

Social Studies: Sixth Grade

This course offers a thorough investigation of the history of the ancient world from Prehistoric Man, to the rise of the first civilization in Mesopotamia, to the exciting advancements of the Roman Empire. The development of the cultures in these, as well as those of ancient Egypt, China, India, Mesoamerica, and Greece are explored. The history of the beginnings of the world religions of Judaism, Buddhism, Hinduism, Christianity, and Islam is introduced. There is emphasis placed on connecting the accomplishments of these cultures to their impact on our world today, as well as themes in geography. In addition, the course will discuss current events and historical dates, such as MLK Jr. Day, as such opportunities arise.

Course Information:

Frequency & Duration: Averaging 44 minutes; 5 days per week; full year

Text: The World - Scott Foresman

Content: Basic Geography

Duration: August/September
(1 week)

Essential Question:	How does physical geography influence mankind?
Skill:	<ul style="list-style-type: none">• Describe how to use geographic tools to interpret information• Describe physical and human regions• Explain physical processes that shape Earth's patterns• Describe physical systems• Describe the formation of Earth's continents/oceans
Instructional/Engagement Activities	
Assessment:	<ul style="list-style-type: none">• Cite evidence on how geography affects population and vice versa• Using a map, locate places and regions by physical and human features• Using a map locate continents/oceans/hemispheres
Resources:	Teacher-made Packet/Promethean World Map/Globe Video: Basic Geology

Standards:

- 7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A. Describe the characteristics of places and regions
- 7.2.6.B. (7.2.7.B.) Describe the physical processes that shape patterns on Earth's surface.
- 7.2.8.B. Explain the physical processes that shape patterns on Earth's surface.
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.7.A. Describe and explain the effects of the physical systems on people within regions
- 7.4.8.A. Illustrate the effects of the physical systems on people within regions.

Vocabulary:

**Geography—Regions—Climate—Mountains—Highlands—Plateaus
Plains—Rain Forests—Tropical Climate—Arctic Climate—Deserts
Glaciers—Erosion—Precipitation—Pangea—Continents—Oceans
Hemispheres—Equator—Prime Meridian**

Comments: This unit provides background information on the characteristics of the earth's geography and the relationship it has with people.

Content: September 11th

Duration: September
(1 week)

Essential Question:	<ul style="list-style-type: none">• How did the events of September 11th affect our country, and continue to impact world politics?
Skill:	<ul style="list-style-type: none">• Describe the events of September 11th• Describe the geographical locations involved in the terrorist attacks• Describe the aftermath from September 11th, looking at the comparison of pre-9/11 to present day• Describe Islamic culture and the affect 9/11 had on them• Identify the importance of historical documents, artifacts, and sites critical to world history• Explain how conflict and cooperation among groups and organizations have impacted the history of the world
Instructional/Engagement	
Activities	
Assessment:	<ul style="list-style-type: none">• Identifying the locations associated with the events of September 11th• Cite reasoning behind the attacks• Cite examples of the social, political, and cultural affects from September 11th both at the time of the attacks and today
Resources:	Teacher-made Packet/Promethean World Map/Globe Video: Nick News: What Happened that Day NBC news report of 9-11-01
Standards:	7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B. Describe and locate places and regions as defined by physical and human features. 7.2.6.A. Describe the characteristics of places and regions 8.1.6.A. Explain continuity and change over time using sequential order and context of events.

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Continuity and change

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

Comments: This unit explains the events of September 11th and the impact it had then and now on our country, and the world. As a culminating activity, the students may participate in an assembly with a local fire fighter who went to NYC to help on 9/11. They may also write letters to the FDNY thanking them for their service that day.

Content: Prehistoric Man/Stone Age

Duration: September/October
(2-3 weeks)

Essential Question:	<ul style="list-style-type: none">• What geographic factors stimulate the advancement of mankind and civilization?
Skill:	<ul style="list-style-type: none">• Describe how to use geographic tools to interpret information• Describe physical and human regions• Describe physical systems• Describe human characteristics• Explain continuity and change• Interpret information in time lines and parallel time lines• Identify the importance of historical documents, artifacts, and sites critical to world history• Explain how conflict and cooperation among groups and organizations have impacted the history of the world• Explain the division of labor<ul style="list-style-type: none">◦ Describe how the division of labor makes goods and services available to all members of society• Explain the social, political, cultural, and economic contributions of individuals and groups to world history
Instructional/Engagement Activities	
Assessment:	<ul style="list-style-type: none">• Cite evidence on how people developed communities• Using a map, locate places and regions by physical and human features• Cite examples of the social, political, cultural, and economic contributions of individuals and groups to world history
Resources:	Scott Foresman: The World (pages 1-29) Teacher-made Packet/Promethean World Map/Globe Video: The First Farmers The Secrets of the Iceman Mysteries in History- “The Secret of the Iceman’s Death”

