importance of Caste

	10.3: Ruling an Empire	I can describe the role of government in building and maintaining the Magadha Kingdom and Mauryan Empire.	10.3 Assignment: The Role of Government
	10.4: Achievements in Governing: Arthashastra	I can identify basic factual information in Arthashastra. I can describe the major policy recommendations from the Arthashastra.	10.4 Assignment: The Arthashastra
	10.5: Introduction to World Religions and Hinduism	I can identify major world religions and belief systems. I can describe the tenets of Hinduism. I can explain the beliefs and practices of Hinduism.	10.5 Quiz: World Religions and Hinduism 10.5 Assignment: The Legend of Annapurna
	10.6: Buddhism	I can describe the tenets of Buddhism I can explain the beliefs and practices of Buddhism	10.6 Quiz: Buddhism
	10.7: Sikhism	I can describe the tenets of Sikhism. I can explain the beliefs and practices of Sikhism.	10.7 Quiz: Sikhism
	10.8: The Spread and Impact of Hinduism, Buddhism, and Sikhism	I can locate where Hinduism, Buddhism, and Sikhism originated on a map. I can illustrate the spread of Hinduism, Buddhism, and Sikhism through 1500 CE.	10.8 Quiz: Spread of Hinduism Buddhism and Sikhism
	Unit 10 Wrap Up and Assessment	Covers all Unit 10 objectives.	Unit 10 Test

Unit 11: Classical Civilizations: China	Essential Question: - How did Chinese rulers gain and maintain their power? - How did Confucianism influence Chinese culture and government? - What is the Silk Road and why is it significant?		
Course Objective	CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO5: Students will be able to describe major achievements of classical civilizations and empires, such as the Mauryan and Roman Empires. CO6: Students will be able to identify and describe the tenets of major world religions, such as Hinduism, Christianity, and Islam, and map their spread.		
Unit Objectives	- Identify the factors that led to conflict and cooperation among groups in the Zhou and Qin dynasties. - Describe the significance of bureaucracy and communication in the development of the Qin dynasty. - Identify and describe the major tenets of Confucianism. - Locate the geographic center of Confucianism and map its spread. - Describe the significance of Confucianism on the development of Chinese government. - Describe achievements in art, such as that found in the tomb of Qin Shi Huang. - Analyze a map to locate and describe Silk Road trade networks linking empires. - Describe economic and cultural exchanges that resulted from the Silk Road. - Conduct research to compare trade over the Silk Road to one aspect of modern globalization. - In a persuasive essay, advocate for one aspect of Silk Road trade that could benefit modern globalization and make a plan for its inclusion.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W3.1.5 W3.1.6 W3.1.7 W3.1.9 W3.2.1 W3.2.2 G3.1.1 G4.4.1	11.1: From Feudalism to Empire	I can explain the Mandate of Heaven and how it began. I can identify why different groups in the Zhou and Qin dynasties fought one another.	11.1 Quiz: From Feudalism to Empire
	11.2: Building an Empire Through War	I can define total war. I can explain why groups in the Zhou and Qin dynasties cooperated or fought with one another.	11.2. Quiz: Building an Empire Through War

		I can identify how legalism affected the Qin Dynasty.	
	11.3: Governing an Empire	I can describe how bureaucracy impacted the development of the Qin Dynasty. I can describe how communication impacted the development of the Qin Dynasty.	11.3 Quiz: Governing an Empire
	11.4: Confucianism and Its Influence	I can identify and describe the major tenets of Confucianism. I can describe the significance of Confucianism on the development of the Chinese government. I can locate the origin of Confucianism and map its spread.	11.4 Quiz: Confucianism and Its Influence
	11.5: Achievements in Art: The Tomb of Qin Shi Huang	I can identify the first emperor of China. I can describe Qin Shi Huang's tomb. I can describe the terracotta soldiers, how they were made, and why they were created.	11.5 Assignment: The Tomb of Qin Shi Huang
	11.6: Mapping the Silk Road	I can describe the Silk Road. I can describe the Silk Road trade networks and how they linked empires. I can analyze a map to locate the Silk Road.	11.6 Quiz: Mapping the Silk Road
	11.7: Case Study: The Silk Road	I can describe the function of a caravanserai.	11.7 Assignment: Travel Letter from the Silk Road

