

## Course Title: Grade 6 Social Studies

### Big Idea/Conceptual Lens

A History of the World brings the sweep of historical events into focus as people, issues and events come to life for today's students. The program includes a strong emphasis on geography and building vocabulary as well as tools for developing strong reading skills.

### Course Overview:

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires, interactions between societies, and the comparison of trends in government and economics. The course begins with an examination of what historians do, and grade appropriate geographic skills. This provides the foundation for making connections between the past and the present throughout the course. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

The department seeks to prepare students to be independent, forward-thinking participants, actively involved in the 21st century. Inclusion of technology and evidence-based learning are paramount to the curriculum which is designed to motivate each student to think for himself/herself, to analyze, and to draw conclusions from a variety of primary and secondary sources. The curriculum is supplemented with works of historical non-fiction and/or other works of literature in the content area. Each course integrates the social, political, economic, and historical elements of culture, nations and governments as outlined in the NYS Social Studies Learning Standards and the New York State Next Generation Standards.

#### Big Ideas or Understandings:

1. Students will understand that history involves interpretation, and different people may interpret the same events differently.
2. The geography, climate, and natural resources of a region influence the culture, economy and lifestyle of its inhabitants.
3. History often repeats itself. Recognizing the patterns of the past can help us better understand the present and prepare for the future.
4. Governments can change based on the changing needs of their people, the society and the world.

#### Understandings:

- Explain concepts, principals and processes, i.e., put in their own words, teach it to others, justify their answers, show their reasoning.
- Interpret, i.e., make sense of data, text and experience through images, analogies, stories and models.
- Apply, i.e., effectively use and adapt what they know in new and complex contents.
- Demonstrate perspective, i.e., can see the big picture and recognize different points of view.
- Display empathy, i.e., perceive sensitivity and “walk in someone else’s shoes.”
- Have self-knowledge, i.e., show metacognition, use productive habits of mind and reflect on the meaning and learning of their experience.

### Units of Study

#### *Discovering Our Past: A History of the World*

[Chapter 1: What Does a Historian Do?](#)

[Chapter 2: Geography, Economics, and Citizenship](#)

[Chapter 3: Early Humans and the Agricultural Revolution](#)

[Chapter 4: Mesopotamia](#)

[Chapter 5: Ancient Egypt and Kush](#)

[Chapter 6: The Israelites](#)

[Chapter 7: The Ancient Greeks](#)

[Chapter 8: Greek Civilization](#)

[Chapter 9: Ancient India](#)

[Chapter 10: Early China](#)

[Chapter 11: Rome: Republic to Empire](#)

[Chapter 12: Roman Civilization](#)

<b>Unit/Topic</b>	<b>Chapter 1 – What does a Historian do?</b>	
<b>Next Generation Standards/ Assessments/Projects/Labs</b>		<b>Essential Questions &amp; Enduring Understandings</b>
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>		<p><b>Essential Question</b></p> <p>Why is history important? How do we learn about the past? How do you research history?</p> <p><b>Enduring Understanding</b></p> <p>Learning about the past helps us understand the present and make decisions about the future.</p>
<b>Focus Areas/Content Skills/ Learning Objectives</b>		<b>Required Texts/Resources</b>
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- Why people study history.</li> <li>- What artifacts historians use to help us learn about the past.</li> <li>- Guidelines for researching.</li> <li>- How to work safely using the internet.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Contribute to a group activity about why people study history.</li> <li>- Understand and recall concept of time.</li> <li>- Synthesize their understanding of how eras are named and apply understanding to naming today.</li> <li>- Analyze what makes a reliable source.</li> <li>- Distinguish fact from opinion.</li> <li>- Recognize bias.</li> </ul>		<p><b>Text pages 1-24</b> <b>Workbook pages 1-12</b></p> <p><b>Academic Vocabulary</b></p> <p>integral, decade, found, precise, source, finite, interpretation, data, violate</p> <p>era, archeology, artifact, paleontology, fossil, anthropology, species, evidence, primary source, secondary source, point of view, bias, scholarly, conclusion, credentials, plagiarize</p>

