

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
Semester 1							
18 Weeks							
<p>Chapter 1 Overview: Early Human Societies and the ancient world</p> <p>Unit 1 Map of the Ancient World</p>	2	R 1.1; R 1.2; R 1.3; R 1.5; R 1.7; R 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	To learn about different early human societies such as The Olmecs, The Mayans, The Myceneans, and so on and how their lives evolved as civilizations improved over time.	<ul style="list-style-type: none"> Explain what history is and its importance in our lives and to understand where we are now. Identify the important developments or discoveries that happened in the early history that actually lead to the development of ancient society. Use historical terms and concepts Compare the different civilizations and the ways they lived their lives. 	<p>Group Task (Early history timeline)</p> <p>The student will be given a worksheet from Nelsonnet.com.au</p> <p>Writing task 1: What is history and explain why it is important to study?</p> <p>Writing task 2: Choose 2 early civilizations and explain how their lives improved as their societies grew.</p>	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps
Unit 2 Early Human Societies and Early Migration	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	<ol style="list-style-type: none"> To focus on early human migration and discuss the routes of human migration over time. To study concepts about early humans such as the hominds, neantherthals, homo 	<ul style="list-style-type: none"> Distinguish the work of the experts who study the prehistoric period. Explain/discuss the Out of Africa Theory and the evolution of human. Get to know the early humans such as 	<p>Role play the evolution of human (Out of Africa Theory)</p> <p>Written assessment (each student has to write an evaluation of the roleplay and what he/she learned from it)</p>	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn

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		W 1.1; W 1.2; W 1.3; W 1.6; W 1.7 W 1.8; W 1.9		sapiens, homo erectus and their contributions to what we are now.	hominids, homo sapiens, homo erectus, and the neantherthals • Illustrate the early migration		10. Red/Green card 11. Venn Diagrams 12. Mind Maps
Unit 3 Ancient Societies	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.7; R 1.10 W 1.1; W 1.2; W 1.3; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To learn about these key developments such as farming, pottery-making, cities built, laws written and consider reasons for these improvements, the order in which they occurred and their legacy today.	• Compare and contrast prehistoric and ancient society. Recognize and locate the early societies in the ancient world map • Identify the events/ discoveries that lead to the development of early society. • Describe they key features of early societies	Venn Diagram compare and contrast ancient societies with prehistoric societies. Mind map the key features of ancient societies.	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps
Chapter 2 Investigating the Ancient Past Unit 1 How do historians and archaeologists	2	R 1.1; R 1.2; R 1.4; R 1.4; R 1.7; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To explore how archaeologists uncover and examine the things that the people of the past left behind. 2. To learn how sources are used by historians to study about the past.	• Present an old artifact to the class and discuss it based on the questions in the book • Describe the differences between archaeologists and historians. • Explain the ways in which historians and	• Individual Activity: Present an old artifact to the class and discuss it Use questions on Artifact Checklist worksheet to describe it. Pair Activity: Write a	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn

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find out about the past?		1.5; W 1.7; W 1.8; W 1.9; W 1.10			scientists can work with archaeologists to help learn more about the past. <ul style="list-style-type: none"> Make a list of different ways in which sites and artefacts can be lost or damaged. 	letter Class Activity: Video Analysis Group Activity: Quiz Bee	10. Red/Green card 11. Venn Diagrams 12. Mind Maps
Unit 2 Evidence from Ancient Australia	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To explore the evidences of ancient Australia and to learn from the Aboriginal people who started as hunter-gatherers then decided to permanently settle in Australia as eel farmers.	<ul style="list-style-type: none"> Explain how the first peoples were able to travel to Australia. Describe the evidence of burial rituals used by ancient Australian Aboriginals and Torres Strait Islanders. 	Group Activity: Discussion Circle or a WRAP – gives every student the chance to contribute to a discussion without judgement or argument. Pair Activity: Worksheet completion: Topic: Sites of Ancient Australia Individual Activity: Poster Making with presentation Quiz of 10 items as formative assessment	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

