

Week 1		Week 2	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.1 Describe the great climate and environmental changes. (H) 7.2 Identify sites in Africa where archaeologists have found evidence of the origins of moderns human beings and describe what archaeologists found. (G, H) 7.3 Describe the characteristics of hunter-gatherer societies of the Paleolithic Age. (H)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.1 and 7.2 Continue 7.3 Describe the characteristics including the societies use of tools and fire, basic hunting weapons, beads and other jewelry. (H)</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT ONE/INTRODUCTION TO WORLD HISTORY</p> <p>Chapter 1: The Tools of History Lesson 1: The World’s Geography Lesson 2: How Maps Help Us Study History</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT ONE</p> <p>Chapter 1: The Tools of History Continued Lesson 3: How Archaeologists Study the Past Lesson 4: How Historians Study the Past</p>	
<p align="center">Objectives</p> <p>-Identify geographer’s tools. -Describe the 5 themes of geography. -Explain how climate/environment affects people. -Examine different maps and how they change.</p>	<p align="center">Essential Question</p> <p>What do geographers study?</p>	<p align="center">Objectives</p> <p>-Examine how archaeologists and historians learned about early humans. -Identify three examples of primary sources.</p>	<p align="center">Essential Question</p> <p>How do archaeologists and historians uncover the story of early people?</p>
<p align="center">Teacher Resources</p> <p>1. Worksheets 4. Poster Activity 2. Lesson Reviews 5. Maps 3. Connection to Today Activity</p>	<p align="center">Media Resources</p> <p>1. On-line textbook 2. Internet Resources: ClassZone.com</p>	<p align="center">Teacher Resources</p> <p>1. Artifacts 4. Worksheets 2. Maps 5. Vocab. Sheets 3. Literature Connections</p>	<p align="center">Media Resources.</p> <p>1. Internet Resources: ClassZone.com</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 3		Week 4	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.1, 7.2, 7.3 Continued</p>		<p><i>The students will:</i> 7.3 Continued 7.4 Explain the importance of the invention of metallurgy and agriculture and the growing of crops and the domestication of animals. (H)</p>	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT ONE	
Review Chapter 1, Lessons 1-4		Chapter 2: The Earliest Human Societies Lesson 1: Hunters and Gatherers	
Objectives	Essential Question	Objectives	Essential Question
<ul style="list-style-type: none"> -Review terms and names -Identify main ideas -Explain historic patterns -Evaluate information 	<ul style="list-style-type: none"> -Read a map - Recognize change - Write a paragraph 	<ul style="list-style-type: none"> -Examine the ways early humans interacted with the environment. -Describe the main elements of prehistoric culture. 	<ul style="list-style-type: none"> What are the tools of history? What do you think life was like for early humans?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<ul style="list-style-type: none"> 1. Review Sheets 2. Textbook 3. Supplements 	Internet Resources: ClassZone.com	<ul style="list-style-type: none"> 1. Worksheets 2. Lesson Review 3. Skillbuilder Activities 	<ul style="list-style-type: none"> 4. Sec. Sources 5. Summarizing
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic.</p> <p>Review: All weekly concepts.</p> <p>Quiz: Given at appropriate intervals on all introduced topics and concepts.</p> <p>Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Given at appropriate intervals on all introduced topics and concepts.</p> <p>Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 5		Week 6	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.6 Identify the characteristics of civilization. (H, G, E) Examples: geographic and political boundaries; economy; population; social classes; system of religion, learning, art, architecture; record keeping</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions, such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilization. (H, E) 7.7 Locate the Tigris and Euphrates Rivers, identify successive civilizations and empires, explain the “Fertile Crescent”, identify modern countries (Iran, Iraq, Turkey). (H,G, E)</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE Chapter 2: The Earliest Human Societies Continued Lesson 2: Learning to Farm and Raise Animals Lesson 3: The First Communities</p>		<p align="center">Unit/Topic/Lesson UNIT TWO/EARLY CIVILIZATIONS OF SOUTHWEST ASIA Chapter 3: Ancient Mesopotamia Lesson 1: Geography of Mesopotamia</p>	
