

Citizenship

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	I	R	R	R	R	M					2 days	1

P.A.S.S. Objective

The student will:

District Objective(s)

Students will:

1. Propose reasons for and justify why laws and rules are needed.
2. Distinguish between appropriate and inappropriate behavior.
3. Discuss the responsibilities, privileges, and limitations that accompany rights.
4. Explain why it is important to respect the rights and property of others.
5. Propose problems that would result without rules, laws, and means of resolving conflicts.
6. Support individuals' rights to have different opinions.
7. Work cooperatively in groups to share learning resources, examine problems/conflicts, and suggest possible solutions or compromises.

SAT9
 CRT
 EOI
 AP

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Rights and Responsibilities 2. Constitution and the Bill of Rights 3. Making Choices 4. Following Rules 5. Respecting Rights of Others 	Instructional Resources
	Great Expectations Media Service Center Videos: <i>Why We Have Laws</i> <i>Dear Lovey Hart: I am Desperate</i> <i>(responsibilities and decision making)</i> <i>Different Kind of Winning</i>
	www.hprtec.org Go to Trackstar, then keyword "citizenship" www.proteacher.com

Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u></p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p><u>The 3-R Activity</u> (Brenda Simpson, Santa Fe)</p> <p>(A)</p> <ol style="list-style-type: none"> 1. Brainstorm “Rights.” Discuss what rights students want in the classroom. List and discuss each suggestion. After discussion omit ones that are not appropriate. With remaining ones create a classroom “Bill of Rights”. 2. Brainstorm “Responsibility.” Discuss, etc. Create list of student “rules” for classroom. 3. Brainstorm “Respect.” Discuss, etc. Create list for class. <p>(B) Art Activity.</p> <ol style="list-style-type: none"> 1. On block letter R (construction paper) students “personalize” the 3 R’s. They use each R-word in a sentence on the R. They decorate and cut out. 2. They link it to another student’s R using a brad until the whole class is linked together. 3. Theme - We are ready to learn. We’ve all linked together. One weak link can break the chain.
<p>Assessment</p>	

Posters:

Have students create a poster by either drawing or using pictures from newspapers or magazines to illustrate good, responsible behavior.

Geography

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	I	R	R	M						5 days	Use all year

P.A.S.S. Objective

The student will:

- II. Use geographic representations to draw conclusions**
 - A. Apply the concepts of scale, orientation, latitude and longitude, and physical regions.
 - B. Compare political, physical, and thematic maps.
 - C. Define, recognize, and locate basic landforms and bodies of water on appropriate maps and globes.

District Objective(s)

Students will:

1. Identify symbols and use scale to measure distance on maps and globes.
2. Explain the difference between cardinal and intermediate directions.
3. Use latitude and longitude to measure distance, determine directions, and locate points on maps and globes.
4. Use symbols on maps and globes to identify and interpret data.
5. Explain the use of a compass rose.
6. Explain the difference between absolute and relative location.
7. Locate countries, major cities, continents, hemispheres, and describe specific landforms, major climatic regions, and bodies of water.

<input checked="" type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation

<p>Map-Globe Skills and Terms Physical Features</p> <ol style="list-style-type: none"> 1. Getting to Know the Atlas 2. Basic Skills <ol style="list-style-type: none"> a. Directions b. Latitude and Longitude c. Map Scale d. Location e. Types of Maps 3. The World <ol style="list-style-type: none"> a. Physical Features b. Political Features c. Land and Water Bodies d. Climate and Vegetation e. Natural Resources f. The People 	<p>Chapter 1 TE, pp. G2-G11 Nystrom Atlas GeoThemes pp. 5-27</p>
	<p>Instructional Resources</p>
	<p style="text-align: center;">MEDIA SERVICE CENTER</p> <p><u>Videos</u> Latitude, Longitude, and Time Zones The Ring of Truth: Mapping Map Skills for Beginners: Scale Map Skills for Beginners: Globes From Here to There</p> <p><u>Other</u> <i>Where in the World is Carmen San Diego?</i></p> <p>Practice and Project Book, pp. 7-9</p> <p>Transparencies 10a, 10b</p>