		I can describe economic and cultural exchanges that resulted from the Silk Road.	
	11.8: Links to Today	I can describe modern globalization. I can conduct research in order to compare trade over the Silk Road to modern globalization. I can write an essay to convince readers that one aspect of the Silk Road trade could be used to benefit modern globalization and describe how it could be implemented.	11.8 Assignment: Relating the Silk Road to Modern Globalization
	Unit 11 Wrap Up and Assessment	Covers all Unit 11 objectives.	Unit 11 Test
Unit 12: Classical Civilizations - The Mediterranean	Essential Question: - Where did Greek and Roman civilizations originate from? - How did Greeks and Romans interact with other cultures? - How did wars fought by Greeks and Romans shape their civilizations? - How have the Greeks and Romans influenced the modern world?		
Course Objective	CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO5: Students will be able to describe major achievements of classical civilizations and empires, such as the Mauryan and Roman Empires. CO6: Students will be able to identify and describe the tenets of major world religions, such as Hinduism, Christianity, and Islam, and map their spread.		
Unit Objectives	- Identify the origins and key characteristics of the Minoan civilization. - Identify the basics of the Trojan War story and its connection to Greek history. - Identify key characteristics of early Greek city-states. - Identify key characteristics of Athenian democracy. - Identify the basics of the Persian Empire and the main causes of the Persian Wars. - Identify the factors that prolonged and intensified the conflicts between Greece and the Persian Empire.		

	● Identify key people and battles of the Persian Wars. ● Identify the lasting effects of the Persian Wars. ● Identify Pericles and the role he played in developing Democracy in Athens. ● Describe the importance of philosophers and playwrights during this time period. ● Describe the role Greek gods and goddesses played in developing religion in classical Greece. ● Identify characteristics, examples, and achievements of Greek art and architecture. ● Describe aspects of Greek culture that spread to other cultures because of cooperation and conflict, including religion and art. ● Describe how Alexander came to power and expanded his empire. ● Explain the role Alexander the Great played in expanding Greek/Hellenistic culture throughout the world. ● Summarize what happened to classical Greece after the death of Alexander the Great. ● Identify and describe the early rulers of Ancient Rome. ● Identify and describe characteristics of the Roman Republic. ● Explain the causes and outcomes of the Punic Wars that Ancient Rome fought against Carthage. ● Summarize the life and achievements of Julius Caesar, a famous Roman leader. ● Identify and describe the social structure and gender roles in Rome. ● Identify important Roman gods and goddesses. ● Identify and describe the significant achievements of Rome. ● Identify and describe the major tenets of Judaism. ● Identify and describe the major tenets of Christianity. ● Locate the geographic center of Judaism and Christianity and map their spread. ● Analyze the environmental, economic, and political crises in the classical world that led to the consolidation of Byzantium. ● Identify and describe the importance of Constantine in the Roman Empire. ● Explain the factors in Rome's economy that led to the decline of Rome. ● Explain how foreign invaders of the Roman Empire led to its ultimate downfall. ● Define city-state, civilization, and empire. ● Compare the characteristics of a city-state, civilization, and empire by analyzing Greek and Roman structures.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W3.1.1 W3.1.3 W3.1.4	12.1 Early Greek Civilization	I can identify the origins and key characteristics of the Minoan civilization.	12.1 Quiz: Early Greek Civilization

