



UNIT 1

Unit Title: September 11, 2001

Unit Description

To educate students in a meaningful approach that will highlight the historical significance of 9/11, dissolve stereotypes and ignorance through enlightened education that encourages students to be pillars of the future in order to make a positive impact in a post 9/11 world.

LEARNING GOALS

Enduring Understanding(s):

Culture refers to the socially transmitted behaviors beliefs values traditions, institutions, and ways of living together of a group of people.
Culture may change in response to changing needs, concerns, social, political, and geographic conditions. Language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
The study of the past provides a representation of the history of communities, nations, and the world. Learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.
Global connections have existed in the past and increased rapidly in current times.
Global connections may make cultures more alike or increase their sense of distinctiveness.
Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.

Essential Question(s):

How does culture unify a group of people?
How do elements of unity and diversity develop both within and across cultures?
What role do geography, economics, and politics play in the development of cultures and cultural diffusion?
How do cultural perspectives lead groups to interpret the same event differently?
How do we evaluate the usefulness of degree of reliability of a variety of forms of historical evidence?
How do we use key events, documents, dates, and people from the past in constructing historical accounts?
What is globalization, and what are its consequences?

Content and Skills:

Students will know...

The differences between primary and secondary sources.
Introduction to the events of September 11, 2001.
Who Al Qaeda is and why they justified the attacks.
Four planes were involved.
The attack resulted in the collapse of the World Trade Center, damage to the Pentagon, and a plane crash in Shanksville, PA.
More than 3,000 people were killed.
That the world and our relationship with other countries changed significantly after September 11, 2001.

Students will be able to...

Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

Describe and give examples of the value of both cultural unity and diversity, within and across groups. Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding.

Formulate questions about topics in history, predict possible answers and use historical methods of inquiry and literacy skills to locate organize interpret sources, and present supported findings.

Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others sources.

Compare information about the same event using a variety of primary sources.

Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion/avoidance of and detect bias).

Standards Addressed:

Standard 1 – Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

1.6 Students will demonstrate an understanding of patterns of human movement across time and place.

Standard 2 – History/Social Studies Literacy Skills

Competence in literary, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

2.3 Create various forms of written work (eg. Journal, blog, essay, web page, brochure) to demonstrate an understanding of history and social studies issues.

2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays)

Standard 3 – Civic Engagement

Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

3.1 Use of evidence to identify, analyze and evaluate historical interpretations.

3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

UNIT 2

Unit Title: Geography, Economics, and Citizenship

Unit Description:

Where in the world are you? What are your responsibilities as a citizen? Geography helps us understand the places around us. Economics explores the exchange of goods. These topics help us understand history.

LEARNING GOALS

Enduring Understanding(s):

People, places, and ideas change over time.
Resources are limited, so people must make choices.

Essential Question(s):

How does geography influence the way people live?
Why do people trade?

Content and Skills:

the Six Essential Elements of Geography and how geography relates to history
the uses for longitude and latitude, map projections, and types of maps
basic principles of economics and trade

Standards Addressed:**1 CULTURE**

1. “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together for a group of people.
2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance
4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture

3 PEOPLE, PLACES, AND ENVIRONMENTS

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
2. Concepts such as: location, region, place, migration, as well as human and physical systems
9. The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

6. That cultural diffusion occurs when groups migrate

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

1. Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.
2. How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative
7. How markets bring buyers and sellers together to exchange goods and services
8. How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption

10 CIVIC IDEALS AND PRACTICES

2. Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent
6. The origins and function of major institutions and practices developed to support democratic ideals and practices.

UNIT 3

Unit Title - Early Humans and the Agricultural Revolution**Unit Description:**

During the Paleolithic Age, people began to develop technology or knowledge that is applied to help people. They created tools that helped them survive in different locations.

LEARNING GOALS**Enduring Understanding(s):**

People, places, and ideas change over time.

Essential Question(s):

How do people adapt to their environment?

