

<u>Grade, Subject (Course):</u> 6th, Social Studies (Ancient Civilizations, East and West)	
<u>Unit:</u> World Geography	
<u>Big Idea:</u> Students will understand the location of all continents and oceans as well as mountain ranges and rivers that are significant to ancient civilizations and the world today.	<u>Pacing:</u> 1 week
<u>PA Content Standards:</u> <i>Geography</i> <ul style="list-style-type: none"> 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.B - Describe the physical processes that shape patterns on Earth's surface 	<u>PA Common Core Standards (for History and Social Studies):</u> N/A
<u>Essential Questions:</u> <ul style="list-style-type: none"> Where are the continents and oceans located? Where are the major mountain ranges and rivers located? How do geographers create maps to interpret locations? 	<u>Concepts/Understandings (Students Will Know That...):</u> <ul style="list-style-type: none"> The locations and names of all seven continents. The locations and names of all five oceans. The continents were formed and shaped due to tectonic shifts. The locations and names of major rivers in Europe, Asia, Mesoamerica, and the Middle East. The locations and names of major mountain ranges in Europe, Asia, Mesoamerica, and the Middle East.
<u>Vocabulary:</u> continent, ocean, mountain range, geography, cartographer	<u>Competencies/Skills (Students Will Be Able To...):</u> <ul style="list-style-type: none"> Work collaboratively with their peers. Create an accurate map of the world including all continents, oceans, major mountain ranges, and major rivers.
<u>Possible Content Extensions:</u> Geography Bee	<u>Resources:</u> <ul style="list-style-type: none"> World Atlas Social Studies textbooks

<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none">● 13.2.5.A - Identify and apply appropriate speaking and listening techniques used in conversation.● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task.● 13.3.5.C - Identify effective group interaction terms and strategies.	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none">● Tear-A-Continent Map● Group reflection● World map quiz
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Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: Development of Civilizations	
Big Idea: Students experience and understand some of the most critical challenges faced in the creation of civilizations and how those problems were solved.	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.6.A - Explain the effect of the rule of law in protecting property rights, individual rights, and the common good. 5.2.6.B - Explain how citizens resolve conflicts in society and government. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. 6.1.6-8.J - Explain how trade may improve a society's standard of living. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.4.6.A - Describe and explain the effects of the physical systems on people within regions. <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.6.D - Describe and explain historical research. <ul style="list-style-type: none"> Conclusions (e.g., simulations, group projects, skits and plays) 8.4.6.A - Identify and explain how individuals and groups made significant political and cultural contributions to world history. 8.4.6.C - Explain how continuity and change have impacted world history. 8.4.6.D - Explain how conflict and cooperation among social groups and organizations affected world history. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<p>Essential Questions:</p> <ul style="list-style-type: none"> How did civilizations develop? What are the characteristics of a civilization? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> Farming played a crucial role in the development of civilizations. Government is necessary for a civilization to flourish. Written language and written law are important for civilizations to function. Trade impacts civilizations through cultural diffusion. The five main forms of government.

<p><u>Vocabulary:</u> nomad, hunter/gatherer, job specialization, agriculture, civilization, customs, levee, channel, reservoir, irrigation, silt, cultural diffusion, democracy, absolute monarchy, theocracy, oligarchy, dictatorship, republic, anarchy, surplus</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Briefly summarize: <ul style="list-style-type: none"> ○ The need for a stable food source. ○ The need for cooperation to control the flooding rivers. ○ The need to be able to accurately record food supplied to a civilization. ○ The need for non-verbal communication in civilization. ○ The need to be able to introduce new ways of thinking and doing things into the civilization. ● Collaborate with peers to effectively problem-solve during simulations. ● Apply the different characteristics of civilizations to what we will learn this year.
<p><u>Possible Content Extensions</u></p> <ul style="list-style-type: none"> ● Architecture temple building simulation ● Forms of government with gummy bears ● Create Your Own Civilization assignment ● Writing prompts provided in simulation 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Interact Ancient History Activators Simulation Guide
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task. ● 13.3.5.C - Identify effective group interaction terms and strategies. 	<p><u>Authentic Assessments</u></p> <ul style="list-style-type: none"> ● End of unit test (see common assessments folder) ● Activator summarizers

Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: Ancient Mesopotamia	
Big Idea: Students will work cooperatively while learning about the history of the Fertile Crescent, critical elements of civilization, and what gave rise to empires.	Pacing: 8 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.6.A - Explain the effect of the rule of law in protecting property rights, individual rights, and the common good. ● 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. ● 5.3.6.I - Explain what taxes are and why they are necessary ● 5.4.6.B - Explain the difference between allies and adversaries. ● 5.4.6.A - Identify how countries have varying interests. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.6-8.C - Describe ways to deal with scarcity within various communities. ● 6.1.6-8.D - Explain that scarcity is the condition of not having all the goods and services wanted because resources are limited ● 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. ● 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. ● 6.1.6-8.J - Explain how trade may improve a society's standard of living. ● 6.2.6-8.D - Explain how supply and demand affect the prices of goods and services. ● 6.4.6-8.A - Identify and explain various forms of payments used in markets. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.2.6.A - Describe the characteristics of places and regions. ● 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC. 8.5.6-8.A - Cite specific evidence to support analysis of primary and secondary sources ● CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● CC.8.6.6-8.A - Write arguments focused on discipline-specific content. ● CC.8.5.6-8.I - Analyze the relationship between a primary and secondary source on the same topic. ● CC.8.5.6-8.J. - By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

<ul style="list-style-type: none"> ● 7.4.6.A - Describe and explain the effects of the physical systems on people within regions ● 7.4.6.B - Describe and explain the effects of people on the physical systems within regions <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. ● 8.1.6.C - Identify a thesis statement using appropriate primary and secondary sources ● 8.3.6.B - Explain the importance of significant historical documents, artifacts, and places critical to US history. ● 8.1.6.D - Describe and explain historical research. <ul style="list-style-type: none"> ○ Conclusions (e.g., simulations, group projects, skits and plays) ● 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. ● 8.4.6.D. - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world. ● 8.2.6.A - Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania ● 8.2.6.C - Explain how continuity and change have impacted Pennsylvania history. (belief systems) 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What are the elements of a civilization? ● What were the important city-states in Mesopotamia? ● How did the first city-states develop into empires? ● What was the impact of these city-states on Western civilization? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● Elements of a civilization. ● How empires are created. ● History of the Fertile Crescent. ● Geography of the Middle East. ● Basic motivators and factors of historic and future empires. ● Basic economic principles of trade, including supply and demand.

<p><u>Vocabulary:</u> Fertile Crescent, Sumer, artisan, ancient Hebrew, cuneiform, ziggurat, Tigris River, Euphrates River, Code of Hammurabi, Mesopotamia, Persia, Hittites, Babylon, Medes, Phoenicians, polytheism, monotheism, resources, Akkadians, Assyrians, Sargon, Shamsi-Adad, Ashur Banipal, Darius, surplus, city-state, empire, scribe, Lapis Lazuli, treaty, Palestine, priest, famine, diaspora</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Enhance problem-solving skills. ● Practice critical and strategic thinking. ● Enhance map-reading skills ● Apply computational skills by completing daily records. ● Work cooperatively to plan strategy, make decisions, and complete tasks. ● Complete a variety of challenges that apply content knowledge about ancient Mesopotamia.
<p><u>Possible Content Extensions:</u> Create Your Own Civilization Project Challenge Versions of Various Activities</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Interact Empires Simulation ● Ducksters Articles ● EMC2 Learning Resources ● Newsela Articles
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.2.5.A - Identify and apply appropriate speaking and listening techniques used in conversation. ● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task. ● 13.3.5.C - Identify effective group interaction terms and strategies. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● End of Unit Test ● Fertile Crescent Facts Quizzes (3) ● Map of Mesopotamia and the Fertile Crescent ● Code of Hammurabi Debate ● Quizzes Based on Challenges ● Ziggurat building challenge

Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: Ancient Egypt	
Big Idea: Students will work cooperatively to learn major aspects of Egyptian history, culture, geography, achievements, and the connections to our society today.	Pacing: 6 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.2.6.B - Explain how citizens resolve conflicts in society and government. ● 5.4.6.B - Explain the difference between allies and adversaries. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. ● 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. ● 6.1.6-8.J - Explain how trade may improve a society's standard of living. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.2.6.A - Describe the characteristics of places and regions. ● 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities ● 7.4.6.A - Describe and explain the effects of the physical systems on people within regions ● 7.4.6.B - Describe and explain the effects of people on the physical systems within regions <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.3.6.D - Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US ● 8.3.6.B - Explain the importance of significant historical documents, artifacts, and places critical to US history. ● 8.1.6.A - Explain continuity and change over time using sequential order and context of events. ● 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● CC.8.6.6-8.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.1.6.D - Describe and explain historical research. <ul style="list-style-type: none"> ○ Conclusions (e.g., simulations, group projects, skits and plays) ● 8.4.6.A - Identify and explain how individuals and groups made significant political and cultural contributions 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. ● 8.4.6.D. - Explain how conflict and cooperation among social groups and organizations affected world history. ● 8.2.6.B - Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Why is the geography of ancient Egypt significant to their culture? ● What is the Nile river important to ancient Egypt? ● How did the Egyptian belief system shape their way of life? ● What different levels of society were there in ancient Egypt? ● What are the major achievements of the ancient Egyptians? ● How does ancient Egyptian society impact our society today? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● The geography of ancient Egypt influenced their culture. ● The Nile river was the lifeline of Egyptian civilization. ● Ancient Egypt’s religious beliefs shaped their way of life. ● There are various levels of contributions in society: nobility, priests, artisans, scribes, farmers. ● The Egyptians created many great architectural feats, technological advancements, science and medical discoveries, writing, etc. that influenced both ancient Egyptians and life today.
<p><u>Vocabulary:</u> cataract, Nile River, inundation, Upper Egypt, Lower Egypt, shadoof, pharaoh, sarcophagus, canopic jar, delta, Nome, deben, ankh, scarab beetle, menat, asp, locust, hieroglyphics, papyrus, mummification, expedition, oasis, obelisk, Giza Plateau, cistern, Ahket, Peret, Shemu, pyramid, granite, crook, flail, embalming, Rosetta Stone</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Work collaboratively, make effective decisions, and organize materials ● Think critically and problem solve with their peers ● Effectively use research techniques ● Language arts: reading, writing, speaking, and listening ● Apply of information to complete multi-task projects ● Apply mathematics skills to maintain a budget
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Create Your Own Civilization project ● Orange mummification experiment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Interact Ancient Egypt Simulation Guide ● Ducksters articles ● EMC2 Learning Resources ● Newsela Articles

<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none">● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task.● 13.3.5.C - Identify effective group interaction terms and strategies.	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none">● End of unit test (see common assessments folder)● Famous pharaohs research● Ancient Egypt map● Quizzes based on simulation challenges● Pyramid building challenge
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Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: Ancient Greece	
Big Idea: Students will work cooperatively to learn major aspects of Greek history, culture, geography, achievements, and the connections to our society today.	Pacing: 7 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.1.6.B - Compare and contrast a direct democracy with a republican form of government. 5.2.6.B - Explain how citizens resolve conflicts in society and government. 5.2.6.D - Explain why participation in government and civic life is important. 5.3.6.E - Describe the voting process, including registration, primaries, and general elections. 5.4.6.B - Explain the difference between allies and adversaries. 5.4.6.A - Identify how countries have varying interests. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. 6.1.6-8.J - Explain how trade may improve a society's standard of living. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.2.6.A - Describe the characteristics of places and regions. 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. 8.1.6.D - Describe and explain historical research. <ul style="list-style-type: none"> • Conclusions (e.g., simulations, group projects, skits and plays) 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.6.6-8.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.4.6.A - Identify and explain how individuals and groups made significant political and cultural contributions 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. ● 8.4.6.D. - Explain how conflict and cooperation among social groups and organizations affected world history. ● 8.2.6.A - Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania ● 8.2.6.B - Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. ● 8.3.6.B - Explain the importance of significant historical documents, artifacts, and places critical to US history. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● Who are the important historical figures from ancient Greece and why are they important? ● What significant achievements were made by the ancient Greeks? ● How did the government in ancient Greece impact their society? ● What significant wars and battles did the ancient Greeks engage in? ● What important geographic features existed in ancient Greece? ● How does the civilization of ancient Greece still impact our society today? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● Names and general characteristics of ancient Greek city-states. ● The ancient Greeks believed in and relied on future predicting oracles. ● Names and contributions of significant ancient Greek philosophers. ● The social structure of ancient Greece limited individual freedoms. ● The ancient Greeks made significant advancements in science and mathematics. ● Greek architectural structures still impact our architecture today. ● Greek forms of government and their connection to government today. ● The Olympics originated in Greece and were a time of peace and sports that still impact us today. ● The Greeks engaged in many battles and wars that impacted the history of their civilization.
<p><u>Vocabulary:</u> Polis, Hellenes, Helles, Philosopher, Mythology, Battle of Thermopylae, Battle of Marathon, Hellots, Immortals, Phalanx, Peloponnesian, Minoans, Mycenaeans, Olympics, Hoplites, Trireme, Envoy, Oracle, Acropolis, Agora</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Locate key locations on a map of ancient Greece. ● Collaborate and effectively problem solve in a group. ● Organize and complete individual tasks related to content understandings. ● Think critically about the content related to ancient Greece and its connection to life today.