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Unit 3 History Mystery	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	1. To explore about the mysterious death of Otzi, a wet mummy found in the Ozstal Alps in northern Italy.	<ul style="list-style-type: none"> Discuss and analyse sources Look into contrasting theories and explanations 	<p>Students will explain what each source and evidence is based on source and artifact checklist found in unit 1 chapter 2</p> <p>Alternatively use the Otzi Grid Worksheet from Nelsonnet page 41</p> <p>Students will share thoughts on the different theories including secret voting on their opinion on which of the three theories is the most likely one.</p>	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps et al
Review and Mid Semester Test	Early October						
Chapter 3 Ancient Egypt Unit 1 The physical features of ancient Egypt	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R	ELA and Literacy in History/ Social Studies – Reading and Writing	1. Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry 	<p>Appreciate cross section of Nile</p> <p>Worksheet physical features of ancient Egypt page 57 Use BOLTSS method to</p>	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make

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		1.8; R 1.9 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9			<ul style="list-style-type: none"> Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources Identify and describe points of view, attitudes and values in primary and secondary sources 	analyse map	predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 2 Society	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.7; R 1.8; R 1.10 W 1.2	ELA and Literacy in History/ Social Studies – Reading and Writing	Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods 	Worksheet on page 58 of Nelsonnet Reconstruct a representation of a social hierarchy	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension

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					<ul style="list-style-type: none"> Locate, compare, select and use information from a range of sources as evidence Identify and describe points of view, attitudes and values in primary and secondary sources Use a range of communication forms (oral, graphic, written) and digital technologies 		Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 3 Religion	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.10 W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Locate, compare, select and use information from a range of sources as evidence Develop texts, particularly descriptions 	Make a model of an Egyptian Temple Make a model of a pyramid Make a Diorama of the Egyptian Gods Worksheet on Egyptian creation story p 63 of Nelsonnet	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					and explanations that use evidence from a range of sources that are acknowledged <ul style="list-style-type: none"> Use a range of communication forms (oral, graphic, written) and digital technologies 		11. Venn Diagrams 12. Mind Maps 13. et al
Unit 4 Law and Government	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.10 W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Locate, compare, select and use information from a range of sources as evidence Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms 	Make a Pharaoh Action Figure with all power symbols Recreate court scene page 66 live action Mind Map the political and legal systems of Ancient Egypt	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					(oral, graphic, written) and digital technologies		
Unit 6 Warfare	2	R 1.1; R 1.3; R 1.4; R 1.5; R 1.6; R 1.6; R 1.8; R 1.9; R 1.10 W 1.3	ELA and Literacy in History/ Social Studies – Reading and Writing	Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions 	<p>Make representations of army units</p> <p>Make narratives of the life the infantry</p>	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					and explanations that use evidence from a range of sources that are acknowledged <ul style="list-style-type: none"> Use a range of communication forms (oral, graphic, written) and digital technologies 		
Unit 7 Death and funerary customs	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.10 W 1.1; W 1.2; W 1.3; W 1.5; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources Identify and 	Break the mummification process into steps Make a Model Mummy Write a narrative of someone who makes mummies Worksheet burial practices Worksheet burial of human heart	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					describe points of view, attitudes and values in primary and secondary sources <ul style="list-style-type: none"> Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies 		
REVIEW and FINAL TEST SEMESTER 2							
Chapter 4 Ancient Greece Unit 1 The Physical features of Ancient Greece	2	R 1.1; R 1.2	ELA and Literacy in History/ Social Studies – Reading and Writing	Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there	<ul style="list-style-type: none"> Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, 	Know how to interpret the maps of Ancient Greece using BOLTSS Worksheet on why learn about ancient Greece. Build a 3D Terrain Map of Ancient Greece	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip

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					compare, select and use information from a range of sources as evidence <ul style="list-style-type: none"> • Draw conclusions about the usefulness of sources • Identify and describe points of view, attitudes and values in primary and secondary sources • Use a range of communication forms (oral, graphic, written) and digital technologies 		9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 2 Society	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.3; W 1.4; W 1.5; W 1.6; W 1.7; W	ELA and Literacy in History/ Social Studies – Reading and Writing	Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion	<ul style="list-style-type: none"> • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify and locate relevant sources, using ICT and other methods • Identify the origin and purpose of primary and secondary sources • Locate, 	Make hierarchical pyramids of Athens and Sparta. Draw Venn Diagrams Comparing Athenian and Spartan Women Draw Venn Diagrams Comparing Athenian and Spartan Society Worksheet page 104 and 107 of Nelsonnet	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn

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		1.8			compare, select and use information from a range of sources as evidence <ul style="list-style-type: none"> • Draw conclusions about the usefulness of sources • Identify and describe points of view, attitudes and values in primary and secondary sources • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital technologies 		10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 3 Religion	2		ELA and Literacy in History/ Social Studies – Reading and Writing	Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs	<ul style="list-style-type: none"> • Identify a range of questions about the past to inform a historical inquiry • Identify and locate relevant sources, using ICT and other methods • Identify the 	Make a leaflet advertising a religious festival in Ancient Greece based on research on that festival Draw a family tree of Ancient Greek Gods	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard

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					origin and purpose of primary and secondary sources <ul style="list-style-type: none"> • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of sources • Identify and describe points of view, attitudes and values in primary and secondary sources • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital technologies 	Retell a myth surrounding an Ancient Greek God Worksheet Gods and Goddesses page 109	6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 4 Law and Government	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.6; R	ELA and Literacy in History/ Social Studies – Reading and	Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the	<ul style="list-style-type: none"> • Use historical terms and concepts • Identify a range of questions about the past to inform a 	Make a poster/ Venn Diagram poster comparing and contrasting Athenian and Spartan	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
		1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.3; W 1.4; W 1.5; W 1.6; W 1.7; W 1.8	Writing	influence of law and religion	historical inquiry <ul style="list-style-type: none"> Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) 	Governance Write an ostracism narrative or a war on the helots narrative Mind map Ancient Greek Legal systems Worksheet page 112 of Nelsonnet	share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					and digital technologies		
Unit 7 Warfare	2	R 1.1; R 1.2; R 1.3; R 1.4; R 1.5; R 1.6; R 1.7; R 1.8; R 1.9; R 1.10 W 1.1; W 1.2; W 1.3; W 1.4; W 1.6; W 1.7; W 1.8; W 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars)	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Locate, compare, select and use information from a range of sources as evidence Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies 	Explain with sketches armor and weaponry Sketch a Trireme Research either the Trojan Wars or Peloponnesian Wars and Persian Wars Worksheet on Phalanx page 124 of Nelsonnet	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition Exit Slip Two Roses and a Thorn Red/Green card Venn Diagrams Mind Maps et al
Unit 10 Ancient Sites: The Oracle at	2	R 1.1; 1.2; 1.3; 1.5; 1;6;	ELA and Literacy in History/ Social	Significant beliefs, values and practices of the ancient Greeks,	<ul style="list-style-type: none"> Identify a range of questions about the past to inform a 	Role play a vision at the oracle	<ol style="list-style-type: none"> Partner Quizzes CREATE A

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Delphi		1.7, 1.8; 1.9; 1.10 W 1.1; 1.2; 1.3; 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	Studies – Reading and Writing	with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs	historical inquiry <ul style="list-style-type: none"> Identify and locate relevant sources, using ICT and other methods Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) 		VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

