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Unit Learner Outcomes  
May 20, 2012  
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\*Note: Each set of outcomes is listed on a separate page

**Course Outcomes:**

- Students will describe defining characteristics of civilizations in the Eastern Hemisphere (Comprehension)

- Students will engage in meaningful discourse regarding the topics about which they are learning. (Application/Analysis)

- Students will analyze historical relationships between cultures to explain modern alliances and conflicts (Analysis/Evaluation)

- Students will work independently and in small groups to collect and organize data. (Synthesis)

- Students will utilize skills and access concepts about which they have learned each unit to develop a unit project, which demonstrates their learning over the course of the unit and present to their peers. (Synthesis)

- Students will use a variety of resources to come to conclusions about ancient and modern civilizations. (Evaluation)

**Unit 1: Geography- Understanding our World**

**Essential Questions:**

How can a location affect human activity?

What do people need to create a civilization?

**Unit Outcomes:**

- Students will differentiate between absolute and relative location (Comprehension)

- Students will use absolute and relative location to locate specific points on a map or globe. (Application)

- Students will analyze information in atlases, maps, and globes to draw conclusions about people, environment, and economic activity (Analysis/Evaluation).

- Students will use information from atlases, maps, or globes to determine an area of focus regarding geographical themes, such as location, place, human-environment interaction, regions, and movement to develop an investigation into a self-selected topic. (Synthesis)

- Students will generate a list of questions about a geographical theme to research in terms of the theme listed above. (Synthesis)

- Students will determine the extent to which their research answers their questions, or the validity of the source (Evaluation)

- Students will create or select graphic organizers to collect data throughout the course of their investigation. (Synthesis/Application)

- Students will participate in peer sharing groups in which they present and defend their findings. (Synthesis/Evaluation)

**Unit 2: Economics and Financial Literacy- Making Sound Economic Decisions**

**Essential Questions:**

How do economic choices affect civilizations?

How do we distribute scarce resources?

How do our economic decisions affect others?

**Unit Outcomes:**

- Students will define supply, demand, competition, price, natural resources, capital, human resources, producer, consumer, and interdependence. (Knowledge)

- Students will explain how specialization leads to interdependence and global trade. (Comprehension)

- Students will discuss the importance of planning in entrepreneurship (fundamental questions) in terms of what to produce, how to produce and for whom to produce (Comprehension)

- Students will utilize the skills of professional economists, such as comparing data sets, evaluating consumer and producer choices, observing regional specialization, and analyzing cause and effects of supply and demand. (Application/Synthesis).

- Students will choose an economic decision they have made and analyze the effect of their choice on international and local markets. (Analysis/Evaluation)

- Students will choose an item they would like to purchase and compare price and quality, as well as effects on local, national and international markets. (Application/Evaluation)

**Unit 3: Types of Government- The Effects of a Government on the Lives of its Citizens**

**Essential Questions:**

How does government authority affect citizens’ rights?

How can people influence their governments?

**Unit Outcomes:**

- Students will define monarchy, dictatorship, democracy, and theocracy. (Knoweldge)

- Students will list the reasons for governments, including establishing rules and providing safety. (Comprehension)

- Students will analyze historical examples of leadership to describe types of government and recognize overlap (Comprehension/Analysis)

- Students will investigate historical examples of leadership and the effects of leadership on citizens. (Application/Analysis)

- Students will gather and generate data about rights and responsibilities of citizens under various types of government (Analysis/Synthesis)

-Students will examine varying perspectives of these types of government, including those of citizens, leaders, and outsiders in terms of trade and the rights of the citizens. (Analysis)

- Students will investigate their own government and determine how their government respects their rights and influences trade worldwide. (Analysis/Evaluation)

- Students will design graphic organizers to collect and organize data. (Synthesis)

-Students will debate the need for certain types of government in varying circumstances based on data collected (Evaluation)

**Unit 4: How World Religions Spread and Influence other Cultures**

**Essential Questions:**

How does geography shape the religions of the Eastern Hemisphere?

How do trade and transportation spread religious beliefs?

**Unit Outcomes:**

- Students will list countries known to trade with the United States (Knowledge)

- Students will use skills from Unit 2 to explain the reasons for international trade (Comprehension/Application)

- Students will use knowledge and skills from Unit 1 to describe trade between local and international regions (Comprehension/Application)

- Students will investigate the exchange of ideas in historical relationships to compare and contrast how ideas are exchanged today. (Analysis)

- Students will use skills obtained in Unit 1 analyze current trade methods the United States currently uses. (Analysis)

- Students will investigate the beliefs of the five major religions to determine causes of conflicts and cooperation between cultural groups. (Analysis/Evaluation)

- Students will create an organizational method to record data collected on exchange of ideas. (Synthesis)

- Students will discuss the need or lack thereof for understanding the beliefs of other cultures and justify their positions with research.(Evaluation)

**Unit 5: Early Humans- The Beginning of Civilization**

**Essential Questions:**

- How did the first civilizations begin?

- How would our lives be different if early people hadn’t settled down?

- What makes a civilization?

**Unit Outcomes:**

- Students will explain that the agricultural revolution led to permanent settlements. (Comprehension)

- Students will analyze the hunter-gatherer lifestyle in order to determine the need for permanent civilizations. (Analysis/Synthesis)

- Students will analyze historical artifacts to draw conclusions about civilizations. (Analysis/Evaluation)

- Students will create a list of attributes needed to develop a civilization. (Synthesis)

- Students will analyze the lifestyle of early humans and hypothesize what our lives would be like without permanent civilizations. (Analysis/Evaluation)

**Unit 6: Mesopotamia- Ancient Decisions and their Effects on Today’s Life**

**Essential Questions:**

- How have ancient civilizations shaped today’s culture?

