

SINGLEHURST SOCIAL STUDIES LONG TERM PLAN

Ongoing Standards:	1.1 - define causal relationships in historical chronologies		
Theme for the Year	Exchange, Encounter, Exploration		
Main Essential Question	What causes civilizations to rise and fall?		
Key	Quarter 1		
	Early Humans and Rise of Civilizations	Middle East and Ancient Egypt	
<i>ELA Book</i>	<i>Gathering Blue</i>		
Quarter Essential Questions	What causes empires to rise and fall? We can focus here on the Mesopotamian societies and how there is a lot of shift in power and how the city-states rose and fell constantly		
Theme	establishment of a civilization		
6.1 - influenced families and communities	7.1 - development of agriculture	3.1 - written and physical evidence from ancient societies in Mesopotamia, Egypt	
	Surplus/ Scarcity	Agricultural Revolution	
	Hunters and Gatherers	city-states	
Religion		polytheism (DOK 1 of it)	
• = Dynasties (Asia)			6.1 judaism?
	H&G	Ag rev	Egypt - rise and fall of pharaohs, rise and fall of early city-state civilizations
6.2 Conflict			
Assessment Strategies:	Formative: daily exit tickets, fist to five checks, daily assignment checks, class discussions, class reviews		Summative: Create your own city state assignment, Ss create their own city-state where they explain the geography, religion, achievements, politics, economics, and social structure, and explain how they work together.

Comment [1]: Prior to this we didn't have themes at all, this year we were able to focus on something to guide our planning.

Comment [2]: In addition to a theme we focused in on having guiding questions, each unit has some variation of what causes a civilization or a society to rise and fall

Comment [3]: We were actually fortunate enough to be able to have our books for English line up well with our social studies standards, this book focuses on a primitive hunter gatherer society and helped to make connections between ELA and SS

Comment [4]: By having this focus or theme for the quarter we were able to tailor our planning better

Comment [5]: Having this key was useful for showing the pattern of how the units are aligned, I was able to show how and when we are covering each standard, as well as the subjects we could cover to do it. With this foundation, we were able to go in and see what we're covering and when so we could know what preparation we need.

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Ongoing Standards:	2.1 - frame and answer questions through historical research		
Theme for the Year	Exchange, Encounter, Exploration		
Main Essential Question	What causes civilizations to rise and fall?		
Key	Quarter 2		
	Ancient Greece	Ancient Rome	
ELA Book	Percy Jackson and the Olympians		
Quarter Essential Questions	How does government lead to an empire's rise and fall?		
Theme	Government/ Democracy, Social Structures/ and religion		
6.1 - influenced families and communities	3.3 Greek City-States under Pericles	3.3 Roman Empire under Augustus	
	Standard 4: Identify the foundations of democracy in classical Greece and Rome establishment of a civilization		
	6.1 roles of men and women, families and communities in general Athens vs. Sparta		
Religion	3.4 Greek philosophy	3.4 Christianity, Judaism	
• = Dynasties (Asia)	Polytheism: (Cover in ELA with Percy Jackson)		
		6.2 Conflict (use examples of changing cultures to identify and analyze ways to respond to cultural differences and problems within and across groups)	6.2 conflict
6.2 Conflict		Polytheism -> Monotheism no prophet (Jews) old testament	
Assessment Strategies:	Formative: per paragraphs and written responses about the different mini units, exit tickets, do nows, daily collected work, class discussions	Summative: compare and contrast Athens and Sparta essay for Greece Rome: Essay response to essential question	

Comment [6]: By having Percy Jackson and the Olympians be our book for this quarter, we didn't have to focus on mythology or religion in our social studies lessons which freed up time to cover the topics that we need to cover (3.3)

Comment [7]: Having this theme or guiding idea helps us with the units and lessons that we come up with. We understand that the main focus of Greece and Rome is that the students are able to understand the foundations of democracy and lasting achievements of the Roman empire, so that can guide our planning.

Ongoing Standards:					
Theme for the Year	Exchange, Encounter, Exploration				
Main Essential Question	What causes civilizations to rise and fall?				
Key	Quarter 3				
	Islam & Muslim Empires	Civilizations of Africa		Early Americans	
ELA Book	Bud, Not Buddy				
Quarter Essential Questions	How does the exchange of resources and ideas (also religion) contribute to the rise and fall of Empires?				
Theme	economy/ reasons why socieites trade with each other				
6.1 - influenced families and communities	3.5 Abassid Caliphate	3.5 Mansa Musa and the Mali Empire		3.2 Writing, artifacts, and architectural remains from Maya, Aztec, Inca, and early Pacific Island societies	
		3.6 Saharan Caravan Trade 8.1 emphasis on gold and salt, limited resources and choice		8.2 describe in terms of opportunity cost, why it was so difficult for Christohper Columbus to find financial support for his voyages	
	6.1 roles of women in religious texts (Modern ties to the Kapu system and current perceptions females)	control of resources		3.8 European Voyages	
Religion	3.3 Judaism 3.3 Islam post Constantine and constantinople	3.6 crusades?	modern connection: Palestine and Israel?	colonialism	
• = Dynasties (Asia)				3.1 Indus River Valley	
	6.2 conflict			Columbian exchange and focus on polycentrism	
6.2 Conflict	Prophent (Muhammed)				
	This is also conflict				
Assessment Strategies:	Formative: daily exit tickets, fist to five checks, daily asignment checks, class discussions, class reviews	Summative:			