<b>Unit/Topic</b>	<b>Chapter 2 – Geography, Economics, and Citizenship</b>	
<b>Next Generation Standards/ Assessments/Projects/Labs</b>	<b>Essential Questions &amp; Enduring Understandings</b>	
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>	<p><b>Essential Question</b> How does geography influence the way people live? Why do people trade? Why do people form governments?</p> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places, and ideas change over time.</li> <li>- Resources are limited, so people must make choices.</li> <li>- The value that a society places on individual rights is often reflected in that society's government</li> </ul>	
<b>Focus Areas/Content Skills/ Learning Objectives</b>	<b>Required Texts/Resources</b>	
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- Basic principles of economics and trade.</li> <li>- The meaning of representative government and the responsibilities of citizenship.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Recall information about the study of geography.</li> <li>- Apply their understanding of geography to the interpretation of maps.</li> <li>- Synthesize information about geography and its relationship with history.</li> <li>- Identify basic economic system.</li> <li>- Explore the role of trade in world history.</li> <li>- Compare and contrast the advantages and disadvantages of trade.</li> <li>- Recall key facts about the United States government.</li> <li>- Summarize important facts about the rights, duties and responsibilities of United States citizens.</li> <li>- Compare their roles as American citizens with their role as global citizens.</li> <li>- Discuss ways in which people can practice good citizenship in their communities.</li> </ul>	<p style="text-align: center;"><b>Text pages 25-50</b> <b>Workbook pages 13-24</b></p> <p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>distort, theme, awareness, symbol, individual, expert, seek, jury, issue</p> <p>hemisphere, latitude, longitude, projection, physical map, political map, special-purpose map, scale, cardinal directions, choropleth, migration, culture, capital, entrepreneurship, supply, demand, scarcity, opportunity cost, traditional economy, command economy, recession, inflation, export, import, barter, globalization, representative government, federal system, separation of powers, checks and balances, legislative branch, executive branch, judicial branch</p>	

<b>Unit/Topic</b>	<b>Chapter 3 – Early Humans and the Agricultural Revolution</b>	
<b>Next Generation Standards/ Assessments/Projects/Labs</b>	<b>Essential Questions &amp; Enduring Understandings</b>	
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- How do people adapt to their environments?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places and ideas change over time.</li> <li>- Cultures are held together by shared beliefs and common practices and values.</li> </ul>	
<b>Focus Areas/Content Skills/ Learning Objectives</b>	<b>Required Texts/Resources</b>	
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- How paleolithic humans adapted to their environments to survive.</li> <li>- How advances during the Paleolithic Age made it possible for humans to survive the Ice Ages.</li> <li>- Why some historians consider the Agricultural Revolution the most important event in history.</li> <li>- Why people created permanent settlements when they began to farm.</li> <li>- How tools and roles changed as a result of permanent communities.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Analyze photographs of shelters from the Paleolithic Age.</li> <li>- Use trial and error methods to solve a problem.</li> <li>- Write a descriptive paragraph on how trial and error helped humans survive.</li> <li>- Analyze photographs of shelters from the Neolithic Age.</li> <li>- Connect farming to their daily lives.</li> <li>- Draw conclusions about why the Agricultural revolution was a revolution.</li> </ul>	<p style="text-align: center;"><b>Text pages 51-72</b> <b>Workbook pages 25-28</b></p> <hr/> <p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>method, available, construct, communicate, constant, economy, locate</p> <p>Paleolithic, nomads, technology, Ice Age, domesticate, Neolithic Age, systematic agriculture, shrine, specialization, Bronze Age, Monarchy</p>	