G4.2.1 G4.4.2 W3.1.5 W3.2.1 W3.1.8 W4.1.1 W3.1.9 W3.1.11 W3.2.2		I can identify the basics of the Trojan War story and its connection to ancient Greek history. I can identify key characteristics of early Greek city-states. I can identify key characteristics of Athenian democracy.	
	12.2 Conflicts Between Neighbors: Persian Wars	I can identify the basics of the Persian Empire and the main causes of the Persian Wars. I can identify the factors that prolonged and intensified the conflicts between Greece and the Persian Empire. I can identify key people and battles of the Persian Wars. I can identify the lasting effects of the Persian Wars.	12.2 Quiz: Conflicts Between Neighbors: Persian Wars
	12.3 The Golden Age of Greece	I can identify Pericles and the role he played in developing Democracy in Athens. I can describe the importance of philosophers and playwrights during this time period. I can describe the role Greek gods and goddesses played in developing religion in classical Greece.	12.3 Quiz: The Golden Age of Greece
	12.4 Spreading of Greek Culture	I can identify characteristics, examples, and achievements of	12.4 Quiz: Spreading of Greek Culture

		Ancient Greek art and architecture. I can describe elements of Greek culture that spread to other cultures through cultural diffusion.	12.4 Assignment: The Spread of Greek Art
	12.5 Alexander the Great and the Spread of Hellenistic Culture	I can identify key details of Alexander the Great's life and conquests. I can identify how Alexander the Great spread Hellenistic culture. I can describe what happened to classical Greece after the death of Alexander the Great. I can summarize the decline of Greece.	12.5 Quiz: Alexander the Great and the Spread of Hellenistic Culture
	12.6 Origins of Rome	I can identify and describe the early rulers of Ancient Rome. I can describe key characteristics of the Roman Republic. I can explain the causes and details of the Punic Wars. I can summarize the life and achievements of Julius Caesar.	12.6 Quiz: Origins of Rome
	12.7 Roman Society and Achievements	I can identify and describe the social structure and gender roles in Rome. I can identify important Roman gods and goddesses.	12.7 Quiz: Roman Society and Achievements

		I can identify and describe the significant achievements of Rome.	
	12.8 Judaism and Christianity in the Roman World	I can identify and describe the major characteristics of Judaism. I can identify and describe the major characteristics of Christianity. I can use a map to locate the centers of Judaism and Christianity and map their spread. I can analyze the factors that led to the consolidation of Byzantium.	12.8 Quiz: Judaism and Christianity in the Roman World
	12.9 The Decline of the Roman Empire	I can identify and describe the importance of Constantine in the Roman Empire. I can explain the factors in Rome's economy that led to the decline of Rome. I can explain how foreign invaders of the Roman Empire led to its ultimate downfall.	12.9 Quiz: The Decline of the Roman Empire
	12.10 Comparing Empires	I can define city-state, civilization, and empire. I can describe the defining characteristics of the Ancient Greek and Roman civilizations. I can analyze the Greek and Roman governments.	12.10 Quiz: Comparing Empires 12.10 Assignment: Comparing Empires

		I can compare the characteristics of a city-state, civilization, and empire	
	Unit 12 Wrap Up and Assessment	Covers all Unit 12 objectives.	Unit 12 Test
Unit 13: Classical Civilizations - Africa	Essential Question: - How did geography and natural resources affect African kingdoms? - Why is Mansa Musa important in history? - How did trade with Africa contribute to different cultures and economies?		
Course Objective	CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO5: Students will be able to describe major achievements of classical civilizations and empires, such as the Mauryan and Roman Empires. CO6: Students will be able to identify and describe the tenets of major world religions, such as Hinduism, Christianity, and Islam, and map their spread.		
Unit Objectives	- Describe the role of natural resources in the development of the Kingdom of Aksum. - Identify important features of civilizations that developed in Northern, Central, and Southern Africa. - Identify and describe the major tenets of Islam. - Locate the geographic center of Islam and map its spread. - Analyze the importance of trade and taxation in the growth and economic development of Western African kingdoms - Describe the achievements of Mansa Musa in terms of spreading knowledge and culture. - Create a timeline of major empires in Africa including Ghana, Mali, and Songhai. - Describe how culture, ideas, and goods spread to different civilizations as a result of trade with Africa.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W3.1.5 W3.1.8 W3.1.10	13.1 The Diversity of Africa	I can describe various types of geographic regions in Africa.	13.1 Assignment: Mapping the Geographic Regions of Africa
W3.2.1 W3.2.2 W4.1.2	13.2 Early Civilizations	I can identify important features of civilizations that developed in Northern Africa	13.2 Quiz: Early Civilizations