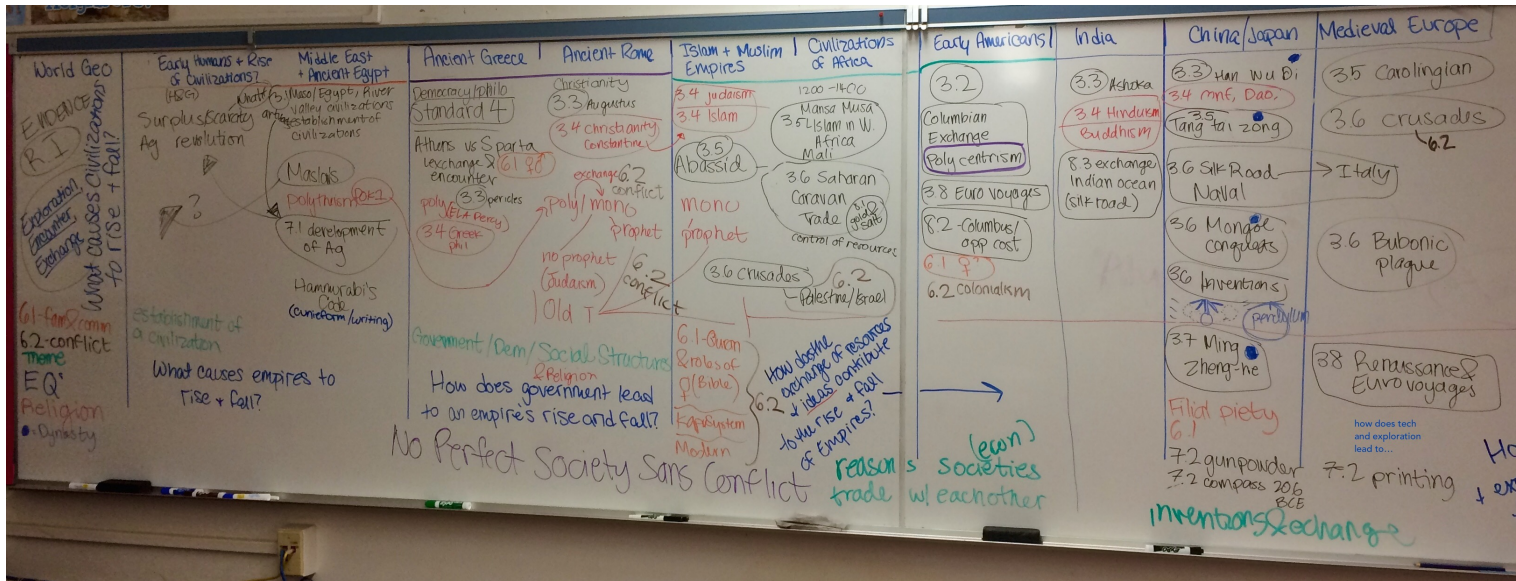
Comment [8]: This was really exciting for me personally because prior to this year, no year had ever gotten past Rome, they included some China and Japan but not to the degree we are supposed to. This pacing allows us to support the students in meeting rigorous learning goals, because by going through all the units that we are supposed to, they will be properly prepared for world history in high school, and won't have the gaps of knowledge that previous years had.

Comment [9]: As this is still a very fluid document because we've never taught any of this, we are constantly revising.

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Ongoing Standards:						
Theme for the Year	Exchange, Encounter, Exploration					
Main Essential Question	What causes civilizations to rise and fall?					
Key	Quarter 4					
	India		China/ Japan		Medieval Europe	
ELA Book	Dragon Wings					
Quarter Essential Questions	How does technology and exploration lead to the rise and fall of a dynasty or an empire?					
Theme	inventions and exchange					
6.1 - influenced families and communities	3.3 Ashoka		3.3 Han Wu Di		3.5 Carolingian Empire	
			3.7 Ming Zheng-He exploration		3.6 Bubonic Plague	
	8.3 exchange along the Indian Ocean (silk road naval route)		3.5 Tang tai zang		3.8 Renaissance & European Voyages	
Religion	3.4 Hinduism, Buddhism		3.4 Confucianism, Daosim			
• = Dynasties (Asia)			3.6 Mongol Conquests through the lens of exchange of ideas and inventions			
			3.1 Yellow River Valley			
6.2 Conflict			6.1 Filial Piety			
			7.2 gunpowder, compass (206 BCE)		7.2 Printing	
			3.5 Silk Road (naval exploration) -> Italy			
Assessment Strategies:	Formative: daily exit tickets, fist to five checks, daily asignment checks, class discussions, class reviews			Summative:		

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Comment [10]: This was what it looked like when my TFA instructional mentor and I worked on creating the layout of the year and creating the long term plan. The hard part was getting this into a digitized format which is why the excel spreadsheet seems so complicated.