

Social Studies 6: The Interconnected World and Ancient Civilizations

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 year</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>6</i>	<i>2021</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>July 2021</i>

PRIMARY RESOURCE if applicable

The use of primary and secondary sources are built in each unit to support the priority standards. The inquiry priority standards require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions

-and-

Discovery Education, approved and adopted 6/13/17

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

The Interconnected World and Ancient Civilizations

6th grade students learn how contributions of ancient civilizations impact societies, both past and present in our interconnected world. Through the integrated study of economics, geography, history, political science and the behavioral sciences, students apply skills of inquiry, literacy, collaboration, decision making and problem solving. The curriculum covers the agricultural revolution from around 10,000 BCE to the Ancient Americas around 1500 CE.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time? How do external factors influence our identity and behavior?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION:	What impacts a person's way of life or standard of living?

People have wants that often exceed the limited resources available to them.	How do scarcity and competition influence decision-making at the personal, business, and government levels?
	What is the relationship between decision-making and economic outcomes?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How do technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system?
	What is the role of the citizen in the community and the nation, and as a member of the world community?
PRIORITY CONTENT STANDARDS	PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	

Priority Standards & Learning Target Unit Reference		UNIT 1: Investigating the Past and Our World	UNIT 2: People on the Move	UNIT 3: Agriculture and Human Civilization	UNIT 4: Complex Societies	UNIT 5: Complex Societies Continued	UNIT 6: Part 1 The Olympics	UNIT 6: Part 2 Western Ideas & Innovations	UNIT 7: China & Rome
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.	X		X			X		X
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a: Tools of Geography I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps.			X					X
	SS.Geog1.b: Spatial Thinking (map interpretation) I can analyze how various map projections distort shape, area, distance and direction.								X
	SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.		X		X	X			X
	SS.Geog1.c: Mental Mapping and Maps from Memory I compare mental maps shaped by individual perceptions of people, places, regions, and environments.	X		X					X
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture.		X	X	X	X	X	X	
	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture.			X	X	X	X	X	X
	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can organize applicable evidence into coherent arguments across time periods, events or cultures.	X	X	X	X	X	X	X	
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can predict the opportunity costs of various decisions.			X	X				
	SS.Econ1.a: Choices and Decision Making I can explain why the opportunity cost might differ from person to person or in different situations.								
	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries	X		X		X			
	SS.Econ1.b: Incentives I evaluate how incentives impact individual and/or household decision-making.								
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.	X	X	X	X	X	X	X	X
	SS.PS4.b: Compromise, Diplomacy, and Consensus Building I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).						X		
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)									
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry.			X	X		X		
	SS.Inq1.b: Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.	X		X	X	X	X		X
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.		X		X		X		
	SS.Inq2.b Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.				X		X		
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources.	X	X	X	X	X	X	X	X
	SS.Inq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.	X			X	X	X	X	X
	SS.Inq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.			X	X	X		X	
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).	X	X	X	X	X	X	X	X
	SS.Inq4.a Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.		X	X	X	X	X		
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	X	X	X	X	X	X	X	X

Unit 1: Investigating the Past & Our World	
ESSENTIAL QUESTIONS	
How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? Why is the past important to us today? How does the past (events, people, and ideas) influence and/or reflect the present? How does history help us understand human nature? How does history help us improve our lives today?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a.Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SSInq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SSInq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSInq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Movement of People/Immigration Human-Environment Interaction Conflict	1. Role of historians & 5 themes of geography . 2. Early Human Migration 3. Nomads to Farmers- the beginning of agriculture
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH2: Wisconsin students will <i>investigate</i> and <i>interpret</i> interactions between individuals and groups (Sociology).	I model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
Standard SS.Hist4: Wisconsin students will <i>evaluate</i> a variety of primary and secondary sources to <i>interpret</i> the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	I explain the significance of the intended purpose of a specific primary or secondary source.
COMPELLING UNIT QUESTION #1 (The Iceman)	
Why should I care about the past?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2

