

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Peopling of the World: Prehistory – 2500BC Quarter: 1 Length (Days): 10</p>	<p>1.What are the various regions of the globe? 2.How do scientists understand or know prehistory? 3.Who is responsible for creating the story of prehistoric people? 4.What were the earliest humans like, in terms of culture and living patterns? 5. How did early humans change and progress? 6.What were the similarities and differences between hunter-gatherer societies and Agricultural communities? 7. What changes developed throughout the Paleolithic and Neolithic times? 8. How did the rise of agriculture lead to the development of Civilizations?</p>	<p>NEW ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.5.9-12 SS.G.8.9-12 SS.G.9.9-12 SS.H.1.9-12 SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.H.1.9-12 SS.H.8.9-12 SS.H.12.9-12 National Standards: CRS: WorkKeys Skills: Chart Analysis Cause and Effect Picking out main ideas CCSS: RH.9-10.1 RH.9-10.2 RH.9-10.3</p>	<p>Formative: 1.Ch1.1, 1.2, 1.3, 1.4 workbook pages 2.Hominid Group Chart 3.Hunter/Gather vs. Ag. Comm. Paragraph 4.Ch 1.4 ws on Rise of Cities 5.World Regions Map 6. Analysis of Cave Paintings Summative: Ch 1 Test Short answer Multiple Choice True/False Matching Chart Analysis</p>	<p>1.Class Discussions 2.Lectures/Notes 3.Video 4.Group Activities 5.Collaborative Learning Stations 6.Individual Guided Study 7.Chart Analysis 8.Jig-sawing 9. Compare and Contrast 10. Persuasive writing 11. Connecting to topics to present day 12. Cause and effect relationships</p>	<p>1.Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Ancient Mesopotamia by iThink, World Population Data Sheet, Blank Maps, 3. White board 4. Overhead projector 5. Computer projector 6. Computers from library 7. DVD Player</p>	<p>Updated Illinois learning standards.</p>
<p>Name: Early River Valley Civilizations 3500-450 BC Quarter: 1 Length (Days): 13</p>	<p>1.What were the first civilizations to develop out of the Neolithic Age? 2.How did the geography of these various regions shape the culture of the people who lived there?</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.4.9-12 SS.G.5.9-12 SS.G.6.9-12 SS.G.8.9-12 SS.G.10.9-12 SS.IS.4.9-12</p>	<p>Formative: 1.Ch 2.1, 2.2, 2.3. 2.4 workbook pages 2.Nile Delta WS 3.Hammurabi Code WS 4.Egyptian Writing Assignment 5.Indus Valley Planned City WS</p>	<p>1.Class Discussions 2.Lectures/Notes 3.Video 4.Primary Source Analysis 5.Collaborative Learning Stations 6.Individual Guided Study 7.Chart Analysis</p>	<p>1.Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities,</p>	<p>Updated Illinois Learning standards</p>

	<p>3. Why did the Chinese River Valley develop completely independent of the other river valleys?</p> <p>4. Why was the discovery of King Tut's tomb so important?</p> <p>5. What was unique of the cultures of these various peoples?</p> <p>6. Why was there need for laws to develop in civilizations?</p> <p>7. How did governments differ in each of the civilizations?</p> <p>8. How did Hammurabi's Code unify the peoples of Mesopotamia?</p> <p>9. What were reasons for the collapse of the Early River Valley Civilizations?</p>	<p>SS.IS.5.9-12 SS.H.8.9-12 SS.H.10.9-12 SS.H.11.9-12</p> <p>National Standards: CRS: WorkKeys Skills: Chart Analysis Cause and Effect Summarizing</p> <p>CCSS: RH.9-10.1 RH.9-10.4 RH.9-10.7</p>	<p>6. Chinese Tri-fold Pamphlet</p> <p>Summative: 1. Ch 2 Test Short answer Multiple Choice True/False Matching Chart Analysis</p> <p>2. Non-Traditional Assessment = King Tut Broadcast</p>	<p>8. Jig-sawing 9. Compare and Contrast 10. Persuasive writing 11. Connecting to topics to present day 12. Cause and effect relationships</p>	<p>Ancient Mesopotamia by iThink, Primary Source of Hammurabi's Code, Engineering an Empire History Channel Series, In Depth Resources 3. White board 4. Overhead projector 5. Computer projector 6. Computers from library 7. DVD Player</p>	
<p>Name: First Age of Empires 1570-200 BC Quarter: 1 Length (Days): 12</p>	<p>1. How do the Old, Middle, and New Kingdoms of Egypt rise and fall?</p> <p>2. Who were the important rulers during the New Kingdom of Egypt?</p> <p>3. How do the Assyrians gain control of the Mesopotamian River Valley?</p> <p>4. Who were the important leaders of the Assyrians?</p> <p>5. What was Assyrian culture based on?</p> <p>6. How did the Assyrians collapse</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.5.9-12 SS.G.8.9-12 SS.G.9.9-12 SS.G.10.9-12 SS.G.11.9-12 SS.G.12.9-12 SS.IS.6.9-12 SS.IS.7.9-12</p> <p>National Standards: CRS: WorkKeys Skills: Map Analysis Compare and Contrast</p>	<p>Formative: 1. Ch 4.1, 4.2, 4.3, 4.4 workbook pages 2. New Kingdom Timeline 3. Assyrian Culture WS 4. Persia Video Guide 5. Chinese Philosophies Chart 6. Vocabulary Check</p> <p>Summative: Ch 4 Test Short answer Multiple Choice True/False Matching Map Analysis</p>	<p>1. Class Discussions 2. Lectures/Notes 3. Video 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis</p>	<p>1. Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Engineering an Empire History Channel Series, In Depth Resources Primary Source Writings of Cyrus of Persia 3. White board 4. Overhead projector</p>	<p>Updated Illinois learning standards</p>