- How can past events help us predict future events?

**Unit Outcomes:**

- Students will identify key features of the Mesopotamian civilization and determine how they have shaped the Eastern Hemisphere today (Knowledge/Evaluation)

- Students will use skills obtained in Unit 1 to describe the geographical features of the civilization and determine if the features helped or harmed the civilization. (Comprehension/Analysis/Evaluation)

-Students will utilize the skills they have obtained in the previous units to conduct an in-depth investigation of the ancient civilization of Mesopotamia in terms of economics, geography, and government. (Analysis/Synthesis)

-Students will analyze primary sources and other resources to develop understandings about the culture and geography of the Mesopotamian civilization. (Analysis)

- Students will analyze historical artifacts to draw conclusions about civilizations. (Analysis/Evaluation)

- Students will create a list of successful characteristics for a civilization and determine whether or not this civilization has been successful. (Synthesis)

- Students will evaluate sources and resources about this civilization to determine validity and accuracy in supporting their theories and analyses. (Evaluation)

**Unit 7: Egypt- Ancient Decisions and their Effects on Today’s Life**

**Essential Questions:**

- How have ancient civilizations shaped today’s culture?

- How can past events help us predict future events?

**Unit Outcomes:**

- Students will identify key features of the Egyptian civilization and determine how they have shaped the Eastern Hemisphere today (Knowledge/Evaluation)

- Students will use skills obtained in Unit 1 to describe the geographical features of the civilization and determine if the features helped or harmed the civilization. (Comprehension/Analysis/Evaluation)

-Students will utilize the skills they have obtained in the previous units to conduct an in-depth investigation of the ancient civilization of Egypt in terms of economics, geography, and government. (Analysis/Synthesis)

-Students will analyze primary sources and other resources to develop understandings about the culture and geography of the Egyptian civilization. (Analysis)

- Students will analyze historical artifacts to draw conclusions about civilizations. (Analysis/Evaluation)

- Students will compare and contrast the cultural practices of Mesopotamia and Egypt to determine successful characteristics and to hypothesize about potential cultural conflicts or cooperation.(Analysis/Synthesis)

- Students will create a list of successful characteristics for a civilization and determine whether or not this civilization has been successful. (Synthesis)

- Students will evaluate sources and resources about this civilization to determine validity and accuracy in supporting their theories and analyses. (Evaluation)

**Unit 8: India- Ancient Decisions and their Effects on Today’s Life**

**Essential Questions:**

- How have ancient civilizations shaped today’s culture?

- How can past events help us predict future events?

**Unit Outcomes:**

- Students will identify key features of the Indus River Valley civilization and determine how they have shaped the Eastern Hemisphere today (Knowledge/Evaluation)

- Students will use skills obtained in Unit 1 to describe the geographical features of the civilization and determine if the features helped or harmed the civilization. (Comprehension/Analysis/Evaluation)

-Students will utilize the skills they have obtained in the previous units to conduct an in-depth investigation of the ancient civilization of the Indus River Valley in terms of economics, geography, and government. (Analysis/Synthesis)

-Students will analyze primary sources and other resources to develop understandings about the culture and geography of the Indus River Valley civilization. (Analysis)

- Students will compare and contrast the cultural practices of the Indus River Valley with Mesopotamia and Egypt to determine successful characteristics and to hypothesize about potential cultural conflicts or cooperation.(Analysis/Synthesis)

- Students will analyze historical artifacts to draw conclusions about civilizations. (Analysis/Evaluation)

- Students will create a list of successful characteristics for a civilization and determine whether or not this civilization has been successful. (Synthesis)

- Students will evaluate sources and resources about this civilization to determine validity and accuracy in supporting their theories and analyses. (Evaluation)

**Unit 9: China- Ancient Decisions and their Effects on Today’s Life**

**Essential Questions:**

- How have ancient civilizations shaped today’s culture?

- How can past events help us predict future events?

- How can historical relationships give us insight into current relationships?

**Unit Outcomes:**

- Students will identify key features of the Chinese civilization and determine how they have shaped the Eastern Hemisphere today (Knowledge/Evaluation)

- Students will use skills obtained in Unit 1 to describe the geographical features of the civilization and determine if the features helped or harmed the civilization. (Comprehension/Analysis/Evaluation)

-Students will utilize the skills they have obtained in the previous units to conduct an in-depth investigation of the ancient civilization of China in terms of economics, geography, and government. (Analysis/Synthesis)

-Students will analyze primary sources and other resources to develop understandings about the culture and geography of the Chinese civilization. (Analysis)

- Students will compare and contrast the cultural practices of the ancient Chinese with those of the Indus River Valley, Mesopotamia, and Egypt to determine successful characteristics and to hypothesize about potential cultural conflicts or cooperation.(Analysis/Synthesis)

- Students will analyze historical artifacts to draw conclusions about civilizations. (Analysis/Evaluation)

- Students will create a list of successful characteristics for a civilization and determine whether or not this civilization has been successful. (Synthesis)

- Students will evaluate sources and resources about this civilization to determine validity and accuracy in supporting their theories and analyses. (Evaluation)