

## Wilson Area School District Planned Course Guide

**Title of planned course:** Grade 6 Social Studies

**Subject Area:** Social Studies

**Grade Level:** 6th

**Course Description:** This course is designed to provide students with a comprehensive knowledge of the ancient civilizations and the impact they have made on our world while focusing on eligible content within the common core standards for reading and language arts and the academic standards for social studies including history and geography.

**Time/Credit for this Course:** One full school year

**Curriculum Writing Committee:** Cassandra Schneck and Sarah Fox

## Curriculum Map

**Quarter 1**- Introduction to non-fiction texts: summarization, comprehension, reliability / credibility, text structure / features, primary and secondary sources Mesopotamia / Ancient Egypt / Ancient China / Ancient India

**Quarter 2**- Mayan Civilization / Aztec Civilization / Inca Civilization

**Quarter 3**- Ancient Greece / Ancient Rome

**Quarter 4**- Ancient Rome / Middle Ages / Renaissance and Reformation

## Wilson Area School District Planned Course Materials

**Course Title:** Grade 6 Social Studies - Ancient Civilizations Through the Renaissance

**Textbook:** *Ancient Civilizations Through the Renaissance*, Holt McDougal, 2012

**Supplemental Books/Teacher Resources:**

- *Buckle Down Pennsylvania PSSA 6 Reading*
- Non-fiction sources
- Literature (ex. “The Emperor’s Silent Army”, “Egypt”, etc.)
- Novels (ex. *Iliad*, *Odyssey*, *Black Ships Before Troy*, *Crispin*, etc.)

## Curriculum Scope & Sequence

**Planned Course:** Grade 6 Social Studies

**Unit:** Analyzing / Interpreting Non-fiction Text

**Time frame:** Quarter 1:

- Introduction to skills that will be utilized throughout the remainder of the course.
- Remainder of Quarter 1 practicing these skills within the units of study (Mesopotamia, Ancient China, India, and Egypt)

### **State Standards:**

- **C.C. 1.2 Reading Informational Text:** Students read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L
- **C.C. 1.4 Writing:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. C.C.1.4.6.A, B, C, D, E, F, G, H, I, J, K, L, M, O, R, S, U, V, W, X
- **C.C. 1.5 Speaking and Listening:** Students present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions. C.C.1.5.6.A, B, D, E, G
- **6.1 Economics- Scarcity and Choice:** 6.1.6.A, B
- **6.3 Economics - Functions of Government:** 6.3.6.A, B
- **6.4 Economics - Economic Interdependence:** 6.4.6.A, B, D
- **6.5 Economics - Income, Profit, and Wealth:** 6.5.6.A, B
- **7.1 Basic Geographic Literacy:** 7.1.6.A, B
- **7.2 Physical Characteristics of Places and Regions:** 7.2.6.A
- **7.3.Human Characteristics of Places and Regions:** 7.3.6.A
- **7.4 Interactions Between People and Environment:** 7.4.6.A,B
- **8.1 Historical Analysis and Skills Development:** 8.1.6.A,B,C
- **8.4 World History:** 8.4.6.A, B, C, D

**Essential content/objectives:** At end of the unit, students will be able to:

- Summarize non-fiction texts
- Identify essential information vs. nonessential information
- Utilize a variety of strategies comprehend non-fiction texts and interpret content-related vocabulary
- Navigate and utilize textbooks effectively (text structure/features)
- Describe and identify contributions of ancient civilizations to our modern world
- Describe how geography affected the lives of ancient people

**Core Activities:** Students will complete/participate in the following:

- Textbook reading of Chapter 3 *Mesopotamia and the Fertile Crescent*
  - Chapter 3, Section 1 Geography of the Fertile Crescent
    - Textbook Scavenger Hunt
    - BuckleDown ELA Lessons 1 and 8
    - Teacher notes pages
    - Online and nonfiction resources and activities
    - Map creation and analysis
  - Chapter 3, Section 2 The Rise of Sumer
    - Teacher notes pages