<p align="center">Objectives</p> <p>-Describe the development and spread of agriculture among humans -Explain what life was like in early villages</p>	<p align="center">Essential Question</p> <p>How did farming villages develop?</p>	<p align="center">Objectives</p> <p>-Describe the geographic features of Mesopotamia -Explain how farmers controlled water</p>	<p align="center">Essential Question</p> <p>How did land between the Tigris and Euphrates Rivers support agriculture?</p>
<p align="center">Teacher Resources</p> <p>1. Worksheets 4. Supplements 2. Lesson Reviews 5. Narratives 3. Maps 6. Notes</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Writing Model</p>	<p align="center">Teacher Resources</p> <p>1. Worksheets 4. Activity: Diagram 2. Lesson Review 5. Charts 3. Maps</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Homework Helper</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.8 Identify polytheism as the religious belief of the people of Mesopotamian civilizations. (H)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.10 Describe the important achievements of Mesopotamian civilization. (H,C,E) Examples: system of writing, monumental architecture, art</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Chapter 3: Ancient Mesopotamia Lesson 2: The First Civilization</p>		<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Chapter 3: Ancient Mesopotamia Lesson 3: Life in Sumer</p>	
<p align="center">Objectives</p> <p>-Trace the factors that led to the development of the first civilization</p>	<p align="center">Essential Question</p> <p>How did civilization develop in the region of Sumer?</p>	<p align="center">Objectives</p> <p>-Describe key features of Sumerian society -Describe the technological advances in Sumerian society</p>	<p align="center">Essential Question</p> <p>What were the social classes that made up Sumerian society?</p>
<p align="center">Teacher Resources</p> <p>1. Maps 4. Supplements 2. Worksheets 3. Lesson Reviews</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Homework Helper</p>	<p align="center">Teacher Resources</p> <p>1. Worksheets 4. Chart 2. Lesson Reviews 3. Graphic Organizer</p>	<p align="center">Media Resources</p> <p>Internet Activity: Research and Presentation</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 9		Week 10	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (H,C,E)</p>		<p><i>The students will:</i> 7.10 Continued</p>	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
<p>Chapter 4: Early Empires Lesson 1: Mesopotamian Empires</p>		<p>Chapter 4: Early Empires Lesson 2: Assyria Rules the Fertile Crescent Lesson 3: Persia Controls Southeast Asia</p>	
Objectives	Essential Question	Objectives	Essential Question
<p>-Describe how the powerful city-states expanded to control much of Mesopotamia -Examine the large empire of the Fertile Crescent called Babylon -Explain Hammurabi’s Code</p>	<p>How do empires change the way people live in them?</p>	<p>-Describe the rise and fall of the Assyrian Empire -Identify Persia’s location -Identify issues and problems faced by early rulers</p>	<p>How was Assyria able to build an empire? How did Cyrus and Darius each control the Persian empire?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>1. Primary Source 4. Supplements 2. Worksheets 3. Lesson Reviews</p>	<p>Internet Resources: ClassZone.com Homework Helper</p>	<p>1. Reader’s Theater 5. Maps 2. Worksheets 6. Skillbuilder 3. Lesson Reviews Handbook</p>	<p>Internet Resources: ClassZone.com Homework Helper</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>

Week 11		Week 12	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.12 Locate the Mediterranean and Red Seas, the Nile River and Delta, and Upper and Lower Egypt. (G) 7.15 Describe the polytheistic religion of ancient Egypt (H)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.14 Describe the role of pharaoh as god/king; the concept of dynasties, the importance of at least one Egyptian ruler, and the role of slaves (H,C) 7.16 Summarize important achievements of Egyptian civilization. (H)</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE/ANCIENT AFRICA</p> <p>Chapter 5: Ancient Egypt Lesson 1: Gift of the Nile Lesson 2: Life in Ancient Egypt</p>		<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Chapter 5: Ancient Egypt Lesson 3: The Pyramid Builders Lesson 4: The New Kingdom</p>	