	<p>and in the ruins how did the Persian Empire rise?</p> <p>7. Compare and contrast the three most influential leaders of the Persian Empire.</p> <p>8. Why is the Qin Dynasty able to rise out of the Warring States Period in China?</p> <p>9. What role does Shi Huangdi play in unifying China?</p> <p>10. How are Confucianism, Daoism, and Legalism similar and different in unifying China?</p>	<p>Main Ideas Cause and Effect CCSS: RH.9-10.1 RH.9-10.3 RH.9-10.4 RH.9-10.7 RH.9-10.10</p>			<p>5. Computer projector 6. Computers from library 7. DVD Player</p>	
<p>Name: Classical Greece Quarter: 2 Length (Days): 17</p>	<p>1. How did ancient civilizations of Mycenaens Minoans and Dorians influence the early development of Greece?</p> <p>2. Who was Homer? How did he influence Greek Culture?</p> <p>3. What is the importance or significance of the Trojan War?</p> <p>4. How did myths influence average days of Greeks?</p> <p>5. What were similarities and differences of Greek City-States? How these differences lead to various independent people?</p> <p>6. Why is the Greek war with Persia so</p>	<p>ILS: SS.G.1.9-12 SS.G.2.9-12 SS.G.3.9-12 SS.G.5.9-12 SS.G.8.9-12 SS.G.9.9-12 SS.G.11.9-12 SS.G.12.9-12 SS.IS.6.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.H.1.9-12 SS.H.2.9-12 SS.H.10.9-12 SS.H.11.9-12 National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.3 RH.9-10.4 RH.9-10.9</p>	<p>Formative: 1. Ch 5.1, 5.2, 5.3,5.4, 5.5 workbook pages 2. Myth Worksheet 3. Government Quote Activity Ws 4. Persian War Flow Chart 5. Sparta and Athens Venn Diagram 6. Peloponnesian Ws 7. Socrates, Plato, and Aristotle Chart 8. Alexander the Great Pamphlet Summative: Ch 5 Test Short Answer Multiple Choice True/False Matching Chart Analysis</p>	<p>1. Class Discussions 2. Lectures/Notes 3. Video 4. Chart Analysis 5. Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis</p>	<p>1. Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Engineering an Empire History Channel Series, In Depth Resources Primary Source Writings of Homer's <i>Iliad</i> and <i>Odyssey</i> Peloponnesian Reading and Questions 3. White board 4. Overhead projector 5. Computer projector 6. Computers from</p>	<p>Updated Illinois Learning Standards</p>

	<p>influential in today's society?</p> <p>7. How did the end of the Persian Wars lead to a Golden Age in Greece?</p> <p>8. Why is Greece known to have such great culture compared to other civilizations?</p> <p>9. Why does Alexander deserve the title of "the Great?"</p> <p>10. How did the Peloponnesian War set back the development of Greece?</p> <p>11. How did ancient Philosophers such as Socrates, Plato, and Aristotle influence the Greeks and the Western World?</p> <p>12. What is Hellenistic Culture and how Alexander the Great influence its rise?</p>				<p>library</p> <p>7. DVD Player</p>	
<p>Name: Ancient Rome and Early Christianity Quarter: 2 Length (Days): 12</p>	<p>1. Compare and Contrast Ancient Greece, Rome, and Modern US.</p> <p>2. What was the structure of the Roman Republic?</p> <p>3. How were the "12 Tables of Roman Law" supposed to protect individual rights?</p> <p>4. What were the Punic Wars? Why were Carthage and Rome fighting?</p> <p>5. Who were the</p>	<p>ILS:</p> <p>SS.G.1.9-12</p> <p>SS.G.2.9-12</p> <p>SS.G.3.9-12</p> <p>SS.G.5.9-12</p> <p>SS.G.8.9-12</p> <p>SS.G.9.9-12</p> <p>SS.G.11.9-12</p> <p>SS.G.12.9-12</p> <p>SS.IS.6.9-12</p> <p>SS.IS.7.9-12</p> <p>SS.IS.8.9-12</p> <p>SS.H.1.9-12</p> <p>SS.H.2.9-12</p> <p>SS.H.10.9-12</p> <p>SS.H.11.9-12</p> <p>SS.H.12.9-12</p>	<p>Formative:</p> <p>1.Ch 6.1, 6.2, 6.3, 6.4 Workbook pages</p> <p>2. US/Greece/Rome Venn Diagram</p> <p>3.Punic War Timeline</p> <p>4. Vocabulary quiz</p> <p>5.Rise of Christianity video guide</p> <p>6.Influential leaders in the Rise of Christianity Ws</p> <p>7. Fall of Rome Chart</p> <p>Summative:</p> <p>Ch 6 Test</p> <p>Short Answer</p> <p>Multiple Choice</p>	<p>1.Class Discussions</p> <p>2.Lectures/Notes</p> <p>3.Video</p> <p>4.Chart Analysis</p> <p>5.Jig-sawing</p> <p>6. Compare and Contrast</p> <p>7. Persuasive writing</p> <p>8. Connecting to topics to present day</p> <p>9. Cause and effect relationships</p> <p>10. Primary Source Analysis</p>	<p>1.Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell</p> <p>2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Engineering an Empire History Channel Series, In Depth Resources Primary Source</p> <p>12 Tables of Roman Law</p>	<p>Updated Illinois Learning Standards</p>