How do social scientists interpret the past?	How do the tools & skills of social scientists use help us understand relationships between people, places, ideas, and events of the past?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Simulate the role of history detective: develop a compelling question and specific questions that each type of social scientist might ask. List a type of source they would use to answer the question. (may include the following AVID strategies to support learner needs) Analyzing primary sources using ACAPS. Using Photographs in Historical Investigations Analyzing Artifacts Analyzing Multimedia	Simulate the role of a social scientist. Analyze cave drawings (primary sources) & read secondary source text to identify 3 details and write a hypothesis on why the object was created/communicate to us today (may include the following AVID strategies to support learner needs) Analyzing primary sources using ACAPS. Using Photographs in Historical Investigations Analyzing Artifacts Analyzing Multimedia
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
TCI The Ancient World: History Alive Chapter 1 Placards	TCI The Ancient World: History Alive Chapter 1 Placards
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
Why is the past important to us today? How does the past (events, people, and ideas) influence and/or reflect the present?	How does the geography impact where and how people lived? What are the five-themes of geography?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Time builders - Create a timecapsule that will be buried for at least 100 years. Include artifacts that represent today and an explanation of its significance. Checklist for guidance will be included.	Create a mind map using your community that displays your understanding of the 5 Themes . List characteristics in each theme that might interest visitors
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Pearson Education History & Geography 1.3	Pearson Education Chapter 1.4
COMPELLING UNIT QUESTION #2 (Nomadic Life)	
How do we know the past without written evidence?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
Without using written language, how do people communicate?	How were the places that nomadic people lived based on their needs?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Communicate without language to create a story about an event.	Highlight locations of cave paintings/drawings and compare for similar needs (e.g. food, water, protection, tools, shelter).
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Article: Is it Possible to Think Without Language?	Article/video: Symbolic Language: Prehistoric Cave Art Video: Paleolithic Cave Arts in Northern Spain 1 Map: Map of Europe
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
What footprints did nomads leave behind for our discovery?	NA
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Create a list of artifacts discovered and note their locations on a map by highlighting. Write a paragraph on how this footprint helped historians.	NA
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Article: How Do We Learn About the Past? Website: Ancient Civilization for Kids	NA
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
ARGUMENT: Construct an argument with evidence addressing one of the compelling question, "Why should I care about the past" OR "How do we know the past without written evidence?" EXTENSION: Use primary resources to write a story about what life as a prehistoric nomad was like.	
CIVIC ENGAGEMENT	
OPTION 1: Investigate regions today where war is threatening artifacts and determine what options might be available for saving them. OPTION 2: Examine of a local area historic site and determine what unspoken history is explored at the site. OPTION 3: Create a PSA that highlights the need to protect artifacts regionally or worldwide.	

Unit 2: People on the Move: There's no place like home

ESSENTIAL QUESTION

What is culture? What roles does culture play in human and societal development?
How do geography, climate, and resources affect the way people live and work?
How do technology influence social and cultural change in a global society?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a: Tools of Geography I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.

PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

SS.Inq2.a. Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

DISCIPLINARY CONCEPT

Conflict
Movement of People/Immigration
Human-Environment Interaction

KEY UNIT CONTENT

Human migration (IceAge)
Birth of Societies
Agriculture tools
Hunter-Gatherers vs. Nomads
Culture characteristics
Civilization characteristics

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

BH4.a: Progression of technology	I differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
SS.Geog2.b.Reasons people move	I analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world
SS.Geog2.c.Impact of movement	I evaluate the impact of migration on the place of origin and the place of settlement.
SS.Geog3.a.Distribution of resources	I analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions of the world now and in the past.

COMPELLING UNIT QUESTION

Why do humans move?

SUPPORT QUESTION 1

How did people adapt to new environments?

SUPPORT QUESTION 2

How did new technologies affect the development of agriculture?

FORMATIVE ASSESSMENT TASK (may include)

Demonstrate an understanding of the Human-Environment interactions (science and technology) early humans experienced and changed. Compare them to our modern world.
t-chart
Sequence chart
Summarizing
Making Inferences

FORMATIVE ASSESSMENT TASK (may include)

Demonstrate an understanding of how the role of new technologies affected agricultural practices.
Cause/Effect Chart and Summary
Storyboarding with summaries.
Concept Maps with a summary.