Standards:

- 6.1.6.B. Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services.
- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.
- 6.5.6.A. Describe how the availability of goods and services is made possible by the work of members of the society.
- 7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A. Describe the characteristics of places and regions
- 7.2.6.B. (7.2.7.B.) Describe the physical processes that shape patterns on Earth's surface.
- 7.2.8.B. Explain the physical processes that shape patterns on Earth's surface.
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.7.A. Describe and explain the effects of the physical systems on people within regions
- 7.4.8.A. Illustrate the effects of the physical systems on people within regions.
- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Continuity and change
- 8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

Vocabulary:

Agriculture—Archaeology--Archaeologist—Artifact--Carbon dating--Climate—
Culture—Domesticate--Excavation site—Geography—Migrate—Prehistory--
Social division--Stone Age—Technology—Migrate—Ice Age—Domesticate—
Nomad—Stone Age—Skara Brae—Culture—Anthropology--Diverse

Comments: This unit explains how we can know things so far in the past when there was not a written language or records left behind. As a culminating activity students may do cave art, a Skara Brae activity, or an activity about the Iceman, Otzi.

Content: Ancient Mesopotamia

Duration: October/November
(3-4 weeks)

Essential Question:	How does the movement of ideas, goods, and people affect cultures?
Skill:	<ul style="list-style-type: none">• Explain effects of rules of law• Describe political symbols• Describe the effects of a region’s geography on the development of a civilization• Explain how citizens resolve conflicts• Describe political leadership and public service• Explain the effects and benefits of technology on a society and future generations• Identify varying interests of countries• Describe goods and services• Examine how economic systems work and economic activities• Describe human and physical characteristics of places using: population, culture, settlement, economic activities and political activities• Explain continuity and change• Explain and summarize the social, political, cultural, religious, and economic contributions of individuals and groups to world history• Identify the importance of historical documents, artifacts, and sites critical to world history
Instructional/Engagement	
Activities	
Assessment:	<ul style="list-style-type: none">• Describe human characteristics of places using: population, culture, settlement, economic activities and political activities• Describe the effects of ancient technology on current societies• Cite evidence of continuity and change over time using sequential order and context of events• Cite examples of the social, political, cultural, religious, and economic contributions of individuals and groups to world history• Cite examples of the important historical documents, artifacts, and sites critical to world history
Resources:	Scott Foresman: The World (32-63) Teacher-made Packet/Promethean World maps/Globe Videos: “Journals Through History”, “World Religions: Judaism”, Reader’s Theater story- “Hammurabi’s Law” British Museum Website

Standards:

5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good
5.1.6.F. Describe how citizens and leaders use political symbols
5.2.6.A. Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
5.2.6.B. Explain how citizens resolve conflicts in society and government
5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.
5.2.6.C. Describe the importance of political leadership and public service.
5.4.6.A (5.4.7.A.). Identify how countries have varying interests.
5.4.7.B. Describe how countries coexist in the world community
6.2.6.G. Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?
6.3.6.B. Describe the impact of government involvement in state and national economic activities.
6.4.6.B. Explain how trade affects standards of living.
7.3.6.A. (7.3.7.A.) Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
7.4.6.A; 7.4.7.A; 7.4.8.A.; 8.1.6.A.; 8.4.6.A.; 8.4.6.B. ; 8.4.6.C.

Vocabulary:

Barter--Civilization--City-State--Cuneiform-- Empire--Monotheism-- Polytheism--Scribe--Society--Synagogue—Ziggurat—Babylon—Assyria-- Fertile Crescent—Mesopotamia—Fertile—Irrigation—Artisan—Sargon— Sumer—Akkad—Conquer—Dynasty—Hammurabi—Code of Hammurabi— Nebuchadnezzar II—Israel—Jerusalem—Abraham—Moses—David— Solomon—Covenant—Barter—Judaism—Ten Commandments—Torah— Synagogue

Comments: This unit describes the effects of the transition of humans from hunters and gatherers to settlers in a village to a town, town to a city, and city to civilization. It also introduces the beginnings of Judaism. As a culminating activity the students may design and present a travel brochure for Mesopotamia or a cuneiform activity.