<p>Instructional Resources</p>	<p>Suggested Strategies/Activities</p>
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<p><u>Web Sites</u></p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.hprtec.org Go to Trackstar, then keyword “Geography.”</p> <p>www.nationalgeographic.com</p>	<p><u>Layered Look Book</u> (Big Book of Books, Dinah Zike)</p> <ol style="list-style-type: none"> 1. See attached 2. Title “Five Themes of Geography” 3. On each page students write one of the themes in large letters at the bottom. Students then write a sentence explaining the theme and draw a picture illustrating it. <p><u>Tear Map</u></p> <ol style="list-style-type: none"> 1. Using construction paper, students tear the paper into the shapes of the continents, concentrating on shape and proportion. Glue to large white paper. 2. LABEL. Continents, oceans, Prime Meridian, International Date Line, equator. 3. Add compass rose. 4. Extra Credit - Add one geographic feature: mountain, lake, peninsula, archipelago, etc.
<p>Assessment</p>	
<ol style="list-style-type: none"> 1. Black Line Master Map: Label continents, oceans. Add Prime Meridian, equator, International Date Line with different colors, etc. 2. “Back Talk” (Ava Wilhelm - BW) Can be used for a variety of topics. <ol style="list-style-type: none"> a. On an index card, write a geographic term and tape to student’s back. Student does NOT see it. b. Asking only YES or NO questions, students go around the room trying to determine their term. c. On paper, students keep track of their clues. When they’ve reached a decision, they write a paragraph explaining what they think their term is. Must justify it using the clues they’ve gathered. 	

Ancient Egypt

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				10 days	1

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese

District Objective(s)

Students will:

1. Describe how the geography of the Nile influenced the economy of ancient Egypt.
2. Identify the relationship between the Nile and the growth of Egyptian civilization.
3. Identify the events that led to the rise of ancient Egypt.
4. Explain how Egypt was united under the rule of Pharaohs.
5. List the key features of ancient Egyptian system of writing.
6. Describe the Egyptian religion.
7. Describe the different levels in the social pyramid in ancient Egypt.

SAT9 CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Nile River 2. Pharaoh 3. Pyramids 4. Hieroglyphics 5. Tutankhamen 6. Contribution to Mathematics 7. Papyrus 	<p>Chapter 4</p> <p>Nystrom Atlas GeoThemes pp. 49-53</p>
	Instructional Resources
	<p>Ancient Egypt Activity Books available from Social Studies Coordinator <i>Motel of the Mysteries</i> by David McCauley</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.18-23</p> <p>Transparencies 11</p> <p>Anthology, pp. 12-21</p>

Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u></p> <p>www.hprtec.org Go to Trackstar, keyword: Ancient Egypt</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> 1. Pyramid Diorama (Lynne Breton, BW) <ol style="list-style-type: none"> a. Using pyramid pattern, student creates their own tomb: sarcophagus, hieroglyphics, canopic jars, etc. b. On large drawing paper, student draws the Nile and glues the pyramid on the west side of the river. c. In one corner, student writes a paragraph telling about the pharaoh (the student!) entombed there. d. In one corner, student draws a compass rose. e. Entire project must be colored. 2. Top Tab Book (Big Book of Books, Dinah Zike) <ol style="list-style-type: none"> a. Using attached pattern, student chooses 4 gods. b. On each page, student writes a paragraph about the god. c. On opposite page, student draws illustration.
Assessment	
<p>Write About It, pp. 73, 81, 83, 91, 93, 99</p> <p>Chapter Review, pp. 100-101</p> <p>Assessment Book: Assessing Think and Write, pp. T55-T57</p>	

Mesopotamia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				10 Days	1

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese

District Objective(s)

Students will:

1. Explain the difference between prehistory and history.
2. Describe how archaeologists add to our knowledge of the past.
3. Locate the Fertile Crescent and state why it was important to several ancient civilizations.
4. Describe similarities and differences between Mesopotamia and the Nile Valley.
5. Outline the ways the people of Mesopotamia achieved civilization.
6. Explain how the Code of Hammurabi contributed to civilization.