FEATURED SOURCE(s) (may include)

Discovery 1.1 & 1.2

FEATURED SOURCE(s) (may include)

Discovery 1.1 & 1.2

SUPPORT QUESTION 3 (if applicable)

What is culture? What is society?

SUPPORT QUESTION 4 (if applicable)

What defines a civilization?

FORMATIVE ASSESSMENT TASK (may include)

Case Study: Categorize aspects of a country's culture, compare to your own culture or someone

FORMATIVE ASSESSMENT TASK (may include)

Design a mind map that displays the characteristics of both an ancient and modern civilization and is supported by an image or drawing of a primary source as evidence for each

FEATURED SOURCE(s) (may include)

Culturegrams (Library subscription) and [Culture Universals handout](#)

FEATURED SOURCE(s) (may include)

[Free Form Web of characteristics of a civilization](#)

SUMMATIVE ASSESSMENT

Task(s)

Standards Based Rubric

Conduct and present a case study of a culture by outlining/displaying/broadcasting (output is student choice) at least 4 characteristics that define it as a culutre. Provide written explanation too.

CIVIC ENGAGEMENT

Conduct an interview with someone from a different culture to gain insight on differences and similarities. Develop a set of questions and write a reflection showing comparisons and new understandings

Agriculture and Human Civilization	
ESSENTIAL QUESTION	
How do geography, climate, and resources affect the way people live and work? What impacts a person's way of life or standard of living? How do technology influence social and cultural change in a global society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
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Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) & LEARNING TARGETS	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry. SS.Inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SS.Inq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Human-Environment Interaction	Neolithic Revolution Mesopotamia Ancient Egypt Indus Valley (Ancient India)
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH4: Wisconsin students will <i>examine</i> the progression of specific forms of technology and their influence within various societies.	I differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Standard SS.Geog2: Wisconsin students will <i>analyze</i> human movement and population patterns.	I analyze why populations increase or decrease in various regions throughout the world. I analyze the distribution of population patterns at various scales (i.e., local, state, country, region). I analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world "I use regions in the world to analyze the role of population shifts in why places change over time. I evaluate the impact of migration on the place of origin and the place of settlement."
Standard SS.Geog3: Wisconsin students will <i>examine</i> the impacts of global interconnections and relationships.	I analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions of the world now and in the past. "I analyze spatial patterns of social and economic development in a variety of regions in the world. I identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing)."
Standard SS.Geog5: Wisconsin students will <i>evaluate</i> the relationship between humans and the environment.	I analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources. "I analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. I analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations."
COMPELLING UNIT QUESTION	

Was the development of agriculture good for humans?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How did environmental changes and new technologies affect the development of agriculture in Mesopotamia?	How did the development of agriculture in Mesopotamia lead to the development of writing?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Create a chart with information about how climate change and improved tools contributed to the development of agriculture. Concept Maps Storyboards Classification Organizers	Write a paragraph about how writing emerged in Mesopotamia and describe the implications of that development.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Source A: Timeline of the Neolithic Revolution Source B: Historical temperature data Source C: Image bank: Neolithic farming tools.	Source A: Sumerian counting tokens Source B: Sumerian numeric system Source C: Clay tablet with cuneiform symbols
SUPPORT QUESTION 3	SUPPORT QUESTION 4 - Choice Inquiry
What were the consequences of agriculture for humans?	How did the development of agriculture in _____ lead to the development of writing?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Develop a claim supported by evidence that agriculture had a range of consequences for human culture.	Write a paragraph about how writing emerged in Mesopotamia and describe the implications of that development.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Source A: Graph of population changes in the Neolithic period. Source B: Image bank: Life in Paleolithic and Neolithic communities Source B: Graph of changes in rates of disease.	TCI placards (images for India, Egypt) Media resources from Discovery (including maps, graphs, timelines)
SUPPORT QUESTION 5 - Choice Inquiry	SUPPORT QUESTION 6- Choice Inquiry
How did environmental factors (water, climate, & topography) and new technologies affect the development of agriculture in _____ civilization?	What were the consequences of agriculture for humans in ____ civilization?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Create a chart with information about how the environmental factors and improved tools contributed to the development of agriculture. Concept Maps Storyboards Classification Organizers	Develop a claim supported by evidence that agriculture had a range of consequences for human culture.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Argument: Was the development of agriculture good for humans? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. Extension: Conduct a Socratic dialogue addressing the compelling question.	
CIVIC ENGAGEMENT	
Option 1: Understand- find an example of a modern development (like agriculture) that has resulted in a variety of consequences for humans. Option 2: Assess- Determine the intended and unintended consequences of the innovation identified. Option 3: Act- Publish a public service announcement about the intended and unintended consequences of the innovation.	

