

| | | | |
|--|---|--|---|
| <p>Topic 2: Fertile Crescent Topic 3: Ancient Egypt</p> <ul style="list-style-type: none"> ● Locate the Fertile Crescent and explain why early civilizations first emerged in the region ● Explore the social structure of early civilizations ● Analyze perspectives found in primary sources ● Describe why the Nile River was important to Egyptians ● Analyze how religious beliefs in the afterlife influenced their way of life | <p>SS.5.H.2. Use information about a historical source to judge the extent to which the source is useful for studying a particular topic</p> <p>SS.5.CV.4.5 Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes</p> | <p>Geography maps Critical thinking skills Worksheets Online assessments Project/quizzes/tests</p> | <p>McGraw Hill: World History Scholastic News magazine TrueFlix</p> |
|--|---|--|---|

| Trimester Two Nov.-Feb. Strategies/Skills covered | Key Standards | Assessments | Suggested Materials |
|--|---|---|---|
| <p>Research Project</p> <ul style="list-style-type: none"> • Use reference material, online sources and non-fiction books to research a leader, legend or hero • Prepare an oral report on main ideas and accomplishment of their person <p>Topic 5: Ancient Greece</p> <ul style="list-style-type: none"> • Analyze the geographic, political, and social structures of the ancient Greeks • Use a variety of maps to identify cultural features of countries | <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace</p> <p>SS.5.CV.3 Compare and contrast the US government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes</p> <p>SS.5.CV.4 Using evidence, explain how policies are developed to address public</p> | <p>Research notes and outline Speech rubric Hands-on project</p> <p>Geography maps Critical thinking skills Worksheets Online assessments Projects/quizzes/test</p> | <p>Worldbook online Gale Infobits Non-fiction books</p> <p>McGraw Hill: World History Scholastic News magazine TrueFlix</p> |

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> ● Compare primary and secondary sources and draw sound conclusions from them ● Trace the development of early forms of democracy and citizenship <p>Topic 7 : Early China</p> <ul style="list-style-type: none"> ● Identify key events that took place in early China ● Describe the physical geography and climate of early China ● Examine how culture is transferred through trade | <p>problems and concerns to achieve equitable outcomes</p> <p>SS.5.EC.3 Determine ways in which the government pays for the goods and services it provides</p> <p>SS.6-8G.4 Explain how humans and their environment affect one another</p> <p>SS5.EC.1 Analyze why and how individuals, businesses and nations around the world specialize and trade</p> | <p>Geography maps Critical thinking skills Worksheets Online assessments Project/quizzes/test</p> | <p>McGraw Hill: World History Scholastic News magazine TrueFlix</p> |
|---|--|---|--|

| Trimester Three Feb-May Strategies/Skills covered | Key Standards | Assessments | Suggested Materials |
|---|---|---|---|
| <p>Topic 8 : Ancient Rome</p> <p>Topic 11: Medieval Europe</p> <ul style="list-style-type: none"> ● Identify the key events involved in the development of Ancient Rome ● Explain how a society’s culture expresses its value ● Examine how people use science and technology to advance society | <p>SS.6-8.G.1 Use geographic representations (maps, photographs, satellite images, etc.) to explain the relationship between the locations and changes in their environments</p> <p>SS.3-5.IS Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources</p> <p>SS.5.G.4 Analyze the effects of catastrophic environmental and technical events on human settlement and migration</p> <p>SS.6-8.CV.3.LC Identify the means used by individuals and groups to either maintain or change powers and protect, grant ,or deny rights of individuals and communities in society</p> | <p>Geography maps</p> <p>Critical thinking skills</p> <p>Worksheets</p> <p>Online assessments</p> <p>Project/quizzes/test</p> | <p>McGraw Hill: World History</p> <p>Scholastic News magazine</p> <p>TrueFlix</p> |

| | | | |
|--|---|--|---|
| <p>Wonders of the World Project</p> <ul style="list-style-type: none"> Use reference material, online sources and non-fiction books to research a historic landmark <p>Topic 10: The Americas</p> <ul style="list-style-type: none"> Describe the art and architecture of the indigenous peoples of Central and South America Explain the effects of geography upon the people Elaborate on the cultures of the Mayas, Aztecs, and Incas | <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>SL5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes</p> <p>SS6-8.G.4 Explain how humans and their environments affect one another</p> | <p>Research notes and outline Speech rubric Hands-on project</p> <p>Geography maps Critical thinking skills Worksheets Online assessments Project/quizzes/test</p> | <p>Worldbook online Gale Infobits Non-fiction books</p> <p>McGraw Hill: World History Scholastic News magazine TrueFlix</p> |
|--|---|--|---|