- Online and nonfiction resources and activities
  - Sumerian Social Order Pyramid
- Chapter 3, Section 3 Sumerian Achievements
  - Teacher notes page
  - Online and nonfiction resources and activities
  - Literature study- “The Epic of Gilgamesh” excerpt
- Chapter 3, Section 4 Later Peoples of the Fertile Crescent
  - Teacher notes page
  - Online and nonfiction resources and activities
- Textbook reading of Chapter 4 *Ancient Egypt and Kush*
  - Chapter 4, Section 1 Geography and Ancient Egypt
    - Map creation
    - Teacher notes page
    - Online and nonfiction resources and activities
  - Chapter 4, Section 2 The Old Kingdom
    - Egyptian Society Pyramid
    - Teacher notes page
    - Online and nonfiction resources and activities
  - Chapter 4, Section 3 The Middle and New Kingdoms
    - Biography of Queen Hatshepsut, Ramses the Great
    - Teacher notes page
    - Online and nonfiction resources and activities
  - Chapter 4, Section 4 Egyptian Achievements
    - Teacher notes page
    - Online and nonfiction resources and activities
    - Extension nonfiction- “Egypt”, “The Curse of King Tut”, “Making a Mummy”
    - Writing in hieroglyphics
  - Chapter 4, Section 5 Ancient Kush
    - Teacher notes page
    - Online and nonfiction resources and activities
- Textbook reading of Chapter 5 *Ancient India*
  - Chapter 5, Section 1 Geography and Early India
    - Map creation
    - Teacher notes page
    - Online and nonfiction resources and activities
  - Chapter 5, Section 2 Origins of Hinduism
    - Caste System Diagram
    - Teacher notes page
    - Online and nonfiction resources and activities
    - Resources on Hinduism and key figures/ gods
  - Chapter 5, Section 3 Origins of Buddhism
    - Teacher notes page
    - Online and nonfiction resources and activities
  - Chapter 5, Section 4 Indian Empires
    - Teacher notes page
    - Online and nonfiction resources and activities
    - Character Study- Asoka
  - Chapter 5, Section 5 Indian Achievements
    - Teacher notes page
    - Online and nonfiction resources and activities
- Textbook reading of Chapter 6 *Ancient China*
  - Chapter 6, Section 1 Geography and Early China

- Teacher notes page
- Online and nonfiction resources and activities
- Chapter 6, Section 2 The Zhou Dynasty and New Ideas
  - Teacher notes page
  - Online and nonfiction resources and activities
  - Confucius analysis and ideas
- Chapter 6, Section 3 The Qin Dynasty
  - Teacher notes page
  - Online and nonfiction resources and activities
  - Connection/ extension- “The Emperor’s Silent Army”
- Chapter 6, Section 4 The Han Dynasty
  - Teacher notes page
  - Online and nonfiction resources and activities
  - Literature extension- “The Shiji” excerpt
- Chapter 6, Section 5 Han Contacts with Other Cultures
  - Teacher notes page
  - Online and nonfiction resources and activities
  - Silk Road map and diagram

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Supported and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- *Buckle Down Reading*
- Various primary sources
- Computers with approved internet sites
- Google Classroom
- Teacher created notes organizers

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Grade 6 Social Studies

**Unit:** Mayan, Aztec, and Incan Civilizations

**Time frame:** Quarter 2

### **State Standards and Anchor(s) or Adopted Anchor:**

- **C.C. 1.2 Reading Informational Text:** Students read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L
- **C.C. 1.4 Writing:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. C.C.1.4.6.A-M, O, S, U, V, W, X
- **C.C. 1.5 Speaking and Listening:** Students present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions. C.C.1.5.6.A, B, D, E, G
- **6.1 Economics- Scarcity and Choice:** 6.1.6.A, B
- **6.3 Economics - Functions of Government:** 6.3.6.A, B
- **6.4 Economics - Economic Interdependence:** 6.4.6.A, B, D
- **6.5 Economics - Income, Profit, and Wealth:** 6.5.6.A, B
- **7.1 Basic Geographic Literacy:** 7.1.6.A, B
- **7.2 Physical Characteristics of Places and Regions:** 7.2.6.A
- **8.1.6 Historical Analysis and Skills Development:** 8.1.6.A, 8.1.6.B, 8.1.6.C
- **8.2.6. Pennsylvania History:** 8.2.6. D
- **8.3.6. United States History:** 8.3.6.A, 8.3.6.C, 8.3.6.D
- **8.4.6 World History:** 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D
- **7.3.6 The Human Characteristics of Places and Regions:** 7.3.6.A, 7.3.6.B, 7.3.6.C, 7.3.6.D
- **7.4.6 The Interactions Between People and Environment:** 7.4.6.A, 7.4.6.B