Content and Skills:**Students will know:**

how Paleolithic humans adapted to their environments to survive

how advances during the Paleolithic Age made it possible for humans to survive the Ice Ages

why some historians consider the Agricultural Revolution the most important event in human history

why people created permanent settlements when they began to farm

how tools and roles changed as a result of permanent communities

Standards Addressed:**1 CULTURE**

3. How culture influences the ways in which human groups solve the problems of daily living;

4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture

5. How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study

6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions

2 TIME, CONTINUITY, AND CHANGE

5. Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems)

6. The origins and influences of social, cultural, political, and economic systems

7. Human modifications of the environment

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

2. Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

3. Institutions are created to respond to changing individual and group needs

5. That groups and institutions change over time

6 POWER, AUTHORITY, AND GOVERNANCE

5. The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

6. The economic gains that result from specialization and exchange as well as the trade-offs

8 SCIENCE, TECHNOLOGY, AND SOCIETY

1. Science is a result of empirical study of the natural world, and technology is the application of knowledge to accomplish tasks

UNIT 4

Unit Title: Mesopotamia

Unit Description:

Mesopotamia extended from the Tigris River to the Euphrates. The Sumerians were the first settlers in the region. They are the people who developed the world's first civilization. Soon several civilizations appeared in Mesopotamia. This area was called the fertile crescent because of its shape.

LEARNING GOALS

Enduring Understanding(s):

People, places and ideas change over time.
Cultures are held together by shared beliefs and common practices and values.

Essential Question(s):

How does geography influence the way people live?
Why does conflict develop?

Content and Skills:

why people settled in Mesopotamia
how Gilgamesh relates to modern-day literature pieces
what it was like to live in Sumer
the Sumerian ideas and inventions that have been passed on to other civilizations
the themes found in the epic poem genre
how civilizations developed in Mesopotamia
what contributions the Assyrians made to Southwest Asia
why Babylon was an important city in the ancient world

Standards Addressed:

Learners will understand:

2 TIME, CONTINUITY, AND CHANGE

6. The origins and influences of social, cultural, political, and economic systems

3 PEOPLE, PLACES, AND ENVIRONMENTS

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources
2. Concepts such as: location, region, place, migration, as well as human and physical systems
7. Human modifications of the environment

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender
8. That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result

6 POWER, AUTHORITY, AND GOVERNANCE

5. The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

6. The economic gains that result from specialization and exchange as well as the trade-offs

8 SCIENCE, TECHNOLOGY, AND SOCIETY

2. Society often turns to science and technology to solve problems

UNIT 5

Unit Title: Ancient Egypt

Unit Description:

The Egyptian Empire covered the northeastern corner of Africa. It centered on the mysterious Nile River Valley. Egypt extended from central Africa to coastal areas along the Red Sea and the Mediterranean Sea. Despite periods of weakness, the empire expanded over the centuries of the Middle Kingdom and the New Kingdom.

LEARNING GOALS

Enduring Understanding(s):

People, places, and ideas change over time.
Cultures are held together by shared beliefs and common practices and values.

Essential Question(s):

How does geography influence the way people live?
What makes a culture unique?
Why do civilizations rise and fall?

Content and Skills:

why the Nile River was important to the ancient Egyptians
characteristics of ancient Egyptian religion and society
factors that led to the rise and fall of the ancient Egyptian empire

Standards Addressed:

Learners will understand:

1 CULTURE

4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture

3 PEOPLE, PLACES, AND ENVIRONMENTS

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources

7. Human modifications of the environment

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

3. How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

7. That institutions may promote or undermine social conformity

9. That groups and institutions influence culture in a variety of ways

8 SCIENCE, TECHNOLOGY, AND SOCIETY

2. Society often turns to science and technology to solve problems

4. Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present

5. Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities

UNIT 6**Unit Title: The Israelites****Unit Description:**

The ancient Israelites struggled for centuries to build a secure homeland. This was difficult because their location in the eastern Mediterranean region was surrounded by more powerful empires. Their religion, Judaism, became a world religion. It would later influence Christianity and Islam.

LEARNING GOALS**Enduring Understanding(s):**

People, places, and ideas change over time.
The value that a society places on individual rights is often reflected in that society's government.
Countries have relationships with each other.

Essential Question(s):

How do religions develop?
What are the characteristics of a leader?
How does religion shape society?

