PLANNED INSTRUCTION

A PLANNED COURSE FOR:
6th Grade Social Studies - Ancient Civilizations

Curriculum Writing Committee:
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Grade Level: 6th

Date of Board Approval: 2026

Course