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe and identify contributions of ancient civilizations to our modern world
- Describe how geography affected the lives of ancient people
- Describe how Europeans impacted the lives of ancient people in the Americas
- Describe the growth and development of the Maya, Aztec, and Inca civilizations in the Americas
- Explain the factors leading to the development of complex societies in the Americas

**Core Activities:** Students will complete/participate in the following:

- Textbook reading/activities in Chapter 16 *The Early Americas*
- The Maya
  - Read and analyze *The Hummingbird King*
  - TDA- Did Bishop Diego de Landa hurt or help the Mayan people?
  - Mayan Mural project
  - Writing using Mayan glyph writing
  - Teacher notes pages
  - Various online sources/ videos
- Section 2 The Aztec
  - Read and analyze *Quetzalcoatl*, “Malinche”
  - Postcard from a visit to historical Tenochtitlan

- Emoji summary on the arrival of Cortes
- Teacher notes pages
- Various online resources/ videos
- Section 3 The Inca
  - Teacher notes pages
  - Various online resources/ videos
  - 5 paragraph persuasive essay with thesis claiming which civilization was most beneficial to life in present day

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Supported and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources (“Mayans withered in severe drought”, “Oh, Maya”, “Lost City of the Maya”, “Acid Rain and the Mayan Ruins”, “Invasion of Tenochtitlan”, “Secrets of an Ancient Empire”, “Well-Preserved Remains of 3 Inca Mummies Found High in Peru’s Andes”)
- Chromebooks with approved internet sites (Mayan ballgame, Inca scavenger hunt)
- Videos
- Google Classroom
- Teacher-created notes organizers
- Classroom books

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Grade 6 Social Studies

**Unit:** Ancient Greece

**Time frame:** Quarter 3

**State Standards and Anchor(s) or Adopted Anchor:**

- **C.C. 1.2 Reading Informational Text:** Students read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L
- **C.C. 1.4 Writing:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. C.C.1.4.6.A-M, C.C.1.4.6.O, S, U, V, W, X
- **C.C. 1.5 Speaking and Listening:** Students present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions. C.C.1.5.6.A, B, D, E, G
- **8.1.6 Historical Analysis and Skills Development:** 8.1.6.A, 8.1.6.B, 8.1.6.C
- **8.4.6 World History:** 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D
- **8.2.6 Pennsylvania History:** 8.2.6. A, C
- **8.3.6 United States History:** 8.3.6. A, C
- **7.3.6 The Human Characteristics of Places and Regions:** 7.3.6.A, 7.3.6.B, 7.3.6.C, 7.3.6.D
- **7.4.6 The Interactions Between People and Places:** 7.4.6.A
- **6.1 Economics- Scarcity and Choice:** 6.1.6.B
- **6.3 Economics - Functions of Government:** 6.3.6.A, B, C, D
- **6.4 Economics - Economic Interdependence:** 6.4.6.A, B, D
- **6.5 Economics - Income, Profit, and Wealth:** 6.5.6.A, B
- **7.1 Basic Geographic Literacy:** 7.1.6.A, B
- **7.2 Physical Characteristics of Places and Regions:** 7.2.6.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe and identify contributions of ancient civilizations to our modern world
- Describe how geography affected the lives of ancient people
- Describe how ancient Greece has impacted our current political systems and world
- Describe the growth and development of ancient Greece
- Read and interpret Greek mythology in literature
- Compare and contrast Athens and Sparta
- Analyze and sequence important battles that shaped ancient Greece

**Core Activities:** Students will complete/participate in the following:

- Textbook reading/activities for Chapters 8 and 9 *Ancient Greece* and *The Greek World*
  - Chapter 8, Section 1 Geography and the Early Greeks
    - Creation and analysis of Ancient Greek Map
    - Teacher notes pages
    - Various online resources/ videos
    - City State Project and creation
  - Chapter 8, Section 2 Government in Athens
    - Teacher notes pages
    - Various online resources/ videos
    - Analysis of Hercules and Midas stories through Comics