Content and Skills:

Students will know:
the differences between polytheism and monotheism

the beliefs of the ancient Israelites

Standards Addressed:

1 CULTURE

1. “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together for a group of people.
2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance
4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture

3 PEOPLE, PLACES, AND ENVIRONMENTS

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
2. Concepts such as: location, region, place, migration, as well as human and physical systems
9. The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

6. That cultural diffusion occurs when groups migrate

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

1. Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.
2. How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative
7. How markets bring buyers and sellers together to exchange goods and services
8. How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption

10 CIVIC IDEALS AND PRACTICES

2. Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent
6. The origins and function of major institutions and practices developed to support democratic ideals and practices

UNIT 7

Unit Title: The Ancient Greeks**Unit Description:**

Greek city-states developed after the civilizations of the Minoans and Mycenaeans. By the 700s B.C., city-states and colonies flourished in the Mediterranean region. The Persian Empire attempted unsuccessfully to invade Greece. By the late 400s, however, all of Greece had been weakened during a bitter war between Athens and Sparta.

LEARNING GOALS**Enduring Understanding(s):**

People, places, and ideas change over time.
Resources are limited, so people must make choices.
The value that a society places on individual rights is often reflected in that society's government.

Essential Question(s):

How does geography influence the way people live?
Why does conflict develop?
Why do people form governments?
How do governments change?

Content and Skills:

Students will know:

how geography affected the early Greeks
what contributed to the development of the Minoan civilization
how the Mycenaeans became a powerful military force
how Greek culture spread to other parts of the world
the different types of government that developed among the Greek city-states
why Sparta became a military society
what characteristics made Athens unique
how the Persians successfully ruled their large empire
what the Greeks did to defeat the Persians
what it was like to live in Athens during the rule of Pericles

Standards Addressed:

Learners will understand:

1 CULTURE

- 4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture
- 8. That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding

2 TIME, CONTINUITY, AND CHANGE

- 7. The contributions of key persons, groups, and events from the past and their influence on the present

3 PEOPLE, PLACES, AND ENVIRONMENTS

- 8. Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

- 3. How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity
- 4. How personal, social, cultural, and environmental factors contribute to the development and the growth of

personal identity

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender

6. That cultural diffusion occurs when groups migrate

9. That groups and institutions influence culture in a variety of ways

8 SCIENCE, TECHNOLOGY, AND SOCIETY

6. Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (for example, invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries)

UNIT 8

Unit Title: Greek Civilization Greek Civilization

Unit Description:

The Greeks are remembered for their advances in the study of science, philosophy, mathematics, and the arts. When Alexander the Great conquered the Persian Empire, he spread Greek culture and ideas throughout southwest Asia and the Mediterranean world.

LEARNING GOALS

Enduring Understanding(s):

Cultures are held together by shared beliefs and common practices and values.
People, places, and ideas change over time.
Leaders can bring about change in society.

Essential Question(s):

What makes a culture unique?
How do new ideas change the way people live?
What are the characteristics of a leader?

Content and Skills:

Students will know:
how the ancient Greeks honored gods and goddesses
the ideas that the ancient Greeks expressed in their literature, drama, art, and architecture
ancient Greek beliefs about history and science
how successful Alexander was in achieving his goals
how Hellenistic kingdoms spread Greek culture
ideas developed during the Hellenistic Era

Standards Addressed:

1. CULTURE

1. "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together for a group of people
2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance

3. How culture influences the ways in which human groups solve the problems of daily living
 4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture
 8. That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding
- 2. TIME, CONTINUITY, AND CHANGE**
2. Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
 3. That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past
 4. That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher
 5. Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems)
 7. The contributions of key persons, groups, and events from the past and their influence on the present

UNIT 9

Unit Title: Ancient India

Unit Description: The first civilizations of ancient India developed in Indus Valley. The arrival of the Aryans brought great changes to India, including the caste system and beliefs that would become Hinduism. By the rise of the Mauryan and Gupta Empires, Buddhism had joined Hinduism as a major world religion that began in ancient India.

LEARNING GOALS

Enduring Understanding(s):

People, places, and ideas change over time.
Religion can influence a society's beliefs and values.

Essential Question(s):

How does geography influence the way people live?
How do religions develop?
What makes a culture unique?

