

	Grade Level: 6 Team Members: Number of Days of Unit: 2 weeks - Middle of September to End of September
	UNIT 1 - Geography Genius
Essential Questions	How does the location of the world's continents contribute to the development of ancient civilizations?
Content Standards	4. T1 - 1, 2
Content Objectives	Identify the continents and major oceans Identify and describe relative location using the cardinal and intermediate directions
Content Vocabulary Core English Language Learners Vocabulary	Cardinal Relative Directions Ocean Region Intermediate Continent Compass rose
Text, Materials, and Resources	Continents and Oceans , Compass Rose , Continents brainpop
Assessments, Products, Projects	Quizzizz - Continents and Oceans Continents and Oceans hard copy

	Grade Level: 6 Team Members: Number of Days of Unit: 2 weeks - End of September to Mid October
	UNIT 1A - What is history?
Essential Questions	What is history? Who studies history? How do historians study prehistory?
Content Standards	6.T1 - 1, 3
Content Objectives	Students will identify the various roles that historians play in discover artifacts Students will define the word theory and how social scientists relate it to ancient civilizations Students will analyze the idea of interpretation through Motel of Mysteries
Content Vocabulary Core English Language Learners Vocabulary	Prehistoric History Artifact Theory Social scientist Archaeologist Geographer Ancestors Survey Primary

	Anthropologist Secondary
Text, Materials, and Resources	Digging Up Newela , Motel of Mysteries , Frayer Vocab Model
Assessments, Products, Projects	Fast and Curious - Quizzizz , Ancient #1 Hard copy , Cave Art Project , Cave Painting Baseline reading , Cave Painting Response

	Grade Level: 6 Team Members: Number of Days of Unit: Mid October - December Break
	UNIT 2 - Human Origins/Paleolithic Era Boy of the Painted Cave
Essential Questions	Who were the early humans? How were these hominids like us? What were their capabilities or skills?
Content Standards	6.T2 - 3, 4, 5, 7 Writing- 1, 4 Reading - 2, 6

Content Objectives	Students will be able to view ancient life through the lens of academic experts including social scientists, anthropologists and archaeologists. Students will explain why historians must develop theories about prehistoric events and people based on primary and secondary sources. Students will be able to describe life in a prehistoric setting and the role of spirituality in early humans through the analysis of a historical fiction novel. Students will be able determine the central ideas or information of a primary or secondary source. Students will be able to use textual evidence to support their claims. Students will be able to describe the characteristics of hunter/ gatherer societies. Students will use written and visual summaries of a variety of texts. Students will be able to define and connect key academic unit vocabulary.
Content Vocabulary Core English Language Learners Vocabulary	Trade Hominid Ore Evolve Capabilities Biped Migrate Land-bridges Paleolithic age Neolithic age Domesticate

	agriculture
Text, Materials, and Resources	History Alive: The Ancient World , <i>The Boy of the Painted Cave</i> (Historical Fiction), Stone Age Reading , Born to Rewild
Assessments, Products, Projects	Vocabulary Quizzes , Human . Evolution/Hominid Project, BOTPC Interactive Notebook , Comfort Zones Essay and Rubric , Hominids - Iron Chef

	Grade Level: 6 Team Members: Number of Days of Unit: Approximately 1 Month (January - February)
	UNIT 3 - Neolithic - Agricultural Revolution
Essential Questions	What were major advancements from the Agricultural Revolution?
Content Standards	6.T3 - 2 6.T3b - 1,2,3,4 Writing- 1, 4 Reading - 2, 6
Content Objectives	Students will compare/contrast the lives of people during the Neolithic time period to the Paleolithic time period. Students will view life of the Neolithic time period through the life of Kevin the Caveman. Students will construct paragraph writing responses according to prompts related to the advancements of the Neolithic Time Period.

Content Vocabulary Core English Language Learners Vocabulary	surplus nomadic specialization status stable Neolithic settlement flint artisan hierarchy fertile Paleolithic
Text, Materials, and Resources	Kevin the Caveman PPT + organizer , Agricultural Revolution , Early Man Diet , Atlas - Page 8-9 , Hominid Note Chart , History Alive Chapter 2 , Prehistoric Times Newslela + Questions
Assessments, Products, Projects	Chapter 3 Open Book Assessment, Vocabulary Quizzes , Neolithic Paragraph Response, Iron Chef - Neolithic ,

	Grade Level: 6 Team Members: Number of Days of Unit: Approximately 1 Month (February - March)
	UNIT 4 - Characteristics of a Complex Society
Essential Questions	What makes up a complex society/civilization? What are the characteristics of a civilization?