<p align="center">Objectives</p> <p>-Describe how Egyptians used the fertile land along the Nile River -Identify locations on a map -Examine the social rules of the Egyptians</p>	<p align="center">Essential Question</p> <p>Why was the Nile River important? How did work and social roles affect people in this area?</p>	<p align="center">Objectives</p> <p>-Describe how the great pyramid was built -Identify the achievements of Queen Hatshepsut's rule</p>	<p align="center">Essential Question</p> <p>How did pharaoh Khufu proclaim his glory? What was the significance of the first woman to rule as a pharaoh?</p>
<p align="center">Teacher Resources</p> <p>1. Maps 2. Worksheets 3. Lesson Reviews 4. Supplements</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Interactive Maps</p>	<p align="center">Teacher Resources</p> <p>1. Maps 2. Worksheets 3. Lesson Reviews 4. Supplements 5. Primary Source</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Interactive Maps Research Activity</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<p>The students will: 7.13 Describe the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (Kingdom of Kush) and their relationship to the social and economic characteristics of ancient Egypt. (H,G,E)</p>		<p>The students will: 7.13 Continued</p>	
Unit/Topic/Lesson UNIT THREE		Unit/Topic/Lesson UNIT THREE	
<p>Chapter 6: Kush and Other African Kingdoms Lesson 1: Nubia and the Land of Kush</p>		<p>Chapter 6: Kush and Other African Kingdoms Lesson 2: The Kingdom of Aksum Lesson 3: West, Central and Southern Africa</p>	
Objectives	Essential Question	Objectives	Essential Question
<p>-Trace the development of the civilizations of Nubia, including Kush -Identify the economic center linking Egypt and the interior of Africa (Meroe)</p>	<p>In what ways were Nubia and Egypt connected?</p>	<p>-Describe notable features of Aksum -Detail the nomadic migrations of the Bantu people of Africa</p>	<p>What was the significance of trade to the people in the Kingdom of Aksum?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>1. Maps 2. Worksheets 3. Lesson Reviews 4. Supplements</p>	<p>Internet Resources: ClassZone.com Homework Helper</p>	<p>1. Maps 2. Worksheets 3. Lesson Reviews 4. Supplements 5. Primary Source</p>	<p>Internet Resources: ClassZone.com Research Activity</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>

Week 15		Week 16	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.19 Locate on a historical map of the Mediterranean, Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, area governed by the Palestinian Authority, Syria and Turkey (G) 7.20 Identify the ancient Israelites, trace their migration from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses. (H, G)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.21 Describe the monotheistic religion of the Israelites. (H) 7.22 Describe the unification of the tribes of Israel under Kings Saul, David and Solomon, including David’s founding of Jerusalem. (H)</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE/THE ROOTS OF WESTERN IDEAS Chapter 10: The Hebrew Kingdoms Lesson 1: The Origins of the Hebrews</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE Chapter 10: The Hebrew Kingdoms Lesson 2: Kingdoms and Captivity</p>	
<p align="center">Objectives</p> <p>-Build understanding of the qualities that Moses demonstrated leading the Israelites out of Egyptian captivity</p>	<p align="center">Essential Question</p> <p>What is the central belief of the Hebrews?</p>	<p align="center">Objectives</p> <p>-Identify important Israelite leaders. -Discuss how Israelite leaders helped build a nation.</p>	<p align="center">Essential Question</p> <p>Who were the early kings of Israel?</p>
<p align="center">Teacher Resources</p> <p>1. Maps 4. Supplements 2. Worksheets 5. Primary Sources 3. Lesson Reviews 6. Document Based Ques.</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Maps</p>	<p align="center">Teacher Resources</p> <p>1. Maps 4. Supplements 2. Worksheets 5. Secondary Sources 3. Lesson Reviews</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Homework Helper <i>The Ten Commandments</i></p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 17		Week 18	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.23 Explain the expulsion/dispersion of the Jews to other lands after the destruction of the second temple in Jerusalem in 70 AD/CE and the renaming of the country by the Romans, (H)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Review</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 10: The Hebrew Kingdoms Lesson 3: Rome and Judea</p>		<p align="center">Unit/Topic/Lesson UNIT ONE, TWO, THREE, FIVE</p>	