Complex Societies	
ESSENTIAL QUESTION	
What is culture? What roles does culture play in human and societal development? How do geography, climate, and resources affect the way people live and work? What impacts a person's way of life or standard of living? How do technology influence social and cultural change in a global society? How does diversity impact society? What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) & LEARNING TARGETS	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SS.Inq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. SS.Inq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.Inq4.a Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Government Role/Civic Engagement Human-Environment Interaction Conflict	Mesopotamia Egypt Indus Valley (Ancient India) Kingdom of Kush Phoenicia
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH4: Wisconsin students will <i>examine</i> the progression of specific forms of technology and their influence within various societies.	I differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Standard SS.Geog5: Wisconsin students will <i>evaluate</i> the relationship between humans and the environment.	I analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.
COMPELLING UNIT QUESTION	
What makes a complex society complex?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How did religion and gender influence Mesopotamian society?	How did geographic challenges lead to the rise of city-states in Mesopotamia?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)

Using a graphic organizer, students will construct a comparison of different societal characteristics that include the following: Roles Rights and Responsibilities Limitations Relationships to Religion Draw & label a graphic organizer that displays the roles and responsibilities of jobs in Sumer Describe what the division of labor is in Sumer and identify 3 things it is not. (Frayer) Draw a before and after scene of a community in Sumer (before agriculture & city-states) and after the development of both. Draw a scene of a Sumer city market, who & what would be there?	Construct a concept map that presents 5 characteristics of a city state. Create a flowchart indicating the problems & solutionst that lead to the rise of city-states in Sumer
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
TCI 5 Rise of Sumerian City-States	TCI 5 Rise of Sumerian City-states
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 -
What was Mesopotamia a prized land?	What areas of life were improved by Sumerian achievements?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Use a graphic organizer to construct comparisons of different empires that developed in the Mesopotamia region. Include details such as: importoant leaders, territorial extent, characteristics and important developments, and reasons for empire's fall.	3-Column Chart Sumerian achievements (column 1) and their effect (column 2) and explain whether or not we use each achievement in today's world & if so, how(column 3)
SUPPORT QUESTION 5- Choice Inquiry	SUPPORT QUESTION 6- Choice Inquiry
How did religion and gender influence _____ society?	How did geographic challenges lead to the rise of their government and development of the _____ civilization?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Using a graphic organizer, students will construct a comparison of different societal ch Roles Rights and Responsibilities Limitations Relationships to Religion	Construct a concept map that presents 5 characteristics of a city state. Create a flowchart indicating the problems & solutionst that lead to the rise of city-states
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Ancient History Encyclopedia	TCI Ancient History Alive Units 2 &3
SUPPORT QUESTION 7 - Choice Inquiry	SUPPORT QUESTION 8- Choice Inquiry
Why was _____ a prized land?	How did geographic challenges lead to the rise of their government and development of the _____ civilization?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Determine events that led to outside conflict or take over from outside people. Create a timeline, chart, or other graphic organizer detailing the important leaders, territorial extent characteristics, and important developments, and reasons for the fall or change in leadership.	Describe the government of this civilization (include key people and roles) List problems and solutions that led to the rise of their government.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
TCI Ancient History Alive Units 2 &3 Egypt Discovery Chapter 4.2 Kush Discovery chapter 5	TCI Ancient History Alive Units 2 &3
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Argument: What makes a complex society complex? Construct an argument (e.g., detailed outline, poster, or essay) that explains what makes societies complex using specific claims and relevant evidence from historical sources. Extension: Prepare a diagram or a chart that illustrates the complexity of one or more of the societies featured in this inquiry.	
CIVIC ENGAGEMENT	
Option 1: Find examples of new technologies available or under development that are affecting complex societies today (e.g., smartphones or self-driving cars). Option 2: Discuss the benefits and drawbacks of these new technologies. Option 3: Write a letter to an entrepreneur about the benefits of the new technologies and related challenges.	