Content: Ancient Egypt

Duration: November/December
(4-5 weeks)

Essential Question:	<ul style="list-style-type: none">• How do religion and government exercise authority over people?
Skill:	<ul style="list-style-type: none">• Describe how citizens and leaders use political symbols.• Describe political leadership and public service• Examine public goods and services• Explain international trade• Explain economic interdependence• Explain the formation of class systems within a society• Describe how to use geographic tools to interpret information• Describe the dual relationship nature has with society• Describe physical and human regions• Explain continuity and change
Instructional/Engagement	
Activities	
Assessment:	<ul style="list-style-type: none">• Cite examples of how political symbols are used by citizens and leaders• Cite evidence that shows the importance of political leadership and public service• Cite evidence of the benefits of international trade• Cite evidence of continuity and change over time using sequential order and context of events• Explain the social, political, cultural, religious, and economic contributions of individuals and groups to world history• Cite examples of the social, political, cultural, religious, and economic contributions of individuals and groups to world history
Resources:	Scott Foresman: The World (pages 76-95) Teacher-made Packet/Promethean World Maps/Globe Videos: “Journals Through History”, “Riddles of the Sphinx”, “Horrible Histories- Awesome Egyptians” British Museum website Reader’s Theater story- “Her Majesty, Himself” Mysteries in History- “Was King Tut Murdered?”

Standards:

6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.
6.3.6.A. Examine government's role in providing public goods and services. Explain international trade. Explain economic interdependence
5.1.6.F.; 5.2.6.A; 5.2.6.B.; 5.2.6.C; 7.1.6.A.; 7.1.6.B.; 7.2.6.A.; 8.1.6.A. 8.4.7.A.; 8.4.6.B.;

Vocabulary:

**Egypt --Great Pyramid --Hieroglyphics --Nile River --Papyrus-- Pharaoh--
Pyramid--Rosetta Stone--Sphinx --Tutankhamen—Delta—Silt—Cataract—
Menes—Hatshepsut—Akhenaten—Unify—Mummy—Economy—Nubia—
Independent**

Comment: This unit examines Egyptian culture including its language, religion, social hierarchy, and architecture. As a culminating activity students may create a model of a pyramid along with a description of its function, or create a mythological Egyptian god/goddess. Classes may also participate in a King Tut game examining the mystery behind his death.

Content: Ancient China

Duration: January
(4 weeks)

Essential Question:	How can we measure the impact of a civilization’s developments and achievements?
Skill:	<ul style="list-style-type: none">• Describe political leadership and public service• Explain participation in government and civic life• Describe economic and international trade activities• Explain the advancements made throughout different dynasties• Describe physical and human regions• Cite evidence of continuity and change over time using sequential order and context of events• Explain the social, political, cultural, and economic contributions of individuals and groups to world history.• Cite examples of the important historical documents, artifacts, and sites critical to world history• Explain continuity and change, and belief systems, philosophies, and religions
Instructional/Engagement Activities	
Assessment:	<ul style="list-style-type: none">• Cite evidence that shows the importance of political leadership and public service• Cite evidence on the impact of government involvement in economic activities• Cite evidence of how economic systems are driven by what to produce, how to produce it and for whom it is produced.• Describe the characteristics of places and regions• Describe human characteristics of places using: population, culture, settlement, economic activities and political activities• Cite evidence of continuity and change over time using sequential order and context of events• Cite examples of the social, political, cultural, and economic contributions of individuals and groups to world history• Cite examples of the important historical documents, artifacts, and sites critical to world history• Cite examples of how continuity and change have impacted world history – belief and religions, - commerce and industry- technology- politics and government – physical and human geography- social organizations
Resources:	Scott Foresman: The World (pages 98-119) Teacher-made Packet/Promethean World Maps/Globe Video: “Ancient Civilizations: China”, “Journals Through History”, “Horrible