<p align="center">Objectives</p> <p>-Describe how the Jews regained control of Jerusalem</p>	<p align="center">Essential Question</p> <p>What was the result of Jewish resistance to Roman rule?</p>	<p align="center">Objectives</p> <p>-Review: References, Reading and Writing Support, Special Features, Infographics, Interactives, Maps, Charts, Timelines, Themes</p>	<p align="center">Objectives Cont.</p> <p>-Practice and develop the skills needed to study history and take tests: Part I: Strategies Part II: Practice</p>
<p align="center">Teacher Resources</p> <p>1. Worksheets 4. Supplements 2. Primary Sources 5. Visual Summary 3. Lesson Reviews</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Multimedia Presentation</p>	<p align="center">Teacher Resources</p> <p>1. Handbooks 4. Supplements 2. Stories/Literature 3. Skillbuilding</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Test Practice—MC, Primary and Sec. Sources, Cartoons, Charts, Graphs, Maps, Timelines, OR, DBQ</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Assessment</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 19		Week 20	
Performance Standards		Performance Standards	
<p>The students will: 7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)</p>		<p>The students will: 7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
Chapter 11: Ancient Greece Lesson 1: The Geography of Greece		Chapter 11: Ancient Greece Lesson 2: Beliefs and Customs	
Objectives	Essential Question	Objectives	Essential Question
-Demonstrate why Greece is divided into many regions -Show how sea trade was common	What are the main features of the geography of Greece?	-Show how the Greeks believed the gods controlled the human and natural world -Examine the literature that included stories and poems that taught lessons	How were Greek religious beliefs and Greek literature linked?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Maps 2. Worksheets 3. Lesson Reviews 4. Supplements	Internet Resources: ClassZone.com Maps	1. Worksheets 2. Lesson Reviews 3. Supplements 4. Primary Sources	Internet Resources: ClassZone.com Homework Helper
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 21		Week 22	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H,C)</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 11: Ancient Greece Lesson 2: Beliefs and Customs</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 11: Ancient Greece Lesson 3: The City-State and Democracy</p>	
<p align="center">Objectives</p> <p>-Describe how the Olympics started.</p>	<p align="center">Essential Question</p> <p>How did the Greeks honor their gods?</p>	<p align="center">Objectives</p> <p>-Show how different political systems evolved in the various city-states.</p>	<p align="center">Essential Question</p> <p>How was Greece organized politically? How did limited government develop in Athens?</p>
<p align="center">Teacher Resources</p> <p>1. Worksheets 2. Lesson Review 3. Supplements</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Homework Helper</p>	<p align="center">Teacher Resources</p> <p>1. Worksheets 2. Lesson Review 3. Supplements</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Homework Helper</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 23		Week 24	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.27 Compare and contrast life in Athens and Sparta. (H) 7.28 Describe the status of women and the functions of slaves in ancient Athens. (H)</p>		<p><i>The students will:</i> 7.29 Analyze the causes, course, and consequences of the Persian Wars including the origins of marathons. (H)</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 11: Ancient Greece Lesson 4: Sparta and Athens</p>		<p>Chapter 11: Ancient Greece Lesson 4: Sparta and Athens Continued</p>	
Objectives	Essential Question	Objectives	Essential Question
<p>-Emphasize that Sparta built a state in which every part of life was organized around the need to have a strong army. -Emphasize that Athenian citizens were expected to participate actively in government.</p>	<p>How was government, society, education, and the role of women different in Sparta and Athens?</p>	<p>-Examine what happened when Persia invaded Greece.</p>	<p>How did the Persian Wars bring the Greek city-states together?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p>1. Worksheets 4. Venn Diagram 2. Lesson Review 5. Primary Source 3. Supplements</p>	<p>Internet Resources: ClassZone.com Homework Helper</p>	<p>1. Map 2. Worksheets 3. Supplements</p>	<p>Internet Resources: ClassZone.com Map Research Activity</p>