G4.2.1 G5.1.3		I can identify important features of civilizations that developed in Central and Southern Africa.	
	13.3 Islam and its Spread	I can identify and describe the five tenets of Islam. I can locate the geographic center of Islam on a map. I can map the spread of Islam from its geographic center.	13.3 Quiz: Islam and its Spread
	13.4 The Kingdom of Aksum	I can describe the role of natural resources in the development of the Aksum Kingdom.	13.4 Quiz: The Kingdom of Aksum
	13.5 Building Empires in West Africa	I can create a timeline of Africa's major kingdoms in chronological order (Ghana, Mali, and Songhai). I can describe the importance of trade and taxation on the growth of west African kingdoms.	13.5 Assignment: West African Kingdoms Timeline
	13.6 The Historical Significance of Mansa Musa	I can describe Mansa Musa's achievements in spreading knowledge and culture.	13.6 Quiz: The Historical Significance of Mansa Musa
	13.7 Case Study: Trade in Africa: Exchanging Goods and Ideas	I can describe the Trans-Saharan trade and its impact on civilizations. I can identify the goods traded along the Trans-Saharan trade routes. I can describe how ideas were spread over the Trans-Saharan trade routes.	13.7 Assignment: Trade in Africa: Exchanging Goods and Ideas
	Unit 13 Wrap Up and Assessment	Covers all Unit 13 objectives.	Unit 13 Test

Unit 14: Classical Civilizations - The Americas	Essential Question: - How did civilization change over time in Mesoamerica? - Why did the Mayan Empire collapse? - How did the Incan Empire become powerful? - How does geography affect the development of empires?		
Course Objective	CO2: Students will be able to use geographical skills, such as map reading and analysis, to evaluate the role of geography in history. CO5: Students will be able to describe major achievements of classical civilizations and empires, such as the Mauryan and Roman Empires.		
Unit Objectives	- Compare civilizations in Mesoamerica to describe common features. - Describe achievements in urban planning and construction in Mesoamerica. - Analyze the geography of three empires to propose a generalization linking geography and empire formation. - Apply the skills of geographical inquiry to analyze how geography contributed to the rise of civilizations in the Americas. - Analyze the environmental, economic, and political crises that led to the collapse of the Mayan Empire. - Explain how the Inca used state authority and taxation to build an empire.		
Standards	Instructional Materials/Activities	Lesson Objectives	Assessment
W3.1.1 W3.1.2 W3.1.8 W4.1.1 G1.2.2	14.1 Connecting Geography to Civilizations	I can analyze the importance of geography to the formation of Mesoamerican and South American civilizations. I can analyze how geography contributed to the rise of civilizations in the Americas. I can identify the locations of civilizations and their geographic features on a map.	14.1 Quiz: Connecting Geography to Civilizations
	14.2 Civilizations in Mesoamerica: The Olmec	I can describe the characteristics of the Olmec civilization.	14.2 Quiz: Civilizations in Mesoamerica: The Olmec

			14.2 Assignment: Civilizations in Mesoamerica: The Olmec
	14.3 Civilizations in Mesoamerica: The Maya	I can describe the characteristics of the Maya civilization.	14.3 Quiz: Civilizations in Mesoamerica: The Maya 14.3 Discussion: The Collapse of the Maya
	14.4 Civilizations in Mesoamerica: The Aztec	I can describe the characteristics of the Aztecs. I can compare the common features of the Olmec, Maya, and Aztec.	14.4 Quiz: Civilizations in Mesoamerica: The Aztec 14.4 Assignment Part 1: Civilizations in Mesoamerica: Mesoamerican Civilization Comparison Matrix 14.4 Assignment Part 2: Comparison Essay
	14.5 Building the Incan Empire	I can explain how the Inca unified and expanded their empire through government and taxation.	14.5 Quiz: Building the Incan Empire
	z:Unit 14 Wrap Up and Assessment	Covers all Unit 14 objectives.	Unit 14 Test