- Read and interpret excerpts from the *Iliad* and *Odyssey*
- Novel study- *Black Ships Before Troy* including
  - teacher created cold read quizzes, a culminating test, and project
- Chapter 8, Section 3 Greek Mythology and Literature
  - Teacher notes pages
  - Various online resources/ videos
  - TDA focusing on whether or not the Trojan War actually occurred utilizing research and analyzing fact validity
- Chapter 9, Section 1 Greece and Persia
  - Using various multimedia sources compare the historical version of the Battle of Thermopylae with Hollywood's version (300) and analyze the battle's overall impact
  - Teacher notes pages
  - Various online resources/ videos
- Chapter 9, Section 2 Sparta and Athens
  - Compare and contrast Athens and Sparta using a Venn Diagram/ writing assignment
  - *Wife Swap* video clip
  - Teacher notes pages
  - Various online resources/ videos
- Chapter 9, Section 3 Alexander the Great
  - Teacher notes pages
  - Various online resources/ videos
  - Map creation of Alexander's expansion
  - "Alexander the Great" Readers Theater
- Chapter 9, Section 4 Greek Achievements
  - Teacher notes pages
  - Various online resources/ videos
  - Creation of an Ode
  - "The Trial of Socrates" Readers Theater

### **Extensions:**

- Informational writing assignments (5 paragraph informational piece on one of the important battles in Ancient Greece)
- Creative writing assignments (i.e essay outlining the effectiveness of the Trojan Horse)
- Differentiated texts
- Model Trojan horse

### **Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

### **Instructional Methods:**

- Large and small group instruction
- Supported and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources (example- “Child Soldiers of Sparta”, *Explorer’s Gazette*)
- Chromebooks with approved internet sites
- Google Classroom
- Videos
- Teacher created notes organizers
- Classroom books
- Trojan War, The Odyssey, and Greek vs. Greek, Alexander the Great, The Trial of Socrates Reader’s Theaters

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Grade 6 Social Studies

**Unit:** Ancient Rome

**Time frame:** Quarters 3-4

**State Standards and Anchor(s) or Adopted Anchor:**

- **C.C. 1.2 Reading Informational Text:** Students read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L
- **C.C. 1.4 Writing:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. C.C.1.4.6.A-M, O, S, U, V, W, X
- **C.C. 1.5 Speaking and Listening:** Students present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions. C.C.1.5.6.A, B, D, E, G
- **8.1.6 Historical Analysis and Skills Development:** 8.1.6.A, 8.1.6.B, 8.1.6.C
- **8.4.6 World History:** 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D
- **7.1.6 Basic Geographic Literacy:** 7.1.6.A, B
- **7.2.6 Physical Characteristics of Places and Regions:** 7.2.6.A
- **7.3.6 The Human Characteristics of Places and Regions:** 7.3.6.A, 7.3.6.B, 7.3.6.C, 7.3.6.D
- **7.4.6 The Interactions Between People and Places:** 7.4.6.A, B
- **6.1 Economics- Scarcity and Choice:** 6.1.6.A, B
- **6.3 Economics - Functions of Government:** 6.3.6.A, B
- **6.4 Economics - Economic Interdependence:** 6.4.6.A, B, D
- **6.5 Economics - Income, Profit, and Wealth:** 6.5.6.A, B

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe and identify contributions of ancient civilizations to our modern world
- Describe how geography affected the lives of ancient people
- Describe how ancient Rome has impacted our current political systems and world
- Describe the growth and development of ancient Rome
- Explain how Rome became the dominant power in the Mediterranean region
- Describe and understand events that lead to the fall of the Roman empire
- Compare and contrast various Roman emperors
- Sequence events leading to the rise of Christianity

**Core Activities:** Students will complete/participate in the following:

- Textbook reading/ activities in Chapter 10 *The Roman Republic* and Chapter 11 *Rome and Christianity*
  - Chapter 10, Section 1 Geography and the Rise of Rome
    - Create a myth and compare it to the myth of Romulus and Remus
    - Romulus and Remus comic book summary
    - *Aeneid* video clip
    - Teacher notes pages
    - Various online resources/ videos
  - Chapter 10, Section 2 Government and Society
    - Teacher notes pages
    - Various online resources/ videos