	<p>Histories-Challenging China” British Museum Website Reader’s Theater- “First Emperor” Mysteries in History- “The Terracotta Soldiers” Ancient Civilizations Maps Skills</p>
Standards:	<p>5.2.6.B.; 5.2.6.D.; 5.4.6.A (5.4.7.A.); 6.3.6.B.; 6.3.6.D.; 6.4.6.B.; 7.1.6.B.; 7.3.6.A.; 7.4.6.A.; 7.4.7.A.; 8.4.6.A.; 8.4.7.B; 8.4.6.C.</p>
Vocabulary:	<p>North China Plain—Beijing—Huang River—Huang River Valley—Tibetan Plateau—Himalayas—Loess—Terrace—Levee—Double Cropping—Shi Huangdi—Wu Di—Pictograph—Oracle Bone—Province—Ancestor—Civil Service—Middleman—Shang Dynasty—Bronze Age—Zhou Dynasty—Great Wall—Silk Road—Lu Province—Confucius—Mencius—Laozi—Nobility—Book of Documents—Analects—Confucianism—Mandate of Heaven—Daoism</p>

Comments: This unit studies the rise of civilization in China and the contributions of the early dynasties. The importance of the Silk Road is explored. The beliefs of Confucius and Daoism are introduced. Students may participate in activities with pictographs, Chinese lanterns, or other teacher directed activity.

Content: Ancient India and Persia

Duration: January/February
(3 Weeks)

Essential Question:	Why is religion and culture important to the study of history?
Skill:	<ul style="list-style-type: none">• Explain how citizens resolve conflicts in society and government• Describe the importance of political leadership and public service.• Identify how countries have varying interests.• Compare ways that people meet their needs with how they meet their wants.• Describe how resources are combined to produce different goods and services.• Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?• Explain the benefits of international trade.• Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
Instructional/Engagement	
Activities	
Assessment:	<ul style="list-style-type: none">• Describe and locate places and regions as defined by physical and human features.• Describe the characteristics of places and regions• Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities• Describe the significant role religion plays in the development of a culture and its history• Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.• Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <ul style="list-style-type: none">• Cite evidence on how people meet their needs with their wants• Cite evidence of how resources are combined to produce different goods and services• Cite evidence of how economic systems are driven by what to produce, how to produce it and for whom it is produced.• Draw conclusions using geographic tools to interpret information about people, places, and environment• Describe the characteristics of places and regions• Analyze the relationship between both Hinduism and Buddhism with the South Asian cultures• Describe human characteristics of places using: population, culture, settlement, economic activities and political activities

Resources:

Scott Foresman: The World (pages 120-147)
Teacher-made Packet/Promethean
World Maps/Globe
Video: Ancient Civilizations: China
British Museum Website
Ancient Civilizations Maps Skills
Video: “Ancient India: A Journey Back in Time”, “What is Buddhism?”, “What is Hinduism?”

Standards:

5.2.6.B; 5.2.6.C.; 5.4.6.A (5.4.7.A.); 6.1.6.B.; 6.2.6.G; 6.3.6.D; 7.1.6.A; 7.1.6.B; 7.2.6.A; 7.2.6.B. (7.2.7.B.); 7.3.6.A. (7.3.7.A.) ;8.1.6.A; 8.4.7.A; 8.4.6.C;

Vocabulary:

Mount Everest—Indus River Valley—Harappa—subcontinent—monsoon season—subsistence farming—Indo-Ganges Plain—Deccan Plateau—Western Ghats—Eastern Ghats—Brahmin—sudra—Sanskrit—Vedas—Mohenjo-Daro—Cyrus II—Darius I—Zoroastrianism—Ganges River—reincarnation—caste—Hinduism—dharma—Rig Veda—Brahman—meditation—enlightenment—Buddhism—Four Noble Truths—the Buddha—Eightfold Path—Bodh Gaya

Comments – This unit introduces the civilizations that arose in the Indus River Valleys and spread throughout the subcontinent of India. The religions of Buddhism and Hinduism are also introduced. Students may participate in various activities such as a Mendhi project.

Content: Ancient Mesoamerica
(Mayans/Aztecs)

Duration: February/March
(3 Weeks)

Essential Question:

In a civilization, how does a culture develop, and what factors may change it over time?

