

Semester 1 of 1					
Unit Number: Title and Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 1: Chapter 1: Origins and Cultures of Early Civilizations The development of Human Societies Section 1: Paleolithic Age Section 2: Neolithic Age pp. 1 - 33 3 – 4 weeks	<ul style="list-style-type: none"> To gain an understanding of the history of the world around them To learn about places, cultures, and events around the world that conspired to make them the way they are To make inferences about how the rest of the world works 	6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics. 6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics. 6.22 Compare alternative ways that historical periods and eras are designated and time is marked in the Western Hemisphere (e.g. since time immemorial, ad	Students will know: <ul style="list-style-type: none"> The development of Human Societies. 	Students will be able to: <ul style="list-style-type: none"> Show their learning by passing a test/quiz on the information. Creating a timeline of important events. Draw/create maps. 	Cengage Learning: National Geographic: <i>World History Great Civilizations: Ancient Through Early Modern Times</i> Unit 1: Chapters 1 – 2

		infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).			
Unit 1: Chapter 2: Origins of Cultures and Civilizations Section 1: Early Villages Section 2: The Seeds of Civilization pp. 34 – 53 3 - 4 weeks	Understand how people learned to survive and thrive tens of thousands of years ago	6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics.	<ul style="list-style-type: none"> Students will know: The origins of Civilizations, their early villages, and survival. Know how the seeds of civilizations began. 	Students will be able to: <ul style="list-style-type: none"> Show their learning by passing a test/quiz on the information. Create a timeline of important events. Draw/create maps. 	Cengage Learning: National Geographic: <i>World History Great Civilizations: Ancient Through Early Modern Times</i> Unit 1: Chapters 1 – 2
Unit 2: Chapter 3: Early Civilizations: Ancient Mesopotamia Section 1: Sumer Section 2: Later Civilizations pp. 64 – 87 3 -4 weeks	To understand that Mesopotamian culture was important because of the power and influence it had on western advancements and the world today. Mesopotamian people demonstrated cultural achievements through	6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics. 6.15 Explain and demonstrate how	Students will: <ul style="list-style-type: none"> Gain an understanding of Mesopotamia and the Mesopotamians Know about Hammurabi's code of law. Know what aspects of the 	Students will be able to: <ul style="list-style-type: none"> Show their learning by passing a test/quiz on the information. Creating a timeline of important events. Draw/create 	Cengage Learning: National Geographic: <i>World History Great Civilizations: Ancient Through Early Modern Times</i> Unit 2: Chapters 1 – 5

	government, religious beliefs, and society through shared similar ideas, but maintained their unique identity.	changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population).	<p>cultures below have influenced our culture today and the legacy they leave behind:</p> <ul style="list-style-type: none"> ○ Assyrians ○ Phoenicians ○ Persians ● Demonstrate cuneiform writing. 	cuneiform writing in playdough or on paper.	
<p>Unit 2: Chapter 4: Early Civilizations: Ancient Egypt</p> <p>Section 1: A Society on the Nile</p> <p>Section 2: The Old and Middle Kingdoms</p> <p>Section 3: The New Kingdom</p> <p>Section 4: The Egyptian Legacy</p> <p>pp. 88- 121</p> <p>3 -4 Weeks</p>	<p>To understand that Egyptian culture was important because of the power and influence it had on western advancements and the world today.</p> <p>Egyptian people demonstrated cultural achievements through government, religious beliefs, and society through shared similar ideas, but maintained their unique identity.</p>	<p>6.1 Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations.</p> <p>6.7 Explain the function of imports, exports, and trade in the economy.</p> <p>6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Understand the importance of Egypt on the Nile. ● Inventions of the Egyptians. ● Old and new kingdoms unite and the social classes. ● The development of agriculture. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Show their learning by passing a test/quiz on the information. ● Creating a timeline of important events. ● Draw/create a pyramid demonstrating important Egyptian artifacts/ideas on each side of the pyramid. 	<p>Cengage Learning: National Geographic: <i>World History Great Civilizations: Ancient Through Early Modern Times</i></p> <p>Unit 2: Chapters 1 – 5</p>

		<p>and predictions regarding geographic distributions of physical and human characteristics.</p> <p>6.15 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population).</p>			
<p>Unit 2: Chapter 5: Early Civilizations: Judaism and the Israelite Kingdoms</p> <p>Section 1: The Founding of Judaism</p> <p>Section 2: Kingdoms and Exile</p> <p>pp. 122 - 141</p> <p>3 Weeks</p>	<p>To understand that Judaism and the Jewish culture is and was important because of the power and influence it had on western advancements and the world today.</p> <p>Judaism and the Jewish people demonstrated cultural achievements through</p>	<p>6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics.</p> <p>6.3 Examine the origins, purposes, and impact of constitutions, laws,</p>	<p>Student will know:</p> <ul style="list-style-type: none"> • That Judaism is district culture. • About and develop an understanding of their beliefs and text. • About the Exile and return. • About the Diaspora. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Show their learning by passing a test/quiz on the information. • Creating a timeline of important events • Draw/create a dreidel. 	<p>Cengage Learning: National Geographic: <i>World History Great Civilizations: Ancient Through Early Modern Times</i></p> <p>Unit 2: Chapters 1 – 5</p>

	government, religious beliefs, and society through shared similar ideas, but maintained their unique identity.	treaties, and international agreements.			
Unit 7: Chapters 16-17: American Civilizations: Mesoamerica Section 1: The Olmec and the Zapotec Section 2: The Maya Section 3: The Aztec South and North America: Section 1: Peruvian Cultures -Inca Section 2: North American Cultures – Northwest Coast, Pueblo, Great Plains, mound builders pp. 452 - 513 3 Weeks	To understand that Mesoamerica was the site of two of the most profound historical transformations in world history: primary urban generation, and the formation of New World cultures out of the long encounters among Indigenous, European, African, and Asian cultures.	6.1 Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations. 6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics. 6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family	Student will know: <ul style="list-style-type: none"> • Cultures of the American civilizations. • Their inventions. • Their legacies. • Their governments and social hierarchy. • Religious practices. • Their architecture. • And how these influence our culture today. 	Students will be able to: <ul style="list-style-type: none"> • Show their learning by passing a test/quiz on the information. • Creating a timeline of important events. • Draw/create aspects of the Mesoamerican civilizations. 	Cengage Learning: National Geographic: <i>World History Great Civilizations: Ancient Through Early Modern Times</i> Unit 7: Chapters 16 – 17

		<p>and community systems) across indigenous civilizations.</p> <p>6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.</p> <p>6.23 Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.</p>			
End of Semester 1					