Complex Societies	
ESSENTIAL QUESTION	
What is culture? What roles does culture play in human and societal development? How do geography, climate, and resources affect the way people live and work? What impacts a person's way of life or standard of living? How do technology influence social and cultural change in a global society? What is the role of the citizen in the community and the nation, and as a member of the world community?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) & LEARNING TARGETS	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSIInq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SSIInq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. SSIInq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SSIInq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SSIInq4.a Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSIInq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Government Role/Civic Engagement Human-Environment Interaction Conflict	Mesoamerica 5 Themes of Geography
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH4: Wisconsin students will <i>examine</i> the progression of specific forms of technology and their influence within various societies.	I differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Standard SS.Geog5: Wisconsin students will <i>evaluate</i> the relationship between humans and the environment.	I analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.
COMPELLING UNIT QUESTION	
What makes a complex society complex?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How did the Maya use writing to represent activities in their culture?	What did the Aztecs do to master their watery environment?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
Write a paragraph describing how the Maya used writing and how others have worked to understand it.	Make a chart of the benefits of swamp agriculture and the use of chinampas.
FEATURED SOURCE(s) (may include)	FEATURED SOURCE(s) (may include)
Source A: Excerpt from Writing in Maya Glyphs Source B: "Maya symbols and Glyphs" chart Source C: 19th-century reproduction of the Dresden Codex	Source A: Description of the chinampa system Source B: Illustration of a chinampa Source C: Photograph of a modern chinampa
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 - Choice Inquiry
Why were roads important to the Inca Empire?	How did the civilizations of Mesoamerica maintain a growing empire? What caused them to end/change?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)

Make a diagram illustrating how the Inca road system functioned and how Inca runners used that system.	(flow)Chart problem-solutions each Mesoamerican civilization faced Create a mind map displaying key characteristics of each Mesoamerica civilization
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Source A: "Inca Roads and Chasquis" Source B: Image bank: Inca roadways Source C: An Inca Chasqui runner	Discovery Chapter 15
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Argument: What makes a complex society complex? Construct an argument (e.g., detailed outline, poster, or essay) that explains what makes societies complex using specific claims and relevant evidence from historical sources. Extension: Prepare a diagram or a chart that illustrates the complexity of one or more of the societies featured in this inquiry.	
CIVIC ENGAGEMENT	
Option 1: Find examples of new technologies available or under development that are affecting complex societies today (e.g., smartphones or self-driving cars). Option 2: Discuss the benefits and drawbacks of these new technologies. Option 3: Write a letter to an entrepreneur about the benefits of the new technologies and related challenges.	