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by: Comments</p>

Week 25		Week 26	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 12: Classical Greece Lesson 1: The Golden Age of Greece</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE</p> <p>Chapter 12: Classical Greece Lesson 2: Peloponnesian War</p>	
<p align="center">Objectives</p> <p>-Show how Pericles strengthened democracy, expanded the empire, and beautified Athens</p>	<p align="center">Essential Question</p> <p>How is a direct democracy (Athens) different from a representative democracy (US) and how are they the same?</p>	<p align="center">Objectives</p> <p>-Analyze the causes and consequences of the Peloponnesian War</p>	<p align="center">Essential Question</p> <p>What was the result of the Peloponnesian War?</p>
<p align="center">Teacher Resources</p> <p>1. Worksheets 4. Venn Diagram 2. Lesson Reviews 3. Supplements</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Homework Helper</p>	<p align="center">Teacher Resources</p> <p>1. Map 2. Worksheets 3. Supplements</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Map</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 27		Week 28	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)</p>		<p><i>The students will:</i> 7.34 Describe the purposes and functions of development of Greek institutions such as the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
<p>Chapter 12: Classical Greece Lesson 3: Alexander the Great</p>		<p>Chapter 12: Classical Greece Lesson 4: The Legacy of Greece</p>	
Objectives	Essential Question	Objectives	Essential Question
-Identify Philip II of Macedonia -Examine how Alexander built a huge empire that spread across parts of Europe and Asia	How did Alexander spread Greek culture and influence throughout his empire?	-Describe the elements of Greek art and architecture; ;history, philosophy, and democracy, science and technology.	What are the cultural and scientific contributions made by people of the Greek and Hellenistic cultures?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Map 2. Worksheets 3. Lesson Review 4. Supplements	Internet Resources: ClassZone.com Map	1. Worksheets 2. Lesson Review 3. Supplements	Internet Resources: ClassZone.com Research Activity
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 29		Week 30	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.35 On a historical map, identify ancient Rome and trace the extend of the Roman Empire to 500 AD/CE. (H,G) 7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H,G,E)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H) 7.38 Describe the government of the Roman Republic and the contribution to the development of democratic principles. (H,C)</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT SIX/THE WORLD OF ANCIENT ROME</p> <p>Chapter 13: The Rise of Rome Lesson 1: The Geography of Ancient Rome Lesson 2: The Roman Republic</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT SIX</p> <p>Chapter 13: The Rise of Rome Lesson 2: The Roman Republic Continued</p>	
<p align="center">Objectives</p> <p>-Understand the geographic factor that helped build Roman civilization -Describe how the Roman Republic was organized</p>	<p align="center">Essential Question</p> <p>How did Rome’s geography encourage the growth of Roman civilization? How was Rome’s society structured?</p>	<p align="center">Objectives</p> <p>-Explain that the Roman Republic had a government divided into 3 parts, similar to the US government today.</p>	<p align="center">Essential Question</p> <p>What are the similarities in the governments of the Roman Republic and the United States?</p>
<p align="center">Teacher Resources</p> <p>1. Maps 4. Supplements 2. Worksheets 3. Lesson Reviews</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Maps</p>	<p align="center">Teacher Resources</p> <p>1. Worksheets 4. Graphic Organizer 2. Lesson Reviews 3. Supplements</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com Homework Helper</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 31		Week 32	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.39 Explain the reasons for the growth and long life of the Roman Empire. (H,E) 7.39 Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire. (H,E)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.43 Describe the contributions of Roman civilization to law, literature, poetry, architecture, engineering, and technology. (H) 7.40 Describe the characteristics of slavery under the Romans. (H)</p>	
