

Quarter 1	Content	Standards	GLE	Assessment	Essential Questions
	<p>Introduction INB 4 strands of S.S. 5 Themes of Geography Map Skills</p> <p>Go With the Flow Rivers Around the Flow Building A River To Dam or Not to Dam Dam Basics Dams Around the World Dam Experiment Dam Debate Economic Factor</p> <p>Prehistory Geography of early hominids Examining artifacts 5 Hominid groups Paleolithic to Neolithic</p>	<p>Civics Standard Four 6-8a Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.</p> <p>Economics Standard One 6-8a Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services</p> <p>Economics Standard 3 6-8a Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>Geography Standard 2 (6-8a) Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed, and been affected by, physical environments in the world's sub regions</p>		<p>S.S. Pretest</p> <p>Author Page</p> <p>5 Themes Collage</p> <p>Map Skills Warm Up</p> <p>River Puzzle</p> <p>Building A Dam</p> <p>DamDebate</p> <p>Dam Quiz</p> <p>Geography Challenge</p> <p>Map Activity</p> <p>INB Reading Notes</p> <p>Hominid Comic Books</p> <p>Cave Drawings Interpretation</p> <p>Quiz</p>	<p>What is geography?</p> <p>What is an INB?</p> <p>How does an INB help me to become a better S.S.student ?</p> <p>How do geographic factors play a role in human settlement?</p> <p>Do people shape the landscape more than they are shaped by it?</p> <p>Who uses the rivers in our watersheds?</p> <p>How do people impact rivers?</p> <p>What can be done to keep the rivers healthy?</p> <p>What geographical features were most important in developing early settlements?</p> <p>What types of experts investigate the past?</p> <p>How did the abilities of hominids define the way they lived?</p> <p>What advances led to the change from hunter to gatherers to farmers?</p>

		<p>Geography Standard 4 (6-8a) Students will develop an understanding of the character and use of regions and the connections between and among them</p> <p>History Standard One Students will examine historical materials relating to a particular region, society, or theme, analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Two Students will examine historical artifacts and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four Students will develop historical knowledge of major events and phenomena in world, U.S. and Delaware history.</p>			
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Common Assessment	<p>Geography- to be scored by October 9, 2009</p> <p>G1- Mental Mapping</p> <p>G2- Human Interaction with the Environment</p>
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Timeline	Content	Standards	GLE	Assessment	Essential Questions
<p>Quarter 2</p>	<p>Mesopotamia Sumerian city-states Characteristics of a civilization Empires of Mesopotamia</p> <p>EGYPT Geography of the Nile Growing Up Egyptian Egyptian Boat Tour Religion Daily Life Kush History of Ancient Hebrews and Origins of Judaism</p>	<p>History Standard One Students will examine historical materials relating to a particular region, society, or theme, analyze change over time, and make logical inferences concerning cause and effect</p> <p>History Standard Four Students will develop historical knowledge of major events and phenomena in world, U.S. and Delaware history.</p> <p>Civic Standard One Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.</p> <p>Economics Standard 3 6-8a Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>Geography Standard 2 (6-8a) Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed, and been affected by, physical environments in the world's sub regions</p>		<p>Reading Notes</p> <p>Flowchart of Issues</p> <p>Contemporary Artifact Project and Presentations</p> <p>Mechanical Diorama</p> <p>Historical Timelines</p> <p>Unit Test</p>	<p>How did the Sumerian city-states respond to the issues of food shortages, uncontrolled water supply, irrigation maintenance, and attacks?</p> <p>What are the characteristics of a civilization?</p> <p>What were the major accomplishments of the Empires?</p>

		<p>Geography Standard 3 Students will identify and explain the major patterns of human activity in the world's sub regions</p> <p>Geography Standard 4 (6-8a) Students will develop an understanding of the character and use of regions and the connections between and among them</p>			
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Common Assessment	<p>Civics C1- functions of local, state , and federal governments C4-employing skills necessary to communicate with elected officials To be scored by January 15,2009</p>
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Quarter 2	Content	Standards	GLE	Assessment	Essential Questions
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Quarter 3	<p>Ancient India Key Places and physical Features Founding of Hinduism Spread of Buddhism Mohenjodaro Unification of India</p>	<p>History Standard One Students will examine historical materials relating to a particular region, society, or theme, analyze change over time, and make logical inferences concerning cause and effect</p> <p>History Standard Four Students will develop historical knowledge of major events and phenomena in world, U.S. and Delaware history.</p> <p>Geography Standard 2 (6-8a) Students will apply a knowledge of the major processes shaping</p>		<p>Specialty Maps Reading Notes INB Check Excavation of Site Stations of Mohenjodaro Billboard Test</p>	<p>How does the physical setting support the rise of civilization?</p> <p>What are the beliefs and practices of Hindus and Buddhists?</p> <p>Why is Mohenjodaro an important archaeological site?</p> <p>How did the Mauryan Empire grow?</p> <p>How did Ashoka's edicts contribute to the spread of Buddhism?</p>
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		<p>natural environments to understand how different peoples have changed, and been affected by, physical environments in the world's sub regions</p> <p>Geography Standard 4 (6-8a) Students will develop an understanding of the character and use of regions and the connections between and among them</p> <p>Economics Standard 3 6-8a Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>Civic Standard One Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.</p>			
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Common Assessment	<p>History</p> <p>H1-analyzing change over time: inferring cause and effect</p> <p>H2- analyzing historical documents for credibility: finding bias, point of view, purpose</p> <p>To be scored by March 26</p>
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Quarter 4	Content	Standards	GLE	Assessment	Essential Questions
Quarter	<p>Ancient Greece Geography Democracy The Rise of City-States Persian War Golden Age of Athens Alexander the Great Legacy of Greece</p>	<p>History Standard One Students will examine historical materials relating to a particular region, society, or theme, analyze change over time, and make logical inferences concerning cause and effect</p> <p>History Standard Two Students will examine historical artifacts and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p>History Standard Four Students will develop historical knowledge of major events and phenomena in world, U.S. and Delaware history.</p> <p>Geography Standard 3 Students will identify and explain the major patterns of human activity in the world's sub regions</p>		<p>Map Activity</p> <p>Metope</p> <p>Reading Notes</p> <p>Chantathalon</p> <p>Tour of six sites</p> <p>Medallions mini-project</p> <p>Matching activity of 11 stations</p> <p>Temple Design Competition</p> <p>Olympics</p> <p>Test</p>	<p>How did the geography of Ancient Greece influence the development of its civilization?</p> <p>What were the patterns of trade and commerce?</p> <p>How did Athens and Sparta develop their government, education, economy, and treatment of women and slaves?</p> <p>What were the causes and results of the Peloponnesian War?</p> <p>How did the culture of Ancient Greece spread throughout the empire?</p> <p>Describe the lasting contributions from Ancient Greece?</p>

Common Assessment	<p>Economics</p> <p>E1-analyze how changes in technology, costs, and demand affect prices</p> <p>E3-demonstrate how different economic systems are shaped by means of production, cultural values, technology</p>
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Directions: Each content teacher should complete a curriculum map for school year 2009-2010. The map should identify what content, state standards, GLE's, assessments, and essential questions are being taught in that specific quarter. Identify the content, skills, and format for each quarterly assessment.