<i>The Olympics</i>	
ESSENTIAL QUESTION	
What is culture? What roles does culture play in human and societal development? Why is the past important to us today? What is the role of the citizen in the community and the nation, and as a member of the world community?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a.Argumentation I develop an argument utilizing multiple sources of information. SS.PS4.b.Compromise, Diplomacy, and Consensus Building I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) & LEARNING TARGETS	
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.b Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SSInq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SSInq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSInq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
American Identity Civic Engagement Conflict	Greek mythology & Olympics
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH2: Wisconsin students will <i>investigate and interpret</i> interactions between individuals and groups (Sociology).	I analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image, empathy, and personal identity when interacting with others.
Standard SS.PS3: Wisconsin students will <i>analyze and evaluate</i> the powers and processes of political and civic institutions.	I summarize how civic institutions influence society and politics.
COMPELLING UNIT QUESTION	
Are the Olympics about More than Sports?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What is the history and mythology of the ancient Greek Olympics?	What are the goals of the modern Olympic movement?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
List 10 people, places, or events related to the history and mythology of the ancient Greek Olympics.	Construct a Venn Diagram contrasting the modern Olympic movement with the ancient Olympics.
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Source A: Image bank: Ancient Olympic games Source B: "The Olympic Games, History," excerpt from <i>Description of Greece</i> Source C: "Olympic Games, Mythical History," excerpt from <i>Description of Greece</i>	Source A: Excerpt from <i>Official Report of the Games and the First Olympiad</i> Source B: "Video: Living the Olympic Values" Source C: "What is Olympism?" excerpt from <i>Olympism and the Olympic Movement</i>
SUPPORT QUESTION 3	SUPPORT QUESTION 4 <i>(if applicable)</i>
How are the arts a part of the modern Olympics?	How do the ancient Olympics compare to the modern Olympics?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Make a claim about the importance of the arts in the Olympics.	List characteristics of ancient Olympics and modern Olympics (include dates, events, purpose, & participants) Compare and Contrast Evaluate
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Source A: Excerpt from "Pindar, Poetry, and the Olympics" Source B: Excerpt from "Inviting the Artists: Paris 1906"	Ancient Civilizations Through the Renaissance textbook Chapter 8 Section 3. Britannica database/district subscription Images modern olympics around the world Images database Alamy

SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric
Argument: Do the Olympics unite us? Construct an argument (e.g., a speech, movie, poster, or essay) using specific claims and relevant evidence from historical sources that explains to what extent the Olympics unite the world. Extension: Craft a rationale for a proposal to hold a local version of the Olympics in the community.	
CIVIC ENGAGEMENT	
Option 1: Understand- Identify why participating in sports is beneficial to students and the school community. Option 2: Assess- Design a plan to implement one or more ideals of Olympism in the school or district. Option 3: Act- Implement one or more ideals of Olympism in the school or district.	

Western Ideas & Innovations	
ESSENTIAL QUESTION	
Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform a contemporary ideas and actions? How does technology influence social and cultural change in a global society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a.Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SSInq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. SSInq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SSInq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSInq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
American Identity Human-Environment Interaction Democracy Freedom Government - Civic engagement Conflict	The Rise of ancient Greece city-states The Rise of Democracy in Athens Persian Wars - preserving independence Ancient Greek innovations/achievements
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.Geog4.a.Characteristics of place	I explain how place-based identities can change places over time.
SS.Hist2.c.Contextualization	I analyze how the historical context influenced the process or nature of the continuity or change that took place.
SS.Hist4.a.Historical context	I explain how the historical context (situation) influences a primary or secondary source.
COMPELLING UNIT QUESTION	
How did ancient Greece contribute to the modern world?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What cultural contributions did the ancient Greeks make to art & architecture?	What cultural contributions did the ancient Greeks make to language & literature?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Create 3-column notes (Influence, impact on ancient Greece, impact on today)	Create 3-column notes (Influence, impact on ancient Greece, impact on today)
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Athens: The Spirit of Architecture video segment (Discovery Techbook) The Athenian Science of Beauty video segment (Discovery Techbook) Herodian Theater in Athens, Greece image (Discovery Techbook) Amphitheater image (Discovery Techbook) Lincoln Memorial image (Discovery Techbook)	Excerpt from the Iliad (Discovery Techbook) The Sorrow of Love Poems (Discovery Techbook) Excerpt from the Odyssey (Discovery Techbook)
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
How did ancient Greek math and science influence modern life?	How did Greek democracy rise & influence the modern world?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Create 3-column notes (Influence, impact on ancient Greece, impact on today)	Perform or display the characteristics of the many different forms of government in Athens before they created democracy. How do they compare to democracy? Evaluate the Athenian assembly by outlining the benefits and drawbacks
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Thales and the Birth of Science video segment (Discovery Techbook) Science and City Planning video segment (Discovery Techbook) The Pythagoreans video segment (Discovery Techbook) Archimedes and Greek Mechanics video segment (Discovery Techbook)	Greek Political Systems (reading text Discovery Techbook) Ancient Greece: The Democracy of Athens video segment (Discovery Techbook) Athens (video segment Discovery Techbook) Greek Democracy (reading text Discovery techbook)
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric

Develop an argument based on the following statement: The Ancient Greeks contributions to modern society were... because.... Provide evidence and show how the evidence supports your claim.	
CIVIC ENGAGEMENT	
Select a Greek achievement that has had conneciton/impact on your community (local, regional, state, country). Design a case study/action reserach on how it has changed overtime in your community and predict how it will further impact and/or change. Find a professional connected to this Greek achievement and conduct an interview and/or partic an event associated with this achievement . Write a reflection and document evidence.	