	<p>Gracchus Brothers and how did their actions in the assemblies lead to civil unrest in Rome?</p> <p>6. How did Julius Caesar rise to power in Rome? What were his accomplishments? How does Rome now shift from a republic to an empire?</p> <p>7. Why did Christianity flourish in Rome? What conditions led it to rise?</p> <p>8. How did Rome influence later civilizations and later generations?</p> <p>9. What is the lasting legacy of the Roman people and Roman culture?</p> <p>10. What were the causes for the fall of Rome, both long term and immediate?</p>	<p>National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.3 RH.9-10.6</p>	<p>True/False Mathcing Map Analysis</p>		<p>Portion of <i>Julius Caesar</i> from W. Shakespeare</p> <p>3. White board</p> <p>4. Overhead projector</p> <p>5. Computer projector</p> <p>6. Computers from library</p> <p>7. DVD Player</p>	
<p>Name: The Muslim World Quarter: 2 Length (Days): 7</p>	<p>1. What conditions led to the rise of Islam on the Arabian Peninsula?</p> <p>2. Who is Muhammad and how does influence the rise of Islam?</p> <p>3. What are the Five Pillars of Islam?</p> <p>4. Who were the “Rightly Guided Caliphs?”</p> <p>5. Similarities and differences between Islam, Judaism, and Christianity.</p>	<p>ILS: SS.IS.1.9-12 SS.IS.2.9-12 SS.IS.3.9-12 SS.IS.7.9-12 SS.IS.8.9-12 SS.IS.9.9-12 National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.2 RH.9-10.4 RH.9-10.9</p>	<p>Formative: Ch 10 Ws Individual Guided Project Work Summative: Creation of Non-Traditional Assessment ABC Booklet</p>	<p>1. Class Discussion 2. Lecture/Notes 3. Individual Guided Research</p>	<p>1. Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell</p> <p>2. Supplemental Materials: Corresponding Workbook, Guided reading</p> <p>3. Computers from library</p>	<p>Updated Illinois Learning Standards</p>

	6. How does Islam spread into Sub-Saharan Africa?					
Name: African Civs. early and later periods Quarter: 2 Length (Days): 7	1. Identify the different geographic regions of Africa and explain how early Africans adapted to their environments 2.summarize the achievements of early West African Societies 3. Trace growth of African ironworking 4. Summarize the causes and effects of human migration 5. Describe the Bantu migrations into the southern half of Africa. 6. explain how maritime trade led to Aksum's growth 7. Expalin the effects of the Muslim invasion of Aksum	ILS: National Standards: CRS: WorkKeys Skills: CCSS: RH.9-10.1 RH.9-10.3 RH.9-10.6	Formative: Ch 10 and 15 workbook and textbook questions Map of Africa Regions map of Africa Summative: Ch 8 Test Short Answer Multiple Choice True/False Mathcing Map Analysis	1.Class Discussions 2.Lectures/Notes 3.Video 4.Chart Analysis 5.Jig-sawing 6. Compare and Contrast 7. Persuasive writing 8. Connecting to topics to present day 9. Cause and effect relationships 10. Primary Source Analysis	1.Textbook, <i>World History: Patterns of Interaction</i> Published by McDougal Littell 2. Supplemental Materials: Corresponding Workbook, Guided reading activities, Engineering an Empire History Channel Series, In Depth Resources 3. White board 4. Overhead projector 5. Computer projector 6. Computers from library 7. DVD Player	
Name: Quarter: Length (Days):		ILS: National Standards: CRS: WorkKeys Skills: CCSS:	Formative: Summative:			