Content Standards	6.T3b - 1,2,3,4 Writing- 1, 4 Reading - 2, 6
Content Objectives	Students will be able to use textual evidence to support their claims. Students will be able to define and connect key academic unit vocabulary. Students will be able to describe the characteristics of a civilization using the acronym GRAPES. Students will describe GRAPES through the fiction novel Weslandia. Students will create their own “Civilization” using GRAPES Students determine how GRAPES connect to ancient civilizations such as Sumerians. Students will be able to identify characteristics and achievements of early Mesopotamia. Students will be able to locate major physical features of the Middle East Students will construct and interpret timelines Students will be able to explain the myth and the role of Gilgamesh in the achievement of laws
Content Vocabulary	G = climate, location, natural resources, landforms R= monotheism, polytheism, temple, sacred, worship

Core English Language Learners Vocabulary	A= architecture, inventions, communications, technology, legacy P= oligarchy, democracy, monarchy, laws, government E= goods, services, currency, supply, merchant, S= noble, vizier, priest, peasant, hierarchy
Text, Materials, and Resources	GRAPES PPT, Weslandia , History Alive - Chapter 4 ,
Assessments, Products, Projects	Vocabulary Quizzes , Creation of own civilization + Rubric

	Grade Level: 6 Team Members: Number of Days of Unit: Approximately 1 Month (March - April break)
	UNIT 5 - Middle East/Mesopotamia
Essential Questions	How did the advancements of the Neolithic Age contribute to the settlement and growth of Mesopotamian Civilizations?
Content Standards	Writing- 1, 4 Reading - 2, 6 CCSS.ELA-LITERACY.RI.6.2

Content Objectives	Students will be able to describe the characteristics of a civilization using the acronym GRAPES. Students will be able to define and connect key academic unit vocabulary Students will identify achievements made by Mesopotamian Empires Students will research ONE chosen empire Students will identify locations of major waterways, major city states and land areas Students will determine why rivers are important to civilizations. Students will determine the importance of the Code of Hammurabi
Content Vocabulary Core English Language Learners Vocabulary	irrigation civilization city-state levee scribe cuneiform technology cultivate worship culture pictograph myth
Text, Materials, and Resources	The Epic of Gilgamesh, History Alive, Chapter 5 - History Alive

Assessments, Products, Projects	Ancient Vocab Quiz , Coat of Arms/Postcard, Mesopotamia Location Quiz
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	Grade Level: 6 Team Members: Number of Days of Unit: (April Break - Mid May)
	UNIT 6 - Ancient Phoenicia
Essential Questions	Why were traders and merchants important in Ancient Phoenicia? Why was the Phoenician society important to the ancient world? What achievements did the Phoenicians have that exist today?
Content Standards	6.T3d - 1, 2, 3 Writing- 1, 4 Reading - 2, 6 CCSS.ELA-LITERACY.RI.6.2
Content Objectives	Students will be able to use textual evidence to support their claims. Students will locate and label major Phoenician city states on a map Students will locate and label major waterways that make up Phoenician trade routes

	Students will be able to define key vocabulary words that relate to the Phoenician trade empire Students will be able to break down text using various reading strategies that will help formulate the main ideas of a text
Content Vocabulary Core English Language Learners Vocabulary	Merchant, vessel, murex, colony, papyrus, maritime, tribute, treaty, textile, cedar
Text, Materials, and Resources	Phoenicians - Newsela article Phoenician Paragraph - TTQA, SO WHAT bubbles, rubric Phoenician blank map + instructions
Assessments, Products, Projects	Vocabulary and location Quiz, Phoenician Open response writing assessment, Phoenicia Open Response Rubric

	Grade Level: 6 Team Members: Number of Days of Unit: Mid May - End of the Year
	UNIT 6 - Egypt
Essential Questions	How did Egypt's class structure affect daily life?

Content Standards	6.T3c - 1, 2, 3, 4, 5, 6, 7 Writing- 1, 4 Reading - 2, 6 CCSS.ELA-LITERACY.RI.6.2
Content Objectives	Students will be able to define and connect key academic unit vocabulary Students will be able determine the central ideas or information of a primary or secondary source. Students will be able to use textual evidence to support their claims. Students will determine the role of each Egyptian class in daily life Students will label city states, countries, waterways that make up the Egyptian Kingdom. Students will research a chosen God or Goddess and how they impact Egyptians lives Students will be assessed on the location and labels of Ancient Egypt. Students will understand the process and importance of the mummification process
Content Vocabulary	vegetation topography delta nomads peasant cataract drought elevation reed skiff famine silt

Core English Language Learners Vocabulary	
Text, Materials, and Resources	Ancient Egypt Blank Map, Chapter 9 - History Alive , https://www.historyforkids.net/ancient-egypt.html , “Where’s my Mummy” reading
Assessments, Products, Projects	Ancient Vocab #7 Quiz , Ancient Egypt Facebook