

Social Studies Scope and Sequence

1st 9 Weeks					
Unit 1 Foundations		Unit 2 Classical Empires			
Unit 1 Foundations		Unit 2 Classical Empires		Unit 3 Rome	
Big Ideas / Essential Questions	-What is a civilization and how does one form? -How does geography affect the development of civilizations?	-In what ways do civilizations influence each other? -How do empires rise, how are they maintained, and what causes them to fall? -How were early civilizations influenced by religion and social structure?	-In what ways do civilizations influence each other? -How do empires rise, how are they maintained, and what causes them to fall? -How were early civilizations influenced by religion and social structure?		
Suggested Pacing	9 days	18 days	11 days		
Essential Standards	<p>WH.c.1 (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;</p> <p>2(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations; (B) identify the characteristics of civilization; and (C) explain how major river valley civilizations influenced the development of the classical civilizations.</p> <p>(16A) identify important changes in human life caused by the Neolithic Revolution;</p> <p>(18A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and</p>	<p>WH.c.1 (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece...Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;</p> <p>3 The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece;</p> <p>18(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.</p> <p>(21A) summarize the development of the rule of law from ancient to modern times;</p>	<p>WH.c.1 (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of ...Rome... and the development of major world religions;</p> <p>3 (A) describe the major political, religious/philosophical, and cultural influences of Rome; (B) explain the impact of the fall of Rome on Western Europe; and (C) compare the factors that led to the collapse of Rome and Han China.</p> <p>(4A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;</p> <p>(18B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.</p> <p>(21A) summarize the development of the rule of law from ancient to modern times;</p>		
Correlating Standards	<p>(25A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>(26A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;</p> <p>28 (B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events; (C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view; (D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author; (E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and</p> <p>(30A) use social studies terminology correctly; (30B) use effective written communication skills, including proper citations and avoiding plagiarism; and (30C) interpret and create written, oral, and visual presentations of social studies information.</p> <p>(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>				

2nd 9 Weeks			
	Unit 4 Islam and Africa	Unit 5 Asian Empires	Unit 6 Medieval Europe
Big Ideas / Essential Questions	<ul style="list-style-type: none"> -How do empires rise, how are they maintained, and what causes them to fall? -How can religion influence the development of an empire? -In what ways do civilizations influence each other? -How does geography affect society, culture, and trade? 	<ul style="list-style-type: none"> -How do empires rise, how are they maintained, and what causes them to fall? -How can religion influence society and government? -What qualities define power struggles and stable periods of time? -What factors help unify an empire? 	<ul style="list-style-type: none"> -How can changes to political systems impact economic activities? -How is society influenced by changes in political and economic systems? -How did religion influence political and culture changes in medieval Europe?
Suggested Pacing	10 days	18 days	12 days
Essential Standards	<p>WH.c.1 (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;</p> <p>(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.</p> <p>(4C) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;</p> <p>(4D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;</p> <p>(4I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and</p>	<p>WH.c.1 (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;</p> <p>(4E) describe the interactions between Muslim and Hindu societies in South Asia;</p> <p>(4G) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;</p> <p>(4I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and</p> <p>(4J) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.</p>	<p>WH.c.1 (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;</p> <p>(4A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;</p> <p>(4B) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;</p> <p>(4F) explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;</p> <p>(21A) summarize the development of the rule of law from ancient to modern times;</p>
	Correlating Standards	<p>(26A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;</p> <p>28 (B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;</p> <p>(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;</p> <p>(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;</p> <p>(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and</p> <p>(30A) use social studies terminology correctly;</p> <p>(30B) use effective written communication skills, including proper citations and avoiding plagiarism; and</p> <p>(30C) interpret and create written, oral, and visual presentations of social studies information.</p> <p>(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>(25A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p>

