***2 Year Content Area Plan for Core 4 Social Studies***

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| **Da Vinci Innovation Academy’s goal is to inspire lifelong learners. As educators (both at school and at home),  our personal passions are rooted in authentically rich learning. Through thoughtful and intentional planning, our class anticipates excitement and in-depth exploration of the following global topics while your student is in Core 4. Topic overviews with an “X” marked next to them will be uncovered this year.**  **YEAR A**  **\_\_X\_\_\_ Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia and Egypt.**  **\_\_X\_\_\_ Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews.**  **\_\_X\_\_\_ Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**  **\_\_X\_\_\_ Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**  **\_\_\_\_\_\_\_Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**  **\_\_\_\_\_\_\_Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**  **\_\_\_X\_\_\_ Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam and China in the Middle Ages.**  **YEAR B**  **\_\_\_\_\_\_\_Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa, Japan, and Europe**  **\_\_\_\_\_\_\_Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**  **\_\_\_\_\_\_\_Students analyze the historical developments of the Reformation.**  **\_\_\_\_\_\_\_Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.**  **\_\_\_\_\_\_\_Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).** |
| **Topics have been condensed and simplified for the purpose of this document. For additional information and inspiration please go to:** [**http://www.cde.ca.gov/be/st/ss/**](http://www.cde.ca.gov/be/st/ss/)**.** |