Unit/Topic		Chapter 4 – Mesopotamia
Next Generation Standards/ Assessments/Projects/Labs		Essential Questions & Enduring Understandings
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>		<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- How does geography influence the way people live? Why does conflict develop?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places and ideas change over time.</li> </ul>
Focus Areas/Content Skills/ Learning Objectives		Required Texts/Resources
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- How Gilgamesh relates to modern-day literature pieces.</li> <li>- What it was like to live in Sumer.</li> <li>- The Sumerian ideas and inventions that have been passed onto other civilizations.</li> <li>- The themes found in the epic poem genre.</li> <li>- How civilizations developed in Mesopotamia.</li> <li>- What contributions the Assyrians made to Southwest Asia.</li> <li>- Why Babylon was an important city in the ancient world.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Explain how floods sometimes helped the farmers of Mesopotamia.</li> <li>- Draw conclusions about why the Sumerians built cities with walls around them.</li> <li>- Describe where the Fertile Crescent is located.</li> <li>- Compare the social classes of Sumer.</li> <li>- Describe why scribes were important in Sumerian society.</li> <li>- Find the main reason why Hammurabi’s code was important.</li> <li>- Summarize why Assyria’s army was so strong.</li> <li>- Identify the wonder of the ancient world that was in Babylon.</li> <li>- Describe how the Assyrians ruled their empire.</li> <li>- Explain why the Chaldeans overthrew the Assyrians.</li> </ul>	<p><b>Text pages 73-96</b> <b>Workbook pages 29-32</b></p> <p><b>Academic Vocabulary</b></p> <p>parallel, consist, embrace, obstacle, stutter, code, military, complex</p> <p>Silt, irrigation, surplus, city-state, polytheism, ziggurat, cuneiform, scribe, epic, empire, tribute, province, caravan, astronomer</p>

Unit/Topic	Chapter 5 – Ancient Egypt & Kush	
	Next Generation Standards/ Assessments/Projects/Labs	Essential Questions & Enduring Understandings
	<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- How does geography influence the way people live? What makes a culture unique? Why do civilizations rise and fall?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places and ideas change over time.</li> <li>- Cultures are held together by shared beliefs and common practices and values.</li> </ul>
	Focus Areas/Content Skills/ Learning Objectives	
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- Why the Nile River was important to the ancient Egyptians.</li> <li>- Characteristics of ancient Egyptian religion and society.</li> <li>- Factors that led to the rise and fall of the ancient Egyptian empire.</li> <li>- How Egypt influenced other kingdoms.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Compare information on populations of the Fertile Crescent and Nile River</li> <li>- Describe a main agricultural product and its economic effect on the ancient Egypt.</li> <li>- Predict and analyze predictions of how the Nile River affected Egyptian life.</li> <li>- Analyze how belief in the afterlife influenced ancient Egyptian life.</li> <li>- Describe ancient Egyptian social classes.</li> <li>- Analyze life from the perspective of one of ancient Egypt’s social classes.</li> <li>- Organize information on a pharaoh’s responsibilities.</li> <li>- Analyze visuals from Egypt’s golden age.</li> <li>- Describe an empire and how it is built.</li> <li>- Identify reasons Egypt reached the height of its power.</li> <li>- Write a description of characteristics of a pharaoh.</li> <li>- Explain how the pharaoh contributed to the rise and fall of the Egyptians empire.</li> <li>- Analyze the exchange of goods and ideas among Kush, Egypt, and Assyria.</li> </ul>	<p><b>Text pages 97-136</b></p> <p><b>Workbook pages 33-36</b></p> <p><b>Academic Vocabulary</b></p> <p>unique, isolate, unify, distribute, crucial, reside, labor, construct, role, manual, obtain, acquire, authority, decline, rely, challenge</p> <p>Cataract, delta, shadoof, papyrus, hieroglyphics, dynasty, theocracy, pharaoh, bureaucrat, embalming, pyramid, incense, envoy, savannah, textile</p>