<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Create Your Own Civilization project ● Greek Festival Project ● Greek Drama Project 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Interact Greeks Volume 1 Simulation Guide ● Interact Greeks Volume 2 Simulation Guide ● Ducksters articles ● EMC2 Learning Resources ● Newsela Articles
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task. ● 13.3.5.C - Identify effective group interaction terms and strategies. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● End of unit test (see common assessments folder) ● Achievements research project ● Quizzes based on simulation challenges ● Reflections and Discussions

Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: Ancient Rome	
Big Idea: Students will work cooperatively to learn major aspects of Roman history, culture, geography, achievements, and the connections to our society today.	Pacing: Approx. 7 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.1.6.B - Compare and contrast a direct democracy with a republican form of government. ● 5.1.6.C - Explain how the principles and ideals shape local, state, and national government. ● 5.1.6.D - Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents. ● 5.2.6.B - Explain how citizens resolve conflicts in society and government. ● 5.2.6.D - Explain why participation in government and civic life is important. ● 5.3.6.E - Describe the voting process, including registration, primaries, and general elections. ● 5.3.6.F - Explain how courts resolve conflicts. ● 5.4.6.B - Explain the difference between allies and adversaries. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. ● 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. ● 6.1.6-8.J - Explain how trade may improve a society's standard of living. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.2.6.A - Describe the characteristics of places and regions. ● 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● CC.8.6.6-8.H - Draw evidence from informational texts to support analysis, reflection, and research.

<p>Essential Questions:</p> <ul style="list-style-type: none"> Who are the important historical figures from ancient Rome and why are they important? What significant achievements were made by the ancient Romans? How did the government in ancient Rome impact their society? What significant wars and battles did the ancient Romans engage in? What important geographic features existed in ancient Rome? <p><i>History</i></p> <ul style="list-style-type: none"> 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. 8.1.6.D - Describe and explain historical research. Conclusions (e.g., simulations, group projects, skits and plays) 8.4.6.A - Identify and explain how individuals and groups made significant political and cultural contributions 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. 8.4.6.D. - Explain how conflict and cooperation among social groups and organizations affected world history. 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> Rome was settled by various groups of people and began through the story of Romulus and Remus. Rome started as a monarchy and later developed into a republic. The major events, battles, and leaders from the three Punic Wars. Names and significant contributions of the Roman leaders: Julius Caesar, Augustus, Octavian/Caesar Augustus, Diocletian, Constantine. The birth of Christianity. The Roman Empire was split in half into the Eastern Roman Empire (Byzantium) and the Western Roman Empire. The major events leading up to the fall of the Western Roman Empire in 410. The major events leading up to the fall of Byzantium.
<p>Vocabulary: senate, republic, consul, empire, emperor, Colosseum, Byzantium, Pax Romana, aqueduct, catacomb, Roman numeral</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> Locate key locations on a map of ancient Rome. Collaborate and effectively problem solve in a group. Organize and complete individual tasks related to content understanding. Think critically about the content related to ancient Rome and its connection to life today.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> Create Your Own Civilization Project 	<p>Resources:</p> <ul style="list-style-type: none"> Ducksters articles EMC2 Learning Resources Newsela Articles

	<ul style="list-style-type: none"> • National Geographic Articles
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> • 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task. • 13.3.5.C - Identify effective group interaction terms and strategies. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> • Roman Senate Simulation • Quizzes based on simulation challenges • End of unit test • Reflections and Discussions

Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: The Indus River Valley	
Big Idea: The Indus River Valley civilization demonstrates how geography, innovation, and trade shaped one of the earliest urban societies, influencing the development of culture, technology, and economy in human history.	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> 5.2.6.B - Explain how citizens resolve conflicts in society and government. 5.4.6.B - Explain the difference between allies and adversaries. <p><i>Economics</i></p> <ul style="list-style-type: none"> 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. 6.1.6-8.J - Explain how trade may improve a society's standard of living. <p><i>Geography</i></p> <ul style="list-style-type: none"> 7.2.6.A - Describe the characteristics of places and regions. 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities 7.4.6.A - Describe and explain the effects of the physical systems on people within regions 7.4.6.B - Describe and explain the effects of people on the physical systems within regions. <p><i>History</i></p> <ul style="list-style-type: none"> 8.3.6.D - Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US 8.3.6.B - Explain the importance of significant historical documents, artifacts, and places critical to US history. 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. 8.1.6.D - Describe and explain historical research. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.6.6-8.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ○ Conclusions (e.g., simulations, group projects, skits and plays) ● 8.4.6.A - Identify and explain how individuals and groups made significant political and cultural contributions 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. ● 8.4.6.D. - Explain how conflict and cooperation among social groups and organizations affected world history. ● 8.2.6.B - Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the geography of the Indus River Valley influence the development of its cities, culture, and economy? ● What innovations in technology and urban planning were developed by the Indus River Valley civilization, and how did they contribute to its success? ● How did trade networks impact the growth and prosperity of the Indus River Valley civilization? ● In what ways did the achievements of the Indus River Valley civilization influence later cultures and societies in history? 	<p>Concepts/Understandings (SKWT...):</p> <ul style="list-style-type: none"> ● The Indus River, Ganges River, and Arabian Sea were important for trade and transportation in the Indus River Valley. ● The Indus River Valley had special features like citadels, farms, and the city of Mohenjo-Daro. ● The story of the citadels shows how being unified or divided affected the civilization. ● Trade and farming were important parts of the Indus River Valley’s economy. ● Hinduism and Buddhism started in this area and spread to other parts of the world. ● The caste system organized people into different social groups in ancient India. ● The achievements of the Indus River Valley still influence this part of the world and connect to how we live today.
<p>Vocabulary: Indus River, Sanskrit, agriculture, monsoon, citadel, Hinduism, Buddhism, caste system</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Explain the significance of the Indus River, Ganges River, and Arabian Sea in shaping the geography, trade, and transportation in the Indus River Valley. ● Identify and describe the key features of the Indus Valley civilization, including citadels, types of farms, and the city of Mohenjo-Daro. ● Compare the unity of the Indus Valley civilization to other ancient civilizations and discuss the possible reasons for its decline. ● Describe the economic systems of the Indus Valley civilization, focusing on agriculture, craft production, and trade with other ancient civilizations. ● Trace the origins of Hinduism and Buddhism in ancient India, identifying key

	<p>beliefs, practices, and the influence these religions had on society.</p> <ul style="list-style-type: none"> ● Analyze how the caste system influenced the daily life, opportunities, and relationships of people in the Indus Valley and later civilizations. ● Discuss the lasting impact of the Indus Valley civilization on modern societies, particularly in terms of urban planning, agriculture, trade, and religious beliefs.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Students will make a map of the Indus River Valley, showing rivers, cities, and trade routes. ● Students will create a model or drawing of a citadel and write about how it was used. ● Students will make a timeline to show how Hinduism and Buddhism spread and their impact today. ● Students will research theories about the decline of Mohenjo-Daro, such as environmental changes, natural disasters, or invasion, and present their findings through a creative format like a news report, timeline, or storybook. 	<p>Resources:</p> <ul style="list-style-type: none"> ● The Story of the World
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task. ● 13.3.5.C - Identify effective group interaction terms and strategies. 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Various quizzes ● Assignment Check-ins ● Discussion Posts ● Unit Test

Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: Ancient China	
Big Idea: Ancient China’s civilization was shaped by its rivers, innovations like writing and weaponry, and philosophies like Confucianism, which fostered cultural and political unity. Its achievements, from the Silk Road to the Great Wall, and major dynasties’ legacies, continue to influence the world today.	Pacing: 3 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.2.6.B - Explain how citizens resolve conflicts in society and government. ● 5.4.6.B - Explain the difference between allies and adversaries. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. ● 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. ● 6.1.6-8.J - Explain how trade may improve a society’s standard of living. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.2.6.A - Describe the characteristics of places and regions. ● 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities ● 7.4.6.A - Describe and explain the effects of the physical systems on people within regions ● 7.4.6.B - Describe and explain the effects of people on the physical systems within regions <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.3.6.D - Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US ● 8.3.6.B - Explain the importance of significant historical documents, artifacts, and places critical to US history. ● 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● CC.8.6.6-8.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.1.6.D - Describe and explain historical research. <ul style="list-style-type: none"> ○ Conclusions (e.g., simulations, group projects, skits and plays) ● 8.4.6.A - Identify and explain how individuals and groups made significant political and cultural contributions 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. ● 8.4.6.D. - Explain how conflict and cooperation among social groups and organizations affected world history. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the Yellow and Yangtze Rivers shape the development and sustainability of ancient Chinese civilization? ● What role did innovations like writing, weaponry, and agriculture play in advancing ancient China’s society and economy? ● How did Confucianism and other philosophies influence the social and political structures of ancient China? ● In what ways did the Silk Road and monumental projects like the Great Wall contribute to China’s interactions with the wider world? ● How do the achievements and legacies of ancient Chinese dynasties continue to impact modern society and global culture? 	<p>Concepts/Understandings (SWKT...):</p> <ul style="list-style-type: none"> ● The Yellow and Yangtze Rivers were important for farming, trade, and starting ancient Chinese civilization. ● New weapons helped ancient China grow and stay safe from enemies. ● The Silk Road connected China to other countries, sharing goods and ideas. ● Writing in ancient China was used to communicate and keep records. ● Farming was the main way people in ancient China made a living and fed their families. ● The Warring States period ended with China being united under strong rulers. ● Emperors built big projects like the Great Wall to protect and bring China together. ● Confucius taught ideas that shaped how people lived and how leaders ruled. ● Dynasties like the Qin and Han made important changes to China that still matter today. ● Ancient China’s inventions, trade, and ideas still affect the world now.
<p>Vocabulary: dynasty, Confucianism, Silk Road, Great Wall, Yellow River, Yangtze River, calligraphy, Warring States</p>	<p>Competencies/Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Explain how the Yellow and Yangtze Rivers helped ancient China grow through farming and trade. ● Describe how inventions like writing and tools changed life in ancient China and still affect us today. ● Understand what Confucianism is and how it shaped how people lived and ruled in ancient China. ● Show how the Silk Road helped China share goods and ideas with other parts of the world. ● Explain why the Great Wall was built and how it helped protect and unite China.

	<ul style="list-style-type: none"> ● Compare what different Chinese dynasties accomplished and how they ruled. ● Connect ancient Chinese ideas, trade, and inventions to things we use or see in the world today. ● Make maps, timelines, or drawings to show important parts of ancient Chinese civilization.
<p>Possible Content Extensions:</p> <ul style="list-style-type: none"> ● Create a map activity showing how geography influenced the development of ancient Chinese cities, trade routes, and agricultural practices. ● Study the construction of the Great Wall and the Terracotta Army to understand their historical and cultural significance. ● Practice writing Chinese characters and explore their evolution from ancient times to the present. ● Role-play as emperors and advisors from different dynasties, addressing challenges like invasions or unification. 	<p>Resources:</p> <ul style="list-style-type: none"> ● The Story of the World ● Interact China Simulation Guide
<p>PA Career Education and Work (CEW) Standards:</p> <ul style="list-style-type: none"> ● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task. ● 13.3.5.C - Identify effective group interaction terms and strategies. 	<p>Authentic Assessments:</p> <ul style="list-style-type: none"> ● Various quizzes ● Assignment Check-ins ● Discussion Posts ● Unit Test