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Sumer 2. City-states 3. Tigris and Euphrates 4. Hammurabi 5. Cradle of Civilization 6. Cuneiform 7. Judaism 	<p>Chapter 5</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.24-28</p> <p>Transparencies 11</p> <p>Anthology, pp. 22-25</p>

Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u></p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.bonus.com Click on Brains</p>	<p>1. Cuneiform:</p> <p>a. Using the chart on page 109, students will practice cuneiform. With a small flattened piece of clay and a toothpick, student writes a sentence using those symbols.</p> <p>b. Students exchange “tablets” and decipher each other’s messages.</p> <p>2. Mud Brick:</p> <p>a. Brainstorm discussion on what methods and strategies they will use to create a mold, make it strong, and keep it dry.</p> <p>b. Students create their own mud bricks at home.</p> <p>c. With finished bricks, create a model “wall” of Mesopotamia.</p>
Assessment	
<p>Write About It, pp. 107, 115, 117, 125</p> <p>Chapter Review, pp. 126-127</p> <p>Assessment Book: Assessing Think and Write, pp. T58-T60</p>	

Ancient India: Hinduism and Buddhism

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				10 days	1

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese

District Objective(s)

Students will:

1. Identify major beliefs of Hinduism.
2. Explain how these beliefs created a unique social structure.
3. Identify the development of Buddhism, its major beliefs, and explain its spread across Asia.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Hinduism 2. Caste System 3. Buddhism 	Chapter 6, Lesson 3 and 4
	Instructional Resources
	Geo Adventures Daily Geography Activities Practice and Project Book, pp.32-33 Transparencies 11 Anthology, pp. 26-31

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> 1. Salt Dough Relief Map: Using basic salt dough recipe, students create a map of India. Must have Himalayas and Ganges River. With watercolor markers, students write 5 facts about Hinduism in a bubble and draw arrow to Ganges River. Do the same with Buddhism, drawing arrow to the Himalayas. 2. Venn Diagram: Students compare the two religions. 3. Mani Stone (Pg. 153): Students paint a hand-sized flat rock. Then with permanent marker, write “Word of Wisdom”. Use favorite quotes, life principles, slogans. Display!
Assessment	
<p>Write About It, pp. 147, 149, 155</p> <p>Assessment Book: Assessing Think and Write, pp. T61-T63</p>	

Ancient Greece

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				12 days	2

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III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese

District Objective(s)

Students will:

1. Explain why the sea was important to the early Greeks.
2. Outline the key differences between Athens and Sparta.
3. List the important contributions of Athens to civilization.
4. Describe how the Greeks united to defeat the Persians in the Persian Wars.
5. Define forms of government-monarchy, tyranny, oligarchy, and democracy.
6. Describe the form of democracy that Athens developed in the time of Pericles.
7. Identify the major Greek gods and goddesses and Homer and his epics.
8. Describe the early Olympics.
9. Describe the development of comedy and tragedy.
10. Identify Socrates and Plato and explain the role of philosophy in ancient Greece.
11. Describe the Peloponnesian War and their effects of Greece.
12. Explain the formation of the empire of Alexander the Great.
13. Tell how the Greek culture spread across the Middle East.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Minoans 2. Influence of Geography 3. Trojan War 4. City-States 5. Sparta 6. Athens 7. Acropolis 8. Persian Wars 9. Democratic Constitution 10. Cleisthenes 11. Peloponnesian Wars 12. Cultural Contributions </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 13. Alexander the Great 14. Mount Olympus 15. Olympic Games 16. Sophocles 17. Euripides 18. Oracles 19. Plato 20. Aristotle 21. Hippocrates 22. Alexandria 23. Ptolemy 24. Hellenistic Period 25. Seven Ancient Wonders (Pp. 216-217) </td> </tr> </table>	<ol style="list-style-type: none"> 1. Minoans 2. Influence of Geography 3. Trojan War 4. City-States 5. Sparta 6. Athens 7. Acropolis 8. Persian Wars 9. Democratic Constitution 10. Cleisthenes 11. Peloponnesian Wars 12. Cultural Contributions 	<ol style="list-style-type: none"> 13. Alexander the Great 14. Mount Olympus 15. Olympic Games 16. Sophocles 17. Euripides 18. Oracles 19. Plato 20. Aristotle 21. Hippocrates 22. Alexandria 23. Ptolemy 24. Hellenistic Period 25. Seven Ancient Wonders (Pp. 216-217) 	<p>Chapters 8</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Ancient Civilizations books available from Social Studies Coordinator</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.41-46</p> <p>Transparencies: Graphic Organizer</p> <p>Anthology, pp. 35-48</p>
<ol style="list-style-type: none"> 1. Minoans 2. Influence of Geography 3. Trojan War 4. City-States 5. Sparta 6. Athens 7. Acropolis 8. Persian Wars 9. Democratic Constitution 10. Cleisthenes 11. Peloponnesian Wars 12. Cultural Contributions 	<ol style="list-style-type: none"> 13. Alexander the Great 14. Mount Olympus 15. Olympic Games 16. Sophocles 17. Euripides 18. Oracles 19. Plato 20. Aristotle 21. Hippocrates 22. Alexandria 23. Ptolemy 24. Hellenistic Period 25. Seven Ancient Wonders (Pp. 216-217) 		