Unit/Topic	Chapter 6 – The Israelites	
Next Generation Standards/ Assessments/Projects/Labs		Essential Questions & Enduring Understandings
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>		<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- How do religions develop?</li> <li>- What are the characteristics of a leader?</li> <li>- How does religion shape society?</li> <li>- Why does conflict develop?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places and ideas change over time.</li> <li>- The value that a society places on individual rights is often reflected.</li> </ul>
Focus Areas/Content Skills/ Learning Objectives		Required Texts/Resources
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- The differences between monotheism and polytheism</li> <li>- The beliefs of ancient Israelites.</li> <li>- The key leaders of the ancient Israelites.</li> <li>- About the Jewish exile in Babylon and the Jews’ return to Judah.</li> <li>- What life was like for Jews during Greek and Roman rule.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Contrast religious concepts.</li> <li>- Identify leaders and key historical figures.</li> <li>- Analyze how geography contributes to settlement.</li> <li>- Read a historical map of southwest Asian/Canaan</li> <li>- Summarize information about the ancient Israelites.</li> <li>- Draw a map of Canaan the role of kings in ancient Israel.</li> <li>- Read a map depicting the Jewish exile to Babylon.</li> <li>- Identify the role of scribes in spreading news.</li> <li>- Demonstrate understanding of Jewish culture and interpret what they learned.</li> <li>- Analyze how conflicts develop.</li> <li>- Read and interpret primary sources.</li> <li>- Make the connection between historical events and religious holidays.</li> <li>- Use a graphic organizer to differentiate four different Jewish groups under the Roman rule.</li> </ul>	<p><b>Text pages 137-170</b> <b>Workbook pages 57-72</b></p> <p><b>Academic Vocabulary</b></p> <p>Culture, extract, ensure, period, found, survive, tradition, communicate, community, version, expand, devotion, cooperation, tensions, documents</p> <p>Profit, monotheism, tribe, Exodus, covenant, Torah, commandment, alphabet, psalm, proverb, exile, synagogue, Sabbath, scroll, Koscher, Diaspora, Rabi</p>

Unit/Topic		Chapter 7 – The Ancient Greeks
Next Generation Standards/Assessments/Projects/Labs		Essential Questions & Enduring Understandings
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>		<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- How does geography influence the way people live?</li> <li>- Why do people form governments? Why does conflict develop? How do governments change?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places and ideas change over time.</li> <li>- The value that a society places on individual rights is often reflected in that society's government.</li> <li>- Countries have relationships with each other.</li> </ul>
Focus Areas/Content Skills/ Learning Objectives		Required Texts/Resources
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- How geography affected the early Greeks.</li> <li>- What contributed to the Minoan civilization.</li> <li>- How the Mycenaeans became a powerful military force.</li> <li>- How Greek culture spread to other parts of the world.</li> <li>- The different types of government that developed along the Greek city-states.</li> <li>- Why Sparta became a military society.</li> <li>- What characteristics made Athens unique.</li> <li>- How the Persians successfully ruled their larger empire.</li> <li>- What the Greeks did to defeat the Persians.</li> <li>- What was it like to live in Athens during the rule of Pericles</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Contrast religious concepts.</li> <li>- Identify leaders and key historical figures.</li> <li>- Analyze how geography contributes to settlement.</li> <li>- Read a historical map of southwest Asian/Canaan</li> <li>- Summarize information about the ancient Israelites.</li> <li>- Draw a map of Canaan the role of kings in ancient Israel.</li> <li>- Read a map depicting the Jewish exile to Babylon.</li> <li>- Identify the role of scribes in spreading news.</li> <li>- Demonstrate understanding of Jewish culture and interpret what they learned.</li> <li>- Analyze how conflicts develop.</li> <li>- Read and interpret primary sources.</li> <li>- Make the connection between historical events and religious holidays.</li> </ul>	<p><b>Text pages 171-208</b></p> <p><b>Workbook pages 73-88</b></p> <p><b>Academic Vocabulary</b></p> <p>dominate, community, conclude, economic, decline, affect, consider, military, stability, achieve, construct, obtain, collapse, channel, accompany, sufficient, decade, conflict, emphasize</p> <p>Peninsula, bard, colony, Polis, Agora, phalanx, tyrant, oligarchy, democracy, helots, ephor, satrapy, satrap, Zoroastrianism, direct democracy, representative democracy, philosopher</p>