<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Chapter 13: The Rise of Rome Lesson 2: The Roman Republic Continued Lesson 3: Rome Becomes an Empire</p>		<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Chapter 13: Rise of Rome Lesson 4: The Daily Life of Romans</p>	
<p align="center">Objectives</p> <p>-Explain why Rome needed to conquer neighboring peoples -Understand events and circumstances that brought the Roman Republic to an end.</p>	<p align="center">Essential Question</p> <p>What was the result of Roman expansion? How did Augustus come to power and what was the “Pax Romana”?</p>	<p align="center">Objectives</p> <p>-Define the roles in Roman family life and in society. -Explain how Roman religious beliefs were influenced by other cultures</p>	<p align="center">Essential Question</p> <p>How was the Roman family and society organized? What innovations improved Roman life?</p>
<p align="center">Teacher Resources</p> <p>1. Maps 4. Supplements 2. Worksheets 5. Primary Sources 3. Lesson Review</p>	<p align="center">Media Resources</p> <p>Internet Resource: ClassZone.com Maps Homework Helper</p>	<p align="center">Teacher Resources</p> <p>1. Worksheets 2. Lesson Review 3. Supplements</p>	<p align="center">Media Resources</p> <p>Internet Resource: ClassZone.com Homework Helper</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 33		Week 34	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.41 Describe the origins of Christianity and its central features. (H)</p>		<p><i>The students will:</i> 7.41 Continued</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
<p>Chapter 14: The Birth of Christianity Lesson 1: The Origins of Christianity</p>		<p>Chapter 14: The Rise of Christianity Lesson 2: The Early Christians Lesson 3: Rome and Christianity</p>	
Objectives	Essential Question	Objectives	Essential Question
-Explain that Christianity was built upon the Jewish belief in one God and the concept of the Messiah	What historical conditions made some Jews in Judea likely to accept Jesus as their Messiah?	-Explain how the disciples of Jesus spread his teachings -Illustrate how Christianity challenged Roman authority	Why are the Epistles useful sources of learning about Paul's experiences?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Lesson Review 3. Supplements 4. Primary Source 5. Map	Internet Resource: ClassZone.com Maps	1. Worksheets 2. Lesson Review 3. Supplements 4. Primary and Sec. Sources	Internet Resource: ClassZone.com Homework Helper
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 35		Week 36	
Performance Standards		Performance Standards	
<p>The students will: 7.42 Explain how inner forces and external forces led to the disintegration of the Roman Empire. (H,E)</p>		<p>The students will: 7.42 Continued</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT SIX	
<p>Chapter 15: Rome's Decline and Legacy Lesson 1: An Empire in Decline Lesson 2: The Fall of the Roman Empire</p>		<p>Chapter 15: Rome's Decline and Legacy Lesson 3: The Byzantine Empire</p>	
Objectives	Essential Question	Objectives	Essential Question
-Identify the economic, military, political, and social problems that weakened the Roman Empire -Describe how the invading Germanic peoples weakened and ended the Western Empire.	Why didn't the Romans make the Germanic people their allies?	-Discuss how Christianity developed different forms in the western and eastern parts of the former Roman Empire	What are the views on the relationship between church and state of the Roman Catholics and the Eastern Orthodox? Are there similarities?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Lesson Review 3. Supplements	Internet Resource: ClassZone.com Homework Helper	1. Map Venn Diagram 2. Worksheet 3. Lesson Review 4. Supplements	Internet Resource: ClassZone.com Internet Activity
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given as needed on each introduced topic Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.</p>	<p>Completed by:</p> <p>Comments</p>

Week 37		Week 38	
Performance Standards		Performance Standards	
<p>The students will: 7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H) 7.43 Describe the contributions of Roman civilization (H)</p>		<p>The students will: Review</p>	
Unit/Topic/Lesson UNIT SIX		Unit/Topic/Lesson UNIT ONE, TWO, THREE, FIVE, SIX	
<p>Chapter 15: Rome's Decline and Legacy Lesson 4: The Legacy of Rome</p>			
Objectives	Essential Question	Objectives	Objectives Cont.