Grade, Subject (Course): 6th, Social Studies (Ancient Civilizations, East and West)	
Unit: Ancient Civilizations of Mesoamerica	
Big Idea: The geography of Mesoamerican civilizations of the Maya, Aztec, and Inca influenced their cultures, economies, and achievements. By studying their innovations in agriculture, architecture, and trade, students will understand the lasting impact these civilizations had on the Americas and beyond.	Pacing: Approx. 2 weeks
<p>PA Content Standards:</p> <p><i>Civics and Government</i></p> <ul style="list-style-type: none"> ● 5.2.6.B - Explain how citizens resolve conflicts in society and government. ● 5.4.6.B - Explain the difference between allies and adversaries. <p><i>Economics</i></p> <ul style="list-style-type: none"> ● 6.1.6-8.E - Explain how resources can be used in different ways to produce different goods and services. ● 6.1.6-8.I - Describe how specialization may lead to increased production and consumption. ● 6.1.6-8.J - Explain how trade may improve a society's standard of living. <p><i>Geography</i></p> <ul style="list-style-type: none"> ● 7.2.6.A - Describe the characteristics of places and regions. ● 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities ● 7.4.6.A - Describe and explain the effects of the physical systems on people within regions ● 7.4.6.B - Describe and explain the effects of people on the physical systems within regions <p><i>History</i></p> <ul style="list-style-type: none"> ● 8.3.6.D - Explain how conflict and cooperation among groups and organizations have impacted the history and development of the US ● 8.3.6.B - Explain the importance of significant historical documents, artifacts, and places critical to US history. ● 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. 	<p>PA Common Core Standards (for History and Social Studies):</p> <ul style="list-style-type: none"> ● CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● CC.8.5.6-8.D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● CC.8.6.6-8.H - Draw evidence from informational texts to support analysis, reflection, and research.

<ul style="list-style-type: none"> ● 8.1.6.D - Describe and explain historical research. <ul style="list-style-type: none"> ○ Conclusions (e.g., simulations, group projects, skits and plays) ● 8.4.6.A - Identify and explain how individuals and groups made significant political and cultural contributions 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. ● 8.4.6.D. - Explain how conflict and cooperation among social groups and organizations affected world history. ● 8.2.6.B - Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history. 	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How did the geography of the Maya, Aztec, and Inca civilizations shape their cultures and daily lives? ● What were some of the most important achievements of the Maya, Aztec, and Inca, and how did these innovations impact their societies? ● In what ways did the economies and trade shape the development of and interactions between the Maya, Aztec, and Inca civilizations? ● How have the legacies of the Maya, Aztec, and Inca civilizations influenced modern societies in the Americas and around the world? 	<p><u>Concepts/Understandings (SWKT...):</u></p> <ul style="list-style-type: none"> ● Students will know the geographic locations of the Maya, Inca, and Aztec civilizations and understand how their geography influenced the development of each society. ● Students will know the major achievements of the Maya, Inca, and Aztec civilizations, including advancements in mathematics, astronomy, architecture, and agriculture. ● Students will understand how these achievements contributed to the cultural and technological development of Mesoamerican societies. ● Students will know the role of agriculture, including the cultivation of crops like maize, beans, and potatoes, in sustaining the economies of the Maya, Inca, and Aztec civilizations. ● Students will understand how each civilization adapted to its environment, such as the Aztec chinampas (floating gardens), Inca terrace farming, and Maya agriculture in rainforests. ● Students will know the lasting impact of the Maya, Inca, and Aztec civilizations on modern societies, particularly in areas like architecture, agriculture, and cultural practices. ● Students will know the role of religion and rituals in the Maya, Inca, and Aztec societies, including the worship of gods, use of temples and pyramids, and religious ceremonies.

<p><u>Vocabulary:</u> Mesoamerica, Chinampa, terrace farming, Quipu, Tenochtitlán, glyphs, trade network</p>	<p><u>Competencies/Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Describe how the geography of the Maya, Inca, and Aztec civilizations influenced their daily lives, agriculture, and cities. ● Identify significant achievements of the Maya, Inca, and Aztec peoples, such as advancements in architecture, astronomy, and mathematics. ● Explain how the economies and trade networks of these civilizations helped them grow and connect with other cultures. ● Analyze how the geography of these civilizations affected their ability to trade, expand, and interact with neighboring peoples. ● Connect the contributions of the Maya, Inca, and Aztecs to how their legacy still impacts the Americas today.
<p><u>Possible Content Extensions:</u></p> <ul style="list-style-type: none"> ● Students will research and share one major achievement from the Maya, Inca, or Aztec civilizations, like pyramids or calendars. ● Students will write about how the trade networks of these civilizations helped them connect with other cultures and grow. 	<p><u>Resources:</u> The Story of the World</p>
<p><u>PA Career Education and Work (CEW) Standards:</u></p> <ul style="list-style-type: none"> ● 13.3.5.B - Explain the importance of working cooperatively with others at both home and school to complete a task. ● 13.3.5.C - Identify effective group interaction terms and strategies. 	<p><u>Authentic Assessments:</u></p> <ul style="list-style-type: none"> ● Various quizzes ● Assignment Check-ins ● Discussion Posts ● Unit Test