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					and digital technologies		
Review and Mid Semester Test Early March							
Chapter 5 Ancient Rome Unit 1 The physical features of ancient Rome	2	R1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.10 W1.1,1.3, 1.4, 1.7, 1.9	ELA and Literacy in History/ Social Studies – Reading and Writing	Rome: Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there.	Sequence historical events, developments and periods <ul style="list-style-type: none"> • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of sources • Identify and describe points of view, attitudes and values in primary and secondary sources 	Map Building Task for the City of Ancient Rome or Roman Empire Worksheets on sources and texts	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					<ul style="list-style-type: none"> • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital technologies 		
Unit 2 Society	2	R1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.10 W1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	Rome: Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion	<ul style="list-style-type: none"> • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of sources • Identify and describe points of view, attitudes and values in primary 	<ul style="list-style-type: none"> • Social hierarchy diorama or diagram • Women’s fashion model or diagram • Make a poster on Social Hierachy of Ancient Rome <p>Make a poster on Women in Ancient Rome</p> <p>Make a poster on Children in Ancient Rome</p> <p>Make a poster on Slavery in Ancient</p>	<ol style="list-style-type: none"> 1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					and secondary sources <ul style="list-style-type: none"> • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital technologies 	Rome	13. et al
Unit 3 Religion and beliefs	2	R1.1, 1.2, 1.4, 1.7, 1.8, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	Rome: Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion	<ul style="list-style-type: none"> • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of 	Make a poster on the Roman gods and goddesses or festivals Retell a myth surrounding one Roman God or goddess	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					sources <ul style="list-style-type: none"> Identify and describe points of view, attitudes and values in primary and secondary sources Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Identify and locate relevant sources, using ICT and other methods Use a range of communication forms (oral, graphic, written) and digital technologies 		card <ol style="list-style-type: none"> Venn Diagrams Mind Maps et al
Unit 5 Law and Government	2	R1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7	ELA and Literacy in History/ Social Studies – Reading and Writing	Rome: Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion	<ul style="list-style-type: none"> Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Use a range of communication forms (oral, graphic, written) 	Diagram or poster modeling punishments and the death penalty Discuss fairness of punishments during the Roman empire Worksheets Venn Diagram Poster distinguishing	<ol style="list-style-type: none"> Partner Quizzes CREATE A VIDEO Think-pair-share Make predictions Postcard Extension Projects Metacognition

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					and digital technologies	Roman Empire from Roman Republic	8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al
Unit 7 Warfare	2	R1.1, 1.2, 1.3 1.4, 1.7, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	Rome: Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs	<ul style="list-style-type: none"> • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of sources • Identify and describe points of view, attitudes and values in primary and secondary sources • Develop texts, 	Make an Legionary Action Figure Make a diorama of a Roman Encampment Write a diary narrative of one day in your life as a Roman Legionary	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn Diagrams 12. Mind Maps 13. et al

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					particularly descriptions and explanations that use evidence from a range of sources that are acknowledged <ul style="list-style-type: none"> • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital technologies 		
Unit 9 Julius Caesar	2	R1.1, 1.2, 1.3 1.4, 1.5,1.6, 1.7, 1.8, 1.9, 1.10 W1.1, 1.2, 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 1.9, 1.10	ELA and Literacy in History/ Social Studies – Reading and Writing	Rome: The role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus	<ul style="list-style-type: none"> • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify the origin and purpose of primary and secondary sources • Locate, compare, select and use information from a range of sources as evidence • Draw conclusions about the usefulness of sources • Identify and describe 	Reenact Julius Caesar stabbing in the senate from Shakespeare	1. Partner Quizzes 2. CREATE A VIDEO 3. Think-pair-share 4. Make predictions 5. Postcard 6. Extension Projects 7. Metacognition 8. Exit Slip 9. Two Roses and a Thorn 10. Red/Green card 11. Venn

Units	# of Days	Core Standard	Strand	Content	Skills	Activities	Assessments
					points of view, attitudes and values in primary and secondary sources • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Identify and locate relevant sources, using ICT and other methods • Use a range of communication forms (oral, graphic, written) and digital technologies		Diagrams 12. Mind Maps 13. et al
TOTAL:		Mid					
2 Semesters		April to					
4 Chapters		Early					
25 Units		May					