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> 1. Create a “Greek Character” doll. Students will trace from a pattern onto a file folder. Students will select a famous person or god/goddess to design. Each doll must be dressed with material. NO DRAWING. Face and hair must be added. A <u>symbol</u> for that character must be designed and attached to the doll. A report on this character may also be included. 2. Alexander the Great acrostic: Write a paragraph on “Who is Great to Me.”
Assessment	
<p>Write About It, pp.195, 201, 203, 209, 217</p> <p>Chapter Review 220-221</p> <p>Assessment Book: Assessing Think and Write, pp. T66-T70</p>	

Ancient Rome

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				15 days	2

P.A.S.S. Objective

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- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese

District Objective(s)

Students will:

1. Describe the chief geographic features of the Italian peninsula.
2. Explain why the geography attracted human settlement to the Italian peninsula.
3. Recount the legend of the founding of Rome.
4. List the individuals and events that contributed to the rise of Rome.
5. Describe the cause of the Punic Wars and their main effect.
6. Explain how Rome's government and rulers helped create a vast empire.
7. Define and explain the Pax Romana.
8. Describe Roman contributions in architecture, engineering, and languages.
9. Explain how the Roman Empire finally lost its power.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. The Etruscans 2. Twelve Tables 3. Punic Wars 4. Hannibal 5. Decline of the Roman Republic 6. Pompey 7. Julius Caesar 8. Augustus 9. Pax Romana 10. Fall of the Empire 11. Christianity 	<p>Chapters 9</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Ancient Civilizations - Activity books available from Social Studies Coordinator</p> <p><u>Learning About Ancient Civilizations Through Art</u> - Scholastic 1993</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.47-53</p> <p>Transparencies 13</p> <p>Anthology, pp.49-55</p>

Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u></p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p> <p>.</p>	<ol style="list-style-type: none"> 1. Roman ABC Organizer: See attached. To extend the directions, students write only one word, then use it in a sentence relating to Rome. 2. Art: (See Pp. 242-243) Students create a Roman Mosaic with small pieces of construction paper.
Assessment	
<p>Write About It, pp. 227, 235, 243, 245, 251, 257</p> <p>Chapter Review, pp. 258-259</p> <p>Assessment Book: Assessing Think and Write, pp. T71-T73</p>	

Ancient Arabia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				5 days	2

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District Objective(s)

Students will:

1. Identify Muhammad and explain the founding of Islam.
2. List the most important beliefs of Islam.
3. Explain how Islam was spread across a great Muslim Empire.
4. Identify the achievements of Islamic science and arts.
5. Explain the effects of Islamic learning in Europe.