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|  | <ul style="list-style-type: none"><li>- Use a graphic organizer to differentiate four different Jewish groups under the Roman rule.</li></ul> |  |
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Unit/Topic	Chapter 8 – Greek Civilization	
<p align="center"><b>Next Generation Standards/Assessments/Projects/Labs</b></p> <p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>	<p align="center"><b>Essential Questions &amp; Enduring Understandings</b></p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- What makes a culture unique?</li> <li>- How do new ideas change the way people live?</li> <li>- What are the characteristics of a leader?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- Cultures are held together by shared beliefs and common practices and values.</li> <li>- People, place and ideas change over time.</li> <li>- Leaders can bring about change in society.</li> </ul>	
<p align="center"><b>Focus Areas/Content Skills/ Learning Objectives</b></p>		<p align="center"><b>Required Texts/Resources</b></p>
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- How the ancient Greeks honored gods and goddesses.</li> <li>- The ideas that the ancient Greeks expressed in their literature, drama, art and architecture.</li> <li>- Ancient Greek beliefs about history and science.</li> <li>- How successful Alexander was in achieving his goals.</li> <li>- How Hellenistic kingdoms spread Greek culture.</li> <li>- Ideas developed during the Hellenistic Era.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Analyze images of Greek gods and goddesses</li> <li>- Organize information about Greek gods and goddesses.</li> <li>- Write a paragraph about a god or goddesses.</li> <li>- Compare ancient and Modern Greek beliefs.</li> <li>- Describe ancient Greet philosophy.</li> <li>- Explain the philosophy of Socrates.</li> <li>- Discuss the life of Socrates.</li> <li>- Compare and contrast the Socrates, Plato, and Aristotle.</li> <li>- Interpret ancient Greek philosophical ideas.</li> <li>- Compare and contrast the qualities of a military leader and an effective ruler.</li> <li>- Categorize alexander’s leadership qualities and military achievements.</li> <li>- Explain the meaning of Hellenistic Era.</li> <li>- Identify contributions from the Hellenistic Era.</li> <li>- Write a newspaper article describing an idea or a discovery from the Hellenistic era.</li> <li>- Illustrate an idea from the Hellenistic Era.</li> </ul>	
<p align="center"><b>Text pages 209-244</b></p> <p align="center"><b>Workbook pages 89-104</b></p>		<p align="center"><b>Text pages 209-244</b></p> <p align="center"><b>Workbook pages 89-104</b></p>
<p align="center"><b>Academic Vocabulary</b></p>		<p align="center"><b>Academic Vocabulary</b></p>
<p>Construct, conflict, style, reject, reveal, despite, individuals, investigate, create, voluntarily, pursue, seek, community, method, accurate</p> <p>Myth, ritual, oracle, fable, oral tradition, drama, tragedy, comedy, Sophists, rhetoric, Socratic method, Hippocratic Oath, Calvary, Hellenistic Era, Epicureanism, Stoicism, circumference, plane geometry, solid geometry</p>		<p>Construct, conflict, style, reject, reveal, despite, individuals, investigate, create, voluntarily, pursue, seek, community, method, accurate</p> <p>Myth, ritual, oracle, fable, oral tradition, drama, tragedy, comedy, Sophists, rhetoric, Socratic method, Hippocratic Oath, Calvary, Hellenistic Era, Epicureanism, Stoicism, circumference, plane geometry, solid geometry</p>

