

Course Title

IAA - World Civilizations (7th)



INNOVATIVE

ARTS ACADEMY

Course Overview

The course aims for students to leave with specific skills and enduring understandings, including understanding how civilizations become more advanced for different reasons, the crucial role of water sources in early civilizations, knowledge of human existence and cultural diffusion, the influence of early inventions, the ability to understand cause and effect, and map skills

Unit Title

Unit 1: Foundations of Civilization

Time Frame

4.5 Weeks

Unit Title

Unit 2: Early River Valley Civilizations: Southwest Asia

Time Frame

4.5 Weeks

Unit Title

Unit 3: Early River Valley Civilizations: Egypt

Time Frame

4.5 Weeks

Unit Title

Unit 4: Ancient India

Time Frame

4.5 Weeks



Focus of the Unit

Exploring the lives and contributions of the earliest people and the impact of the agricultural revolution

Focus of the Unit

Examining the emergence and unification of civilizations in the Fertile Crescent and Mesopotamia.

Focus of the Unit

Understanding the geography, kingdom development, and enduring success of Ancient Egypt along the Nile

Focus of the Unit

Investigating the ancient civilization of India, its culture, and scientific advancements.

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Unit Title

Unit 5: Ancient China

Time Frame

4.5 Weeks



Unit Title

Unit 6: The Classical World: Ancient Greece

Time Frame

4.5 Weeks



Unit Title

Unit 7: Classical World: Ancient Rome

Time Frame

4.5 Weeks



Unit Title

Unit 8: World Religion

Time Frame

4.5 Weeks



Focus of the Unit

Exploring the geography, history, and lasting cultural influence of ancient China

Focus of the Unit

Studying Ancient Greece as a major historical center of ideas, culture, and geography

Focus of the Unit

Tracing Rome's growth, power, and lasting contributions to the ancient world

Focus of the Unit

Examining the influence of belief systems and the development of civilizations in Eastern Europe and Africa

Unit Title	Unit 1: Foundations of Civilization
Time Frame	4.5 Weeks



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	Essential Question(s)
	Why was the invention of farming revolutionary?

	Focus of the Unit
	Exploring the lives and contributions of the earliest people and the impact of the agricultural revolution

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can explain how the earliest people lived and survived during the Stone Ages.

Learning Targets
I can explain the significance of the invention of farming.

Learning Targets
I can describe the daily lives and contributions of early cultures to history.

Learning Targets
I can describe the transition from hunter-gatherer societies to settled life.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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Unit Title	Unit 2: Early River Valley Civilizations: Southwest Asia
Time Frame	4.5 Weeks



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	Essential Question(s)
	What factors helped unify early civilizations in Southwest Asia?

	Focus of the Unit
	Examining the emergence and unification of civilizations in the Fertile Crescent and Mesopotamia.

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can learn about key events in the unification of early civilizations in Southwest Asia.

Learning Targets
I can explain the significance of the unification of early civilizations in Southwest Asia.

Learning Targets
I can describe why this unification was important in creating a prosperous area.

Learning Targets
I can explore how geography and other factors influenced unification and development in the region.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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Unit Title	Unit 3: Early River Valley Civilizations: Egypt
Time Frame	4.5 Weeks



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	Essential Question(s)
	Why were Egyptians able to create such a long-lasting civilization?

	Focus of the Unit
	Understanding the geography, kingdom development, and enduring success of Ancient Egypt along the Nile

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can learn about the geography of early Egypt and the development of kingdoms.

Learning Targets
I can construct statements about the contributions of ancient Egypt to the modern world.

Learning Targets
I can describe how the ancient kingdom became dominant and prosperous.

Learning Targets
I can analyze how pharaohs, religion, societal roles, and trade influenced life in Egypt.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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Unit Title	Unit 4: Ancient India
Time Frame	4.5 Weeks



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	Essential Question(s)
	How does India's rich history and culture affect the world today?

	Focus of the Unit
	Investigating the ancient civilization of India, its culture, and scientific advancements.

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can learn about the ancient civilization of India.

Learning Targets
I can develop a strong understanding of ancient Indian civilization.

Learning Targets
I can describe why they were advanced in many scientific fields compared to other ancient civilizations.

Learning Targets
I can explain the contributions of the people of India in the arts and sciences.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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Unit Title	Unit 5: Ancient China
Time Frame	4.5 Weeks



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	Essential Question(s)
	How do the people, events, and ideas that shaped ancient China continue to influence the world?

	Focus of the Unit
	Exploring the geography, history, and lasting cultural influence of ancient China

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can learn about the geography, history, and culture of ancient China.

Learning Targets
I can compare and contrast ancient China to previous ancient civilizations.

Learning Targets
I can make connections between ancient China's cultural influences and the present day.

Learning Targets
I can explain how early Chinese dynasties encouraged art and learning.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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Unit Title	Unit 6: The Classical World: Ancient Greece
Time Frame	4.5 Weeks



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ARTS ACADEMY

	Essential Question(s)
	Why might historians consider Ancient Greece the first Western civilization?

	Focus of the Unit
	Studying Ancient Greece as a major historical center of ideas, culture, and geography

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can learn about Greece as a major historical hub of ideas.

Learning Targets
I can learn about Greece as a major historical hub of culture.

Learning Targets
I can learn about Greece as a major historical hub of geograph

Learning Targets
I can develop an understanding of how these attributes made ancient Greece one of the world's great treasures.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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Unit Title	Unit 7: The Classical World: Ancient Rome
Time Frame	4.5 Weeks



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	Essential Question(s)
	Was Rome more successful as a republic or an empire?

	Focus of the Unit
	Tracing Rome's growth, power, and lasting contributions to the ancient world

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can learn about Rome's growth into a powerful ancient civilization.

Learning Targets
I can elaborate on the attributes that made ancient Rome one of the world's greatest civilizations.

Learning Targets
I can share inventions, technology, and culture created by Rome that are still used in the modern world.

Learning Targets
I can learn about Rome's significance as a powerful civilization.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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Unit Title	Unit 8: World Religion
Time Frame	4.5 Weeks



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	Essential Question(s)
	How did the various world religions play a role in each ancient civilization?

	Focus of the Unit
	Examining the influence of belief systems and the development of civilizations in Eastern Europe and Africa

Standards	SS 8.1.7.A, 8.4.7.A, 8.4.7.C
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Learning Targets
I can learn about the beginnings of major religions like Hinduism, Buddhism, Christianity, Islam, and Judaism.

Learning Targets
I can compare and contrast the major religions of the ancient civilizations.

Learning Targets
I can describe how religion played a role in shaping culture, government, and society in each civilization.

Learning Targets
I can understand the importance and impact of civilizations in Eastern Europe and Africa, influenced by factors like religion.



Resources	Primary/Secondary Sources, texts, videos, Library of Congress, DBQ Project, National Archives
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