-Discuss how Roman culture was a blend of Roman and Greek ideas. -Identify the contributions in the arts, technology, religion, law and government	Which of Rome's legacies has had the greatest influence on life in the United States?	-Review : References, Reading and Writing Support, Special Features. Infographics, Interactives, Maps, Charts, Timelines, Themes	-Practice and develop the skills needed to study history and take tests: Part I: Strategies Part II: Practice
Teacher Resources	Media Resources	Teacher Resources	Media Resources
1. Worksheets 2. Lesson Review 3. Supplements	Internet Resource: ClassZone.com Internet Activity Homework Helper	1. Handbooks 4. Supplements 2. Stories/Literature 3. Skillbuilding	Internet Resources: ClassZone.com Test Practice—MC, Primary and Sec. Sources, Cartoons, Charts, Graphs, Maps, Timelines, OR, DBQ
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given as needed on each introduced topic. Review: All weekly concepts. Quiz: Given at appropriate intervals on all introduced topics and concepts. Test: Given at the end of Unit, Chapter or Lesson.	Completed by: Comments	Assessment	Completed by: Comments

Addendum		Addendum	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Apply concepts and skills learned in previous grades</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Apply concepts and skills learned in previous grades</p>	
<p align="center">Unit/Topic/Lesson HISTORY AND GEOGRAPHY</p>		<p align="center">Unit/Topic/Lesson CIVICS AND GOVERNMENT ECONOMICS</p>	
<p align="center">Objectives</p> <p>-- Compare information shown on modern and historical maps of the same region. --Use correctly the words or abbreviations for identifying time periods or dates in historical narratives.</p>	<p align="center">Objectives Cont</p> <p>--Construct and interpret timelines. --Distinguish between primary and secondary sources. --Identify cause and effect. --Describe ways to interpret archaeological evidence.</p>	<p align="center">Objectives</p> <p>--Define and use correctly words and terms relating to government such as <i>city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military.</i></p>	<p align="center">Objectives Cont.</p> <p>--Define and apply economic concepts such as <i>producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, prices entrepreneur, markets, scarcity, trade, barter, money, supply and demand.</i></p>
<p align="center">Teacher Resources</p> <p>1. Mass History and Social Science Curriculum Frameworks 2. Textbook/Supplements 3. Curriculum Maps/Pacing Guides 4. Lesson Plans</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com</p>	<p align="center">Teacher Resources</p> <p>1. Mass. History and Social Science Curriculum Frameworks 2. Textbook/Supplements 3. Curriculum Maps/Pacing Guides 4. Lesson Plans</p>	<p align="center">Media Resources</p> <p>Internet Resources: ClassZone.com</p>
<p align="center">Evaluation</p> <p>MCAS Preparation: Basis: History, geography, economics, civics standards, concepts, and skills. Coverage: World geography and history of ancient and classical civilizations.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation</p> <p>MCAS Preparation: Basis: History, geography, economics, civics standards, concepts, and skills. Coverage: World geography and history of ancient and classical civilizations.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Teacher Name:

Course Name: World History (Ancient Civilizations) Grade 7

2009-2010

Department: Social Studies

School Name: Belmonte Middle School

Saugus Public Schools