SAT9
 CRT
 EOI
 AP
 Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Muhammad 2. Mecca 3. Quran 4. Mosque 5. Caliphs 6. Umayyad 	Chapter 10 Nystrom Atlas GeoThemes pp. 71-72
	Instructional Resources

7. Abbasids
8. Cultural Contributions

	<p>“Angel of the East” - Activity Book available from Social Studies Coordinator</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.54-58</p> <p>Transparencies 14, 15</p> <p>Anthology, pp.56-62</p>
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Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u></p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> 1. Data Disk: On tag board circle divided into 5 sections (see example), students write the Five Pillars of Islam or biographical information on Muhammad or pertinent vocabulary. 2. Angel of the East (See accompanying sheets.)
Assessment	

Write About It, pp. 265, 271, 277, 279

Chapter Review, pp. 282-283

Assessment Book: Assessing Think and Write, pp. T74-T76

The Middle Ages

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				12 days	2

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District Objective(s)

Students will:

1. Locate Europe and describe its main geographic features.
2. Explain how Europe's geography encouraged the growth of civilization.
3. Describe how the people of the Middle Ages lived.
4. Identify Charlemagne and list his contributions.
5. Explain the basic role of feudalism and life within this system.
6. List the contributions of the Christian church during the Middle Ages.
7. Explain the causes and effects of the Crusades and their impact on Europe.
8. Outline the major changes that occurred in the economy of Europe during the Middle Ages.

<input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP		Textbook Rating 1
Topics	Textbook Correlation	
1. Feudalism 2. Lord and Vassal 3. Nobility 4. Knighthood 5. The Manor 6. Inquisition 7. Education 8. Crusades 9. Growth of Trade 10. Black Death 11. Guilds 12. Cultural Contributions	Chapters 12	
	Nystrom Atlas GeoThemes pp. 55-59	
	Instructional Resources	
	Teaching the Middle Ages - Activity books available from Social Studies Coordinator Sequoyah Book - <u>Castle Diary</u> <u>Castles</u> by David McCauley Geo Adventures Daily Geography Activities Practice and Project Book, pp.64-70 Transparency: Graphic Organizer Anthology, pp.67-77	

Instructional Resources	Suggested Strategies/Activities
<u>Web Sites</u> www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com www.pbs.org/teachersource	1. Build a castle. 2. Design a Coat of Arms 3. Renaissance Drawing: Tape paper to bottom of desk. Students lay on their backs and draw.

Assessment

Write About It, pp. 319, 327, 335, 341, 347, 349

Chapter Review, pp. 350-351

Assessment Book: Assessing Think and Write, pp. T81-T83

Empires and Cultures of Africa

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				8 days	3

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese.

District Objective(s)

1. Identify major geographical features of Africa.
2. Explain how earlier Africans adapted to and changed their environments.
3. Describe the role trade played in the development of Africa.

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Ethiopia 2. Kush 3. Aksum 4. Ghana 5. Timbuktu 6. Mali 7. Griots 8. Zanzibar 9. Swahili 10. Zimbabwe 	Chapter 13
	<p style="text-align: center;">Instructional Resources</p> <p>www.pbs.org/wonders/classrm/lesson/.html</p> <p>“Wonders of the African World, Lesson Plans for the Black Kingdoms of the Nile”</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.71-77</p> <p>Transparency Map 16</p> <p>Anthology, pp.78-92</p>

Instructional Resources	Suggested Strategies/Activities
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<p><u>Web Sites</u></p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> 1. Salt Dough Map: Use topics and geography mentioned in Chapter 13 and label the map. 2. Griot Presentation (Pp. 368-369): Students tell a story (or stories) to the class about their family history.
<p>Assessment</p>	
<p>Write About It, pp.357, 361, 367, 369, 375, 379</p> <p>Chapter Review, pp. 380-381</p> <p>Assessment Book: Assessing Think and Write, pp. T84-T86</p>	

Empires and Cultures of Asia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				12 Days	3

P.A.S.S. Objective

The students will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese.

District Objective(s)

1. Identify major regions of Asia.
2. Locate and describe major physical features of Asia.
3. Describe the achievements of the Asian Empires.