Unit/Topic		Chapter 9 – Ancient India
Next Generation Standards/Assessments/Projects/Labs		Essential Questions & Enduring Understandings
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>		<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- How does geography influence the way people live?</li> <li>- How do religions develop?</li> <li>- What makes a culture unique?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places, and ideas change over time.</li> <li>- Religion can influence a society's beliefs and values.</li> </ul>
Focus Areas/Content Skills/ Learning Objectives		Required Texts/Resources
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- How the Indus Valley civilization developed.</li> <li>- The origins of the caste system in India</li> <li>- Fundamental concepts of Hinduism and Buddhism.</li> <li>- What Ashoka accomplished during his rule.</li> <li>- The achievements of the Golden Age of the Gupta Empire</li> <li>- The contributions of Indian culture to literature, art, math and science.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Recognize why people settle by rivers.</li> <li>- Analyze how human culture evolves.</li> <li>- Describe early civilizations in India.</li> <li>- Recall the names of the castles in India.</li> <li>- Distinguish among the terms of Varna, Jati, and caste.</li> <li>- Identify key terms in Hindu beliefs.</li> <li>- Analyze religious groups.</li> <li>- Present their own ideas in class.</li> <li>- Participate in classroom discussion.</li> <li>- Compare and contrast Asoka's rule before and after he embraced Buddhism.</li> <li>- Synthesize information to form opinions and make observations about ancient Indian culture.</li> </ul>	<p><b>Text pages 245-274</b></p> <p><b>Workbook pages 105-116</b></p> <p><b>Academic Vocabulary</b></p> <p>Reside, abandon, text, manual, status, focus, meditate, commit, estimate, eventual, promote, decline, contribute, structure</p> <p>Subcontinent, monsoon, migrate, emerge, language family, raja, Sanskrit, Vedas, caste, guru, Hinduism, Brahmin, Reincarnation, Karma, Dharma, Buddhism, Nirvana, Jainism, Stupa, Pilgram, Bhagavad Gita</p>

Unit/Topic		Chapter 10 – Early China
Next Generation Standards/Assessments/Projects/Labs		Essential Questions & Enduring Understandings
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>		<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- What makes a culture unique?</li> <li>- How do new ideas change the way people live?</li> <li>- How do governments change?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places, and ideas change over time.</li> <li>- The movement of people, goods, and ideas cause societies to change over time.</li> </ul>
Focus Areas/Content Skills/ Learning Objectives		Required Texts/Resources
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- How geography shaped the development of China’s civilization</li> <li>- Why Shang rivers were able to remain powerful.</li> <li>- The ways society and government were influenced by Chinese thinkers.</li> <li>- How life improved under Han rulers</li> <li>- How China and the rest of the world benefited from the Silk Road</li> <li>- Why Buddhism became popular in China.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Explain the role of geography in the development of Chinese civilizations and in its isolation.</li> <li>- Compare and contrast the Shang dynasty with the Zhou dynasty</li> <li>- Compare and contrast Huang He Valley civilizations with other river valley civilizations, including those along the Tigris-Euphrates Nile, and Indus Rivers.</li> <li>- Identify Confucius, Laozi, and Hanfeizi and how their philosophies affected society and government</li> <li>- Describe Confucianism, Daoism, and legalism.</li> <li>- Apply a Chinese philosophy to a real-world situation and predict its effects.</li> <li>- Predict what life was like in the Qin dynasty and the Han dynasty based on images from each.</li> <li>- Identify geographical features along the Silk Road</li> <li>- Apply the concepts of monopoly and competition to the economics of trade along the Silk Road</li> <li>- Discuss how increased trade benefits civilization</li> </ul>	<p><b>Text pages 275-302</b></p> <p><b>Workbook pages 117-128</b></p> <p><b>Academic Vocabulary</b></p> <p>Emerge, channel, military, rely, philosophy, individual, similar, social class, unify, generation, network, link</p> <p>Warlord, Aristocrat, ancestor, pictograph, ideograph, bureaucracy, hereditary, Mandate of Heaven, Dao, Confucianism, Daoism, Legalism, Filial Piety, Censor, currency, civil service, Tenant farmer, acupuncture</p>