Skill:

- Describe the importance of political leadership and public service.
- Compare ways that people meet their needs with how they meet their wants.
- Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?
- Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- Describe and locate places and regions as defined by physical and human features.
- Describe the characteristics of places and regions
- Describe the physical processes that shape patterns on Earth's surface.
- Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- Explain continuity and change over time using sequential order and context of events.
- Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Instructional/Engagement

Activities

Assessment:

- Cite evidence on how people meet their needs with their wants
- Cite evidence of how resources are combined to produce different goods and services
- Cite evidence of how economic systems are driven by what to produce, how to produce it and for whom it is produced.
- Draw conclusions using geographic tools to interpret information about people, places, and environment
- Describe the characteristics of places and regions and how climate affects them
- Describe human characteristics of places using: population, culture, settlement, economic activities and political activities
- Compare and contrast various cultures throughout Mesoamerica
- Analyze how the Aztec empire fell

<p>Resources:</p>	<p>Scott Foresman: The World (pages 160-183) Teacher-made Packet/Promethean World Maps/Globe Video: “Ancient Americans: The Mayans and Aztecs”, “Horrible Histories- Angry Aztecs” British Museum Website Mesoballgame.org website Mysteries in History- “Mysterious Lines” Ancient Civilizations Maps Skills</p>
<p>Standards:</p>	<p>5.2.6.B; 5.2.6.C.; 5.4.6.A (5.4.7.A.); 6.1.6.B.; 6.2.6.G; 6.3.6.D; 7.1.6.A; 7.1.6.B; 7.2.6.A; 7.2.6.B. (7.2.7.B.); 7.3.6.A. (7.3.7.A.) ;8.1.6.A; 8.4.7.A; 8.4.6.C;</p>
<p>Vocabulary:</p>	<p>Mesoamerica—Sierra Madre Occidental—Sierra Madre Oriental—Plateau of Mexico—Central Plateau—Gulf of Mexico—Yucatan Peninsula—peninsula—cenote—Tikal—Chichen Itza—theocracy—aqueduct—codex—Valley of Mexico—Lake Texcoco—Tenochtitlan—Moctezuma I—Moctezuma II—Hernando Cortes—mercenary—chinampa—causeway—alliance</p>

Comments – This unit introduces the civilizations that arose in cultures of Mesoamerica, including the Olmec, the Mayan, and the Aztec peoples. We will examine how geography and climate affected the development of the culture, as well as comparing and contrasting the different cultures. Students will work on a Tenochtitlan project as a culminating activity.

Content: Ancient Greece

Duration: March /April
(4-5 weeks)

Essential Question:	How does conflict and cooperation influence social, political, and economic entities?
Skill:	<ul style="list-style-type: none">• Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.• Compare and contrast a direct democracy with an aristocracy form of government.• Compare the methods citizens use to resolve conflicts in society and government.• Describe political leadership and public service• Explain why participation in government and civic life is important.• Identify how countries have varying interests.• Explain the difference between allies and adversaries.• Describe how countries coexist in the world community• Compare ways that people meet their needs with how they meet their wants.• Identify incentives that affect personal choices.• Examine government's role in providing public goods and services.• Describe the impact of government involvement in state and national economic activities. <ul style="list-style-type: none">• Explain the benefits of international trade.• Describe the characteristics of places and regions• Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities• Describe and explain the effects of the physical systems on people within regions.• Explain continuity and change over time using sequential order and context of events.• Summarize the social, political, cultural, and economic contributions of individuals and groups to world history• Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations• Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.• Explain how conflict and cooperation among groups and organizations have impacted the history of the world.
Instructional/Engagement	
Activities	
Assessment:	<ul style="list-style-type: none">• Cite evidence of methods used to resolve conflicts in society and government• Cite examples of the importance of participation in government and civic life• Cite evidence of the difference between allies and adversaries• Cite evidence on how people meet their needs with their wants• Cite evidence on the impact of government involvement in the state and national

	<p>economic activities</p> <ul style="list-style-type: none"> • Cite evidence of the effects of the physical systems on people within regions • Cite examples of the social, political, cultural, and economic contributions of individuals and groups to world history • Cite examples of patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world
Resources:	<p>Scott Foresman: The World (pages 244-272) Teacher-made Packet/Promethean World Maps/Globe Videos: “Living History Living in Ancient Greece”, “Elementary Video Adventures Ancient Greece”, “Horrible Histories-Groovy Greeks” British Museum Website Mysteries in History-“Was There a Horse?” Ancient History Readers’ Theater-“The Trial of Socrates”, Alexander’s Mutiny”, Archimedes’ Bath”, “The Librarian” Civilizations of the Past- “Greek and Roman Civilizations” Hands-on History Ancient Civilizations Ancient Civilizations Maps Skills</p>
Standards:	<p>5.2.6.B; 5.2.6.C.; 5.4.6.A (5.4.7.A.); 6.1.6.B.; 6.2.6.G; 6.3.6.D; 7.1.6.A; 7.1.6.B; 7.2.6.A; 7.2.6.B. (7.2.7.B.); 7.3.6.A. (7.3.7.A.) ;8.1.6.A; 8.4.7.A; 8.4.6.C;</p>
Vocabulary:	<p>Balkan Peninsula—Mediterranean Sea—Aegean Sea—Asia Minor—Ionian Sea—Crete—Mycenae—Plato—King Minos—agora—plunder—Troy—Mount Olympus—Athens—Sparta—Homer—Pericles—myth—immortal—aristocracy—democracy—oral tradition—Assembly—helot—Trojan War—Olympic Games</p>