SAT9 CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Angkor Wat 2. Kublai Khan 3. Byzantine Empire 4. Shogun 5. Taj Mahal 6. Tho Ottomans (Osman) 7. Moguls 8. Khmer 9. Forbidden City 10. Great Wall of China 11. Silk Road (Use Chapter 7 as resource) 12. Shinto 	<p>Chapter 14</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p><u>World Famous Landmarks</u> - Instructional Fair</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.78-85</p> <p>Transparency: Graphic Organizer, Main Idea Chart</p> <p>Anthology, pp.93-103</p>

Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u></p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<p>1. Geography Data Disk: Title “Physical Features of Asia” Students label sections: mountains, rivers, archipelago, plateau, peninsula, desert. Fill in with corresponding information about Asia. Example: Gobi Desert. Illustrate.</p> <p>2. Landmark Diorama: Create a miniature model of one of the following: Angkor Wat, Taj Mahal, Forbidden City, Great Wall of China. The background should include facts about the landmark.</p>
Assessment	

Write About It, pp. 387, 391, 397, 401, 407, 415, 417

Chapter Review, pp. 418-419

Assessment Book: Assessing Think and Write, pp. T87-T89

Age of Expansion

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				14 days	3

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world’s peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese

District Objective(s)

Students will:

1. Explain why Europeans wanted to explore the world beyond Europe.
2. Recognize the role that Marco Polo played in stimulating European interest in exploration.
3. Outline the contributions and discoveries of Henry the Navigator, Bartholomeu Dias, Vasco da Gama, and Christopher Columbus.
4. Describe change in technology that enabled navigators to sail greater distances.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics

Textbook Correlation

<ol style="list-style-type: none"> 1. Prince Henry 2. Caravel 3. Compass 4. Astrolabe 5. Bartholomeu Dias 6. Vasco da Gama 7. Cape of Good Hope 8. Christopher Columbus 9. Treaty of Tordesillas 10. Conquistadores 11. Magellan 12. Copernicus 13. Galileo 14. Sir Isaac Newton 15. European Colony of Australia 	<p>Chapter 16</p> <p>Nystrom Atlas of U.S. History Pp. 17-23</p>
	<p>Instructional Resources</p>
	<p>World History and Geography Resource Book available from Social Studies Coordinator</p> <p><u>World Famous Landmarks</u> - Instructional Fair</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.92-98</p> <p>Transparency: Graphic Organizer, Main Idea Pyramid</p> <p>Anthology, pp.116-132</p>
<p>Instructional Resources</p>	<p>Suggested Strategies/Activities</p>
<p><u>Web Sites</u></p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> 1. Patch Work Quilt Square: (Big Book of Books - Dinah Zike) See attached directions. Students choose an explorer and write important dates, discoveries, contributions on the flaps. 2. Art Activity: Explore Aborigine art on www.about-australia.com . Students then create their own Aborigine art using colored pencils.

Assessment

Write About It, pp.460, 465, 471, 477, 481

Chapter Review, pp. 482-483

Assessment Book: Assessing Think and Write, pp. T94-T96

Revolutions Change the World: French, Industrial Japan, Spanish Colonies

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				10 days	3

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese

District Objective(s)

Students will:

1. Trace the changes in France's government from 1789 to 1815.
2. Describe the Reign of Terror.
3. Identify Napoleon and analyze how he affected France and Europe.
4. Explain how former European colonies gained their independence.
5. Identify the technologies that produced the Industrial Revolution.
6. Analyze how the Industrial Revolution changed the ways people lived and worked.