3rd 9 Weeks			
	Unit 7 Renaissance	Unit 8 Exploration	Unit 9 Revolutions
Big Ideas / Essential Questions	<ul style="list-style-type: none"> -How did both innovations and disruptive forces led to the Renaissance and Reformation? -How can trade lead to economic prosperity and political power? -How can ideas be reflected in art, sculpture, and architecture? -What conditions can encourage the desire for reform? -How can reform influence society and beliefs? 	<ul style="list-style-type: none"> -In what ways were civilizations in early Mesoamerica and South America complex? -How do empires rise, how are they maintained, and what causes them to fall? -How can religion influence society and government? -What were the effects of political and economic expansion in this period (1400s-1800s)? 	<ul style="list-style-type: none"> -How would the exercise of absolute power affect a country? -What conditions can encourage the desire for reform? -What causes revolution? -How does revolution change society? -How do some groups resist control by others?
Suggested Pacing	10 days	10 days	12 days
Essential Standards	<p>WH.c.1 (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;</p> <p>(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.</p> <p>(21A) summarize the development of the rule of law from ancient to modern times;</p> <p>(25A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>(26C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;</p>	<p>WH.c.1 (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;</p> <p>(6A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and</p> <p>(6B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.</p> <p>(7A) analyze the causes of European expansion from 1450 to 1750;</p> <p>(7B) explain the impact of the Columbian Exchange;</p> <p>(7C) explain the impact of the Atlantic slave trade on West Africa and the Americas;"</p>	<p>WH.c.1 (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions;</p> <p>(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:</p> <p>(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;</p> <p>(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;</p> <p>(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and</p> <p>(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.</p> <p>(18B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.</p> <p>(21A) summarize the development of the rule of law from ancient to modern times;</p> <p>(26D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide;</p>
	Correlating Standards	<p>28 (B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;</p> <p>(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;</p> <p>(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;</p> <p>(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and</p> <p>(30A) use social studies terminology correctly;</p> <p>(30B) use effective written communication skills, including proper citations and avoiding plagiarism; and</p> <p>(30C) interpret and create written, oral, and visual presentations of social studies information.</p> <p>(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	

4th 9 Weeks			
	Unit 10 Imperialism	Unit 11 World War I	Unit 12 World War II, Cold War and beyond
Big Ideas / Essential Questions	<ul style="list-style-type: none"> -How can industrialization affect a country's economy? -How are political and social structures influenced by economic changes? -What are the causes and effects of imperialism? -How do some groups resist control by others? 	<ul style="list-style-type: none"> -How and why does a nation decide to go to war? -What factors led to World War I? -How can technology impact war? -How did World War I change the balance of power in Europe? -How did it affect people's attitudes toward war? -How did World War I affect the way that people perceived the value of human life? -What lasting changes, challenges, or reforms were a result of World War I? 	<ul style="list-style-type: none"> -What factors led to World War II? -What factors can lead to totalitarian rule? -How do some groups resist control by others? -What lasting changes, challenges, or reforms were a result of World War II and the Cold War?
Suggested Pacing	10 days	9 days	17 days
Essential Standards	<p>WH.c.1 (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions;</p> <p>(8A) explain how the Industrial Revolution led to political, economic, and social changes;</p> <p>(8B) identify the major political, economic, and social motivations that influenced European imperialism;</p> <p>(8C) explain the major characteristics and impact of European imperialism; and</p> <p>(8D) explain the effects of free enterprise in the Industrial Revolution.</p> <p>(16B) summarize the role of economics in driving political changes as related to the Industrial Revolution; and</p> <p>17(A) identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith;</p> <p>(B) identify the historical origins and characteristics of communism, including the influence of Karl Marx;</p> <p>(C) identify the historical origins and characteristics of socialism;</p> <p>(27A) explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;</p>	<p>WH.c.1 (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.</p> <p>(10) History. The student understands the causes and impact of World War I. The student is expected to:</p> <p>(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;</p> <p>(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;</p> <p>(C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and</p> <p>(11) History. The student understands the causes and impact of the global economic depression immediately following World War I.</p> <p>(27C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;</p>	<p>WH.c.1 (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.</p> <p>10(C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and</p> <p>(D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.</p> <p>(12) History. The student understands the causes and impact of World War II. The student is expected to:</p> <p>(A) describe the emergence and characteristics of totalitarianism;</p> <p>(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and</p> <p>(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</p> <p>17(D) identify the historical origins and characteristics of fascism;</p> <p>(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:</p> <p>(A) summarize how the outcome of World War II</p>

(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;

contributed to the development of the Cold War;
 (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;
 (C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;
 (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;
 (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and
 (F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations."

21 (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;
 (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square;
 (27C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;

Correlating Standards

28 (B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;
 (C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;
 (D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;
 (E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and

(30A) use social studies terminology correctly;
 (30B) use effective written communication skills, including proper citations and avoiding plagiarism; and
 (30C) interpret and create written, oral, and visual presentations of social studies information.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.