Comments - In this unit, the rise and fall of the Greek Empire is presented. The differences between the city-states of Athens and Sparta are a priority along with their ability to cooperate despite their differences to defend Greece. A debate over the better city-state is a focal point. The spread of Greek culture by Alexander the Great is also presented. Students can work on a mythology project as a culminating activity.

(4 weeks)

Essential Question:

How can we measure the impact of a civilization's developments and achievements?

Skill:

- Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- Compare and contrast a direct democracy with a republican form of government.
- Compare and contrast rights and responsibilities of citizenship
- Explain how citizens resolve conflicts in society and government
- Describe the importance of political leadership and public service.
- Explain the difference between allies and adversaries.
- Identify incentives that affect personal choices.
- Examine government's role in providing public goods and services.
- Describe the impact of government involvement in state and national economic activities
- Explain how transportation, communication networks, and technology contribute to economic interdependence.
- Describe and locate places and regions as defined by physical and human features.
- Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- Explain continuity and change over time using sequential order and context of events.
- Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
- Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Instructional/Engagement

Activities

Assessment:

- Cite evidence of how citizens resolve conflicts in society and government
- Cite evidence in the government's role in providing public goods and services

- Cite evidence on the impact of government involvement in the state and national economic activities
- Cite examples of the social, political, cultural, and economic contributions of individuals and groups to world history
- Cite examples of how continuity and change have impacted world history – belief and religions, - commerce and industry- technology- politics and government – physical and human geography- social organizations
- Cite examples of how conflict and cooperation among groups and organizations have impacted the history of the world

Resources: Scott Foresman: The World (pages 274-309)
 Teacher-made Packet/Promethean
 World Maps/Globe
 Videos: “Roman Empire Children - Romulus & Remus”, “
 British Museum Website
 Ancient History Readers’ Theater-“Kidnapped”, “Anthony and Cleopatra”,
 “Buried Alive”, “Beloved Teacher and Muse”
 Civilizations of the Past- “Greek and Roman Civilizations”
 Hands-on History Ancient Civilizations
 Ancient Civilizations Maps Skills

Standards: 5.1.6.A; 5.1.6.B; 5.1.6.F; 5.2.6.A; 5.2.6.B; 5.2.6.C; 5.4.6.B; 6.1.6.D; 6.3.6.A;
 6.3.6.B; 6.3.6.B; 6.4.6.D; 7.1.6.B; 7.3.6.A. (7.3.7.A.) ; 8.1.6.A; 8.4.6.A; 8.4.6.C;
 8.4.7.D

Vocabulary: Tiber River—Italian Peninsula—Mediterranean Sea—Rome—
 Tarquin—Junius Brutus—Carthage—Rome—Regulus—Hannibal—
 Scipio—Julius Casear—patrician—plebeain—republic—
 representative—Senate—counsul—dictator—tribune—patriotism—
 caesar—Appian Way—The Punic Wars—Colosseum—Augustus—
 Caligula—Claudius—Nero—Marcus Aurelius—Seneca—emperor—
 gladiator—Pax Romana—Palestine—Nazareth—Jesus—Peter—
 Paul—Constantine—Theodosius—catacomb—synagogue—disciple—
 persecute—Christianity—New Testament—Gospels—Apostle—
 Messiah—Byzantium—Constantinople—Commodus—Diocletian—
 Romulus Augustulus—auction—pope—pillage—vandal—Byzantine
 Empire—Byzantine Orthodox Church—Roman Catholic Church

Comments- This unit's focus is on the rise and fall of both the Roman Republic and the Roman Empire including some of the major leaders. The rise of Christianity is also included. As a culminating activity the students may complete a Colosseum activity.