- Create a Venn Diagram/ writing assignment to compare and the Roman republic with our current government
- Chapter 10, Section 3 The Late Republic
  - Punic Wars handouts
  - Teacher notes pages
  - Various online resources/videos
  - Vocabulary Sort
- Chapter 11, Section 1 From Republic to Empire
  - Analyze Julius Caesar's contributions and character with a magazine cover or wanted poster
  - Reader's Theater on Antony and Cleopatra
  - Teacher notes pages
  - Various online resources/videos
- Chapter 11, Section 2 The Roman Empire and Religion
  - Teacher notes pages
  - Various online resources
- Chapter 11, Section 3 The End of the Empire
  - Teacher notes pages
  - Various online resources / videos
  - Interview with a Gladiator activity
  - Coliseum virtual tour

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- Coliseum model
- Hannibal or Augustus biography presentation
- Persuasive writing on the collapse of Rome

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Supported and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Chromebooks with approved internet sites
- Google Classroom
- Videos (Coliseum, etc)
- Teacher created notes pages
- Classroom books

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Grade 6 Social Studies

**Unit:** Middle Ages

**Time frame:** Quarter 4

**State Standards and Anchor(s) or Adopted Anchor:**

- **C.C. 1.2 Reading Informational Text:** Students read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L
- **C.C. 1.4 Writing:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. C.C.1.4.6.A-M, O, S, U, V, W, X
- **C.C. 1.5 Speaking and Listening:** Students present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions. C.C.1.5.6.A, B, D, E, G
- **8.1.6 Historical Analysis and Skills Development:** 8.1.6.A, 8.1.6.B, 8.1.6.C
- **8.4.6 World History:** 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D
- **7.1.6 Basic Geographic Literacy:** 7.1.6.A, B
- **7.2.6 Physical Characteristics of Places and Regions:** 7.2.6.A
- **7.3.6 The Human Characteristics of Places and Regions:** 7.3.6.A, 7.3.6.B, 7.3.6.C, 7.3.6.D
- **7.4.6 The Interactions Between People and Places:** 7.4.6.A, B
- **6.1 Economics- Scarcity and Choice:** 6.1.6.A, B
- **6.3 Economics - Functions of Government:** 6.3.6.A, B
- **6.4 Economics - Economic Interdependence:** 6.4.6.A, B, D
- **6.5 Economics - Income, Profit, and Wealth:** 6.5.6.A, B

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe how geography affected the lives of medieval people
- Describe the social and economic systems during the Middle Ages in Europe
- State and describe the declines that occurred during the Dark Ages (ex. education, innovation)
- Understand and explain the feudal system
- Analyze the causes of the Crusades and understand the influence of Christianity on Medieval society
- Describe social and political change during the Middle Ages

**Core Activities:** Students will complete/participate in the following:

- Textbook reading/ activities in Chapter 17 *The Early Middle Ages* and Chapter 18 *The Later Middle Ages*
  - Chapter 17, Section 1 Geography of Europe
    - Teacher notes pages
    - Online sources/videos and completing related activities
    - Creation and analysis of Medieval Map
  - Chapter 17, Section 2 Europe after the Fall of Rome
    - Teacher notes page
    - Online and nonfiction sources with related activities
  - Chapter 17, Section 3 Feudalism and Manor Life
    - Teacher notes pages
    - Feudalism Pyramid

- Novel study- *Crispin* with extensions
  - Creation of a Code of Arms
  - Online and nonfiction sources/ videos with related activities
- Chapter 17, Section 4 Feudal Societies
  - Creation of Haiku poetry
  - Venn diagram showing similarities and difference Japan and England's Feudal Systems
  - Teacher notes pages
- Chapter 18, Section 1 Popes and Kings
  - Teacher notes pages
  - Online and nonfiction sources with related activities
- Chapter 18, Section 2 The Crusades
  - Create a timeline of events
  - Teacher notes pages
  - Online and nonfiction sources with related activities
  - Analysis of the knight's code of armor and chivalry
  - Literature extension- *You Wouldn't Want to be a Medieval Knight*, "Roman Feast vs. Medieval Banquet", *Castle*
- Chapter 18, Section 3 Christianity and Medieval Society
  - Teacher notes pages
  - Online and nonfiction sources with related activities
- Chapter 18, Section 4 Political and Social Change
  - Teacher notes pages
  - Create a timeline of events
  - Online and nonfiction sources with related activities
  - RAFT on the Bubonic Plague
  - Literature extension- "Black Death Skeletons give up Secrets of Life and Death"
- Chapter 18, Section 5 Challenges to Church Authority
  - Teacher notes pages
  - Online and nonfiction sources with related activities
  - Timeline creation of important events culminating both chapters