<input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP		Textbook Rating 1
Topics	Textbook Correlation	
1. Declaration of Rights 2. French Revolution 3. Bastille 4. Industrial Revolution 5. Estates-General 6. Reign of Terror 7. Robespierre 8. Miguel Hidalgo 9. Simon Bolivar 10. Mexican Revolution 11. Napoleon 12. Karl Marx 13. Socialists 14. Communism 15. Imperialism 16. Matthew Perry 17. Meiji	Chapter 17 Instructional Resources World History and Geography Resource Book available from Social Studies Coordinator <u>World Famous Landmarks</u> - Instructional Fair Geo Adventures Daily Geography Activities Practice and Project Book, pp.99-104 Transparency: Map 19, Graphic Organizer, Cause and Effect Map Anthology, pp.133-140	

Instructional Resources	Suggested Strategies/Activities
<u>Web Sites</u> www.hprtec.org Go to Trackstar www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com www.pbs.org/teachersource	<ol style="list-style-type: none"> Assembly Line: Simulate the production of a product. Example: pinwheels, cupcakes, etc. Top Tab Book: (See pattern from Ancient Egypt) Students choose one of the Revolutions, then four of the important people, things or events in that revolution to research, write about, and illustrate.

Assessment

Write About It, pp.491, 497, 499, 505, 513

Chapter Review, pp. 516-517

Assessment Book: Assessing Think and Write, pp. T97-T99

Modern Europe: A World at War

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				14 days	4

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese.

District Objective(s)

Students will:

1. Explain how nationalism led to alliances in Europe before World War I.
2. Trace events of World War I.
3. Identify the role Hitler had in the rise of Naziism in Germany.
4. Identify the two alliances in World War II.
5. List events of World War II.
6. Define the Holocaust and identify its victims.
7. Interpret a historical map showing locations of major countries and battles of World War I and World War II.

<input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input checked="" type="checkbox"/> AP			Textbook Rating 1
Topics			Textbook Correlation
1. Sarajevo 2. Franz Ferdinand 3. Central Powers 4. Allied Powers 5. Woodrow Wilson 6. Treaty of Versailles 7. League of Nations 8. Technology a. Weapons b. Airplanes c. Submarines d. Poison Gas e. Tanks f. Trench Warfare 9. Armistice 10. Czar Nicholas II 11. Lenin 12. Bolsheviks 13. Communism 14. Soviet Union 15. Stalin 16. President F.D. Roosevelt 17. Mussolini 18. Fascist 19. Nazis 20. Adolf Hitler 21. Third Reich 22. Pearl Harbor 23. D-Day 24. Hiroshima/Nagasaki 25. Holocaust 26. Cold War 27. Berlin 28. Korean War 29. Fidel Castro 30. Bay of Pigs 31. Cuban Missile Crisis 32. Space Race 33. Sputnik I			Chapter 18 Instructional Resources World History and Geography Resource Book available from Social Studies Coordinator <u>World Famous Landmarks</u> - Instructional Fair Geo Adventures Daily Geography Activities Practice and Project Book, pp.105-111 Transparency: Map 20, Graphic Organizer, Sequence Train Anthology, pp.142-157
Instructional Resource		Suggested Strategies/Activities	

<p><u>Web Sites</u></p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> 1. Time Line: Create a time line for each war. 2. Interviews: With a partner, students write questions and answers relating to a famous person from one of the wars covered in chapter 18. Present to class.
<p>Assessment</p>	
<p>Write About It, pp.531, 539, 547, 549, 555, 561</p> <p>Chapter Review, pp. 562-563</p> <p>Assessment Book: Assessing Think and Write, pp. T101-103</p>	

New Nations

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				10 days	4

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese.

District Objective(s)

Students will:

1. Explain the spread of European colonization across Africa.
2. Describe the rise of African nationalism and analyze its effect.
3. Explain why Jews struggle for a homeland.
4. Describe the conflict between Israelis and Palestinians.
5. Analyze India's colonial relations with Britain.
6. Identify important people and events in India's struggle for independence.
7. Trace the sequence of events before, during, and after the Vietnam War.

SAT9 CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Suez Canal 2. Gold Coast 3. African Nationalism 4. Palestine 5. Zionism 6. West Bank 7. Anwar Sadat 8. Golda Meir 9. Yasir Arafat 10. Yitzhak Rabin 11. Mohandas Ghandi 12. Indira Gandhi 13. Vietnam War 14. Ho Chi Minh 	<p>Chapter 19</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>World History and Geography Resource Book available from Social Studies Coordinator</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.112-117</p> <p>Transparency: Graphic Organizer, Main-Idea Chart</p> <p>Anthology, pp.158-184</p>

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<ol style="list-style-type: none"> <li data-bbox="812 157 1430 420">1. Map Activity: Use outline map of Africa. Using Pg. 570, Students label countries, write dates of independence, color code using map key, then answer the four questions on the back. <li data-bbox="812 420 1430 1039">2. T-Chart: Choose one of the lessons. Label the chart <u>Before Independence/After Independence</u>. Fill in with 10 facts on each side.
Assessment	
<p>Write About It, pp.571, 578, 585, 591</p> <p>Chapter Review, pp. 592-593</p> <p>Assessment Book: Assessing Think and Write, pp. T104-106</p>	

A Changing World

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I			M				10 days	4

P.A.S.S. Objective

The student will:

III. Analyze selected cultures which have affected our history.

- A. Define the characteristics of culture and the role culture played in the development of the world's peoples.
- B. Compare and contrast common characteristics of culture, such as language, custom, shelter, diet, traditional occupations, belief systems, and folk traditions.
- C. Evaluate the impact of selected civilizations, such as Egypt, Greece, Rome, Maya, Inca, and Chinese.

District Objective(s)

Students will:

1. Describe the Soviet Union's collapse.
2. Analyze the upheavals and conflicts in Europe as the Cold War ended.
3. Explain how the European Union is affecting the European economy.
4. Describe the policy of apartheid and the struggle to end it.
5. Analyze the rapid economic development of Pacific Rim countries such as China and Japan.
6. Identify major changes that the Americas have undergone in the past half century.
7. Identify major challenges that the Americas face in the future.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Gorbachev 2. Capitalism 3. Glasnost 4. Perestroika 5. Fall of Berlin Wall 6. Fall of USSR 7. Yeltsin 8. Nelson Mandela 9. NAFTA 10. Bosnia 11. Tiananmen Square 12. Pacific Rim 13. Nunavut 	<p>Chapter 20</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>World History and Geography Resource Book available from Social Studies Coordinator</p> <p>Geo Adventures Daily Geography Activities</p> <p>Practice and Project Book, pp.118-123</p> <p>Transparency: Graphic Organizer, Main-Idea Chart</p> <p>Anthology, pp.185-204</p>

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.aetv.com</p> <p>www.hprtec.org Go to Trackstar</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p> <p>www.pbs.org/teachersource</p>	<p>1. Poem for Two Voices: Using Paul Fleischman’s <u>Joyful Noise: Poems for Two Voices</u> as a model, pairs of students write a joint poem, a dialogue for two opposing points of view. Each voice speaks individually, but they also speak together, offering comments about which they agree or disagree. Example: Two students write a 2-voice poem. One student lives east of the Berlin Wall, one on the west.</p> <p>2. Report Card: (See attached) Choose one of the political figures from Chapter 20 and write a report card on that figure.</p>
Assessment	
<p>Write About It, 603, 612, 621, 629</p> <p>Chapter Review, pp. 592-593</p> <p>Assessment Book: Assessing Think and Write, pp. T107-109</p>	

Current Events														
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
All grades on regular basis														
P.A.S.S. Objective The student will: VI. Compare and contrast contemporary political and economic systems.														
District Objective(s) Students will: <ol style="list-style-type: none"> 1. Use several sources to gather and organize information about current issues and events. 2. Explore the relationship of a current issue or event on conditions in the past. 3. Project how an important current event may affect their lives. 4. Identify different points of view on a current issue. 5. Suggest possible solutions to specific problems which affect their communities. 6. Examine alternative methods of conflict resolution in view of the overuse of the courts. 														
<input type="checkbox"/> SAT9 <input type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP														
Topics										Textbook Correlation				
<ol style="list-style-type: none"> 1. World 2. National 3. Local 														
										Instructional Resources				
										<u>Web Sites</u> www.hprtec.org Go to Trackstar www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com www.pbs.org/teachersource				