Content and Skills:

how the Indus Valley civilization developed
the origins of the caste system in India
fundamental concepts of Hinduism and Buddhism
what Ashoka accomplished during his rule
the achievements of the Golden Age of the Gupta Empire
the contributions of Indian culture to literature, art, math, and science

Standards Addressed:

1 CULTURE

1. "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of

living together for a group of people;

5. How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;

2 TIME, CONTINUITY, AND CHANGE

3. That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;

5. Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);

6. The origins and influences of social, cultural, political, and economic systems;

3 PEOPLE, PLACES, AND ENVIRONMENTS

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;

2. Concepts such as: location, region, place, migration, as well as human and physical systems;

6. Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

4. How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;

6. That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes.

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

1. This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions;

2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;

6. That cultural diffusion occurs when groups migrate;

7. That institutions may promote or undermine social conformity;

UNIT 10

Unit Title: Early China

Unit Description:

Unit Overview: How and where did civilization begin in China? Artifacts that archaeologists have found in the Huang He Valley is the first center of Chinese civilization. Historians believe that the valley's rich soil encouraged people to settle there to farm and eventually to build towns.

LEARNING GOALS

Enduring Understanding(s):

People, places, and ideas change over time.
The movement of people, goods, and ideas causes societies to change over time.

Essential Question(s):

What makes a culture unique?
How do governments change?
How do new ideas change the way people live?

Content and Skills:

Students will know:
how geography shaped the development of China's civilization
why Shang rulers were able to remain powerful
the ways society and government were influenced by Chinese thinkers
what changes the Qin emperor made to unite China
how life improved under Han rulers
how China and the rest of the world benefited from the Silk Road
why Buddhism became popular in China

Standards Addressed:

1. CULTURE

4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture
5. How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study
8. That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding

2. TIME, CONTINUITY, AND CHANGE

6. The origins and influences of social, cultural, political, and economic systems
9. The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world

3. PEOPLE, PLACES, AND ENVIRONMENTS

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources
6. Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas)
8. Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

7. That institutions may promote or undermine social conformity

6. POWER, AUTHORITY, AND GOVERNANCE

5. The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society

7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

1. Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources

10. CIVIC IDEALS AND PRACTICES

4. The common good, and the rule of law

UNIT 11

Unit Title: Rome: Republic to Empire

Unit Description:

Rome grew from a small farming village into one of the world's greatest empires. The factors that linked the empire together - a common language, a common money, and massive public works projects - influence Western civilization even today.

LEARNING GOALS

Enduring Understanding(s):

People, places, and ideas change over time.
Conflict can lead to change.
Leaders can bring about change in society.

Essential Question(s):

How does geography influence the way people live?
How do governments change?
Why does conflict develop?
What are the characteristics of a leader?

Content and Skills:

The students will know:

the effect that geography had on the rise of Rome
how Rome gained control of the Mediterranean region
how conflict between Rome's social classes led to change in its government
what caused the decline of the Roman Republic
the events that enabled Rome to become an empire
what caused the Roman Empire to prosper

Standards Addressed:

1 CULTURE

2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance

4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture

6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions

2 TIME, CONTINUITY, AND CHANGE

2. Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect

5. Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient

civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems)

7. The contributions of key persons, groups, and events from the past and their influence on the present

3 PEOPLE, PLACES, AND ENVIRONMENTS

1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

8. That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result

6 POWER, AUTHORITY, AND GOVERNANCE

2. Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism)

5. The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

1. Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources

3. The economic choices that people make have both present and future consequences

10 CIVIC IDEALS AND PRACTICES

1. The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society

2. Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent

3. Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action)

4. The common good, and the rule of law

7. Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues

UNIT 12

Unit Title: Roman Civilization

Unit Description:

The Roman Empire extended throughout the Mediterranean region. As the empire grew, however, Roman emperors found it more difficult to rule. Political corruption, economic challenges, and invasions by Germanic groups brought about the division of the empire.

LEARNING GOALS

Enduring Understanding(s):

People, places, and ideas change over time.

Essential Question(s):

What makes a culture unique?

How does geography influence the way people live?

Why do civilizations rise and fall?

Content and Skills:

Students will know:

how the Greeks influenced Roman religion, science, art, architecture, and literature

the reasons for the decline of the Roman Empire

Standards Addressed:

Learners will understand:

1 CULTURE

3. How culture influences the ways in which human groups solve the problems of daily living
4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture
5. How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study
6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions

2 TIME, CONTINUITY, AND CHANGE

6. The origins and influences of social, cultural, political, and economic systems
7. The contributions of key persons, groups, and events from the past and their influence on the present

6 POWER, AUTHORITY, AND GOVERNANCE

2. Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism)
5. The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society