### **Extensions:**

- Read excerpts from Chaucer's *Canterbury Tales* and make connections to class content
- Informational writing assignments
- Creative writing assignments
- Charlemagne biography presentation
- Differentiated texts

### **Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

### **Instructional Methods:**

- Large and small group instruction
- Supported and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources (*You Wouldn't Want to be a Medieval Knight*, *Roman Feast vs. Medieval Banquet*, *Castle*, "Black Death Skeletons give up Secrets of Life and Death")
- Chromebooks with approved internet sites
- Google Classroom
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests

## Curriculum Scope & Sequence

**Planned Course:** Grade 6 Social Studies

**Unit:** The Renaissance and Reformation

**Time frame:** Quarter 4

**State Standards and Anchor(s) or Adopted Anchor:**

- **C.C. 1.2 Reading Informational Text:** Students read, understand, and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L
- **C.C. 1.4 Writing:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. C.C.1.4.6.A-M, O, S, U, V, W, X
- **C.C. 1.5 Speaking and Listening:** Students present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions. C.C.1.5.6.A, B, D, E, G
- **8.1.6 Historical Analysis and Skills Development:** 8.1.6.A, 8.1.6.B, 8.1.6.C
- **8.4.6 World History:** 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D
- **7.1.6 Basic Geographic Literacy:** 7.1.6.A, B
- **7.2.6 Physical Characteristics of Places and Regions:** 7.2.6.A
- **7.3.6 The Human Characteristics of Places and Regions:** 7.3.6.A, 7.3.6.B, 7.3.6.C, 7.3.6.D
- **7.4.6 The Interactions Between People and Places:** 7.4.6.A, B
- **6.1 Economics- Scarcity and Choice:** 6.1.6.A, B
- **6.3 Economics - Functions of Government:** 6.3.6.A, B
- **6.4 Economics - Economic Interdependence:** 6.4.6.A, B
- **6.5 Economics - Income, Profit, and Wealth:** 6.5.6.A, B

**Essential content/objectives:** At end of the unit, students will be able to:

- Describe political and economic changes that lead to the Renaissance
- Understand how the growth of wealthy trading cities in Italy lead to a rebirth of the arts and learning called the Renaissance
- Understand how the Renaissance spread beyond Italy and changed as it spread
- Explain how efforts to reform the Roman Catholic Church lead to changes in society and the creation of new churches
- Describe how advancements during the Renaissance have impacted our modern world

**Core Activities:** Students will complete/participate in the following:

- Textbook reading and activities for Chapter 19 *The Renaissance and Reformation*
- Chapter 19, Section 1 The Italian Renaissance
  - Teacher notes pages
  - Online and nonfiction resources with related activities
  - Map creation of the Silk Road
  - Examine and analyze Renaissance art
  - Michelangelo and da Vinci biographies
- Chapter 19, Section 2 The Renaissance beyond Italy
  - Teacher notes pages
  - Online and nonfiction resources with related activities
  - William Shakespeare work analysis and character study
- Chapter 19, Section 3 The Reformation of Christianity

- Teacher notes pages
- Online and nonfiction resources with related activities
- Biographies of Marco Polo, Gutenberg, Petrarch, etc.
- Persuasive writing for most important development

**Extensions:**

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

**Remediation:**

- Vocabulary lists
- Graphic organizers
- Differentiated texts

**Instructional Methods:**

- Large and small group instruction
- Supported and independent reading
- Learning stations
- Jigsaw activities

**Materials & Resources:**

- Textbook
- Various non-fiction sources
- Chromebooks with approved internet sites
- Google Classroom
- Videos

**Assessments:**

- **Diagnostic:**
  - Warm-ups
  - Pre-tests
  - Informal observation
  - Questioning
  - Student surveys
- **Formative:**
  - Warm-ups
  - Informal observation
  - Questioning
  - Learning stations
  - Quizzes
  - Projects
- **Summative:**
  - Writing projects
  - Tests