<i>China and Rome</i>	
ESSENTIAL QUESTION	
What is culture? What roles does culture play in human and societal development? Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? How do geography, climate, and resources affect the way people live and work?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a: Tools of Geography I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps. SS.Geog1.b: Spatial Thinking (map interpretation) I can analyze how various map projections distort shape, area, distance and direction. SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. I compare mental maps shaped by individual perceptions of people, places, regions, and environments.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s) & LEARNING TARGETS	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SS.Inq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Government Role/Civic Engagement Movement of People/Immigration Human-Environment Interaction	Rise of Roman Empire & Influence (Republic to Empire) Rise of China Dynasties & Influence (Zhou - Han) Silk Road
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	I model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and
Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.	I analyze spatial patterns of social and economic development in a variety of regions in the world. I identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.	I explain how place-based identities can change places over time.
Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.	I analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	I explain how the historical context (situation) influences a primary or secondary source. I explain the significance of the intended audience of a primary or secondary source I explain the significance of the intended purpose of a specific primary or secondary source. I explain how the POV of the author can influence the meaning of a primary or secondary source.
COMPELLING UNIT QUESTION	
Did the Chinese and Romans Know Each Other?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
Where were the Roman and Chinese Empires located?	What did the Chinese know about the West?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>

Write a description of the relative locations and geographic features of the Roman and Chinese Empires. Create a physical Map of both empires and label with specific geographic terms. Use a variety of graphic organizers to compare and contrast the geographic regions. Create a dialogue with students that includes advantages and disadvantages of both geographic regions.	Start a T-chart that compares what the Romans and Chinese knew about each other.
FEATURED SOURCE(s) <i>(may include)</i> Source A: Outline map with general locations of the Roman and Chinese Empires Source B: Detailed map of Roman and Chinese Empires	FEATURED SOURCE(s) <i>(may include)</i> Source A: Description of the West by Sima Qian Source B: Map bank: Maps of Chinese exploration (Map 1 , Map 2) Source C: Description of the West based on travels of Gan Ying by Fan Ye Source D: Description of Romans by Yu Huan
SUPPORT QUESTION 3 <i>(if applicable)</i> What did the Romans know about the East?	SUPPORT QUESTION 4 <i>(if applicable)</i> How did the Chinese and Romans interact with one another?
FORMATIVE ASSESSMENT TASK <i>(may include)</i> Complete the T-chart that compares what the Romans and Chinese knew about each other.	FORMATIVE ASSESSMENT TASK <i>(may include)</i> Make a claim about how the Romans and Chinese interacted with each other.
FEATURED SOURCE(s) <i>(may include)</i> Source A: Description of China by Pliny the Elder Source B: Excerpts from Ptolemy's Geography, Map	FEATURED SOURCE(s) <i>(may include)</i> Source A: Map bank: 1st and 2nd Century CE Global Trade Route Maps (Map 1 , Map 2 , Map 3)
SUMMATIVE ASSESSMENT	
Task(s) Argument: Did Chinese and Romans know each other? Construct an argument (e.g., a speech, movie, poster, or essay) that explains to what extent the Chinese and Romans knew and interacted with each other using specific claims and relevant evidence from historical sources. Extension: Create an annotated timeline that describes what Chinese and Roman historians and scholars wrote and drew about each other.	Standards Based Rubric
CIVIC ENGAGEMENT	
Option 1: Identify a culture or group of people in the world that students would like to know more about. Option 2: Create a set of questions that students would like to explore with people from that culture. Option 3: Invite representatives of the selected group to visit the school, either in person or virtually.	