Unit/Topic	Chapter 11 – Rome: Republic to Empire	
<b>Next Generation Standards/Assessments/Projects/Labs</b>	<b>Essential Questions &amp; Enduring Understandings</b>	
<p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- How does geography influence the way people live?</li> <li>- How do governments change?</li> <li>- Why does conflict develop?</li> <li>- What are the characteristics of a leader?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places, and ideas change over time.</li> <li>- Conflict can lead to change.</li> <li>- Leaders can bring change in society.</li> </ul>	
<b>Focus Areas/Content Skills/ Learning Objectives</b>		<b>Required Texts/Resources</b>
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- The effect that geography had on the rise of Rome.</li> <li>- How Rome gained control of the Mediterranean region.</li> <li>- How conflict between Rome’s social classes led to change in its government.</li> <li>- What caused the decline of the Roman Republic.</li> <li>- The events that enabled Rome to become an empire.</li> <li>- What caused the Roman Empire to prosper.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Explain how geographic features contributed to the settlement and growth of Rome.</li> <li>- Analyze the perspective of a member of Roman-conquered community.</li> <li>- Identify reasons why inequality exists.</li> <li>- Explain how conflict was resolved between patricians and plebeians.</li> <li>- Discuss how conflict between Rome and Carthage led to the Punic wars.</li> <li>- Describe the events of the Punic Wars</li> <li>- Analyze problems that can cause a nation’s decline.</li> <li>- Identify the events and people that led to the establishment of the roman Empire.</li> <li>- Identify the events and people that led to the establishment of the Roman Empire</li> <li>- Identify qualities of a good leader</li> <li>- Determine that impact of Augustus.</li> <li>- Compare actions to Roman leaders with today’s leaders.</li> </ul>	<p style="text-align: center;"><b>Text pages 303-336</b> <b>Workbook pages 129-144</b></p> <p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>Found, involve, occur, eventual, devote, benefit, acquire, legislator, reluctantly, assume, intensify, innovation, transform, professional, civil, enable, inspect, distribute, contrast, capable, successor</p> <p>Republic, legion, patrician, plebian, consul, veto, praetor, Tribune, dictator, civic duty, Latifundia, Triumvirate, Pax Romana, Proconsul</p>

Unit/Topic	Chapter 12 – Roman Civilization	
<p><b>Next Generation Standards/Assessments/Projects/Labs</b></p> <p><b>Standard 2 World History:</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</b></p> <ul style="list-style-type: none"> <li>- <b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.</li> <li>- <b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</li> </ul> <p><b>Next Gen Writing Standards for Literacy in History/Social Studies:</b></p> <ul style="list-style-type: none"> <li>- <b>WHST 2:</b> Write informative/explanatory text focused on discipline-specific content.</li> </ul> <p><b>Assessments:</b> Summative assessments after each completed lesson. Formative assessments include cumulative chapter exam.</p> <p><b>Project:</b> Hands-On Chapter Project</p>	<p><b>Essential Questions &amp; Enduring Understandings</b></p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>- What makes a culture unique?</li> <li>- Why do civilizations rise and fall?</li> <li>- How does geography influence the way people live?</li> </ul> <p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>- People, places and ideas change over time.</li> <li>- The value that a society places on individual rights is often reflected in that society's government.</li> <li>- Countries have relationships with each other.</li> </ul>	
<b>Focus Areas/Content Skills/ Learning Objectives</b>		
<p><b>Content Skills:</b></p> <ul style="list-style-type: none"> <li>- How the Greeks influenced Roman religion, science, art, architecture, and literature</li> <li>- The reasons for the decline of the Roman Empire</li> <li>- Why the Byzantine Empire became powerful.</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast information about Roman women and women today.</li> <li>- Identify and organize information about what it was like in Rome.</li> <li>- Analyze a primary source document about the Oppian law.</li> <li>- Analyze and compare photographs about the ways the Greeks influenced the Romans.</li> <li>- Identify and evaluate Rome's contributions to our society today.</li> <li>- Make predictions about why an empire might collapse.</li> <li>- Analyze photos in the textbook to predict factors for the fall of the Roman Empire.</li> <li>- Draw conclusions about the success of Diocletian's reforms.</li> <li>- Analyze how the economy influenced the fall of the Roman Empire</li> <li>- Identify points of view in Roman society</li> <li>- Make connections with trading cities in the United States today and Rome.</li> <li>- Analyze a map of the Byzantine Empire's trade routes.</li> <li>- Explain why Justinian was a successful ruler.</li> <li>- Compare and contrast information about Justinian and today's rulers.</li> </ul>	<p><b>Required Texts/Resources</b></p> <p><b>Text pages 337-368</b>  <b>Workbook pages 145-156</b></p> <p><b>Academic Vocabulary</b></p> <p>Administer, protect, philosophy, contact, medical, reinforce, expand, participate, legal, restore</p> <p>Gladiator, anatomy, vault, satire, ode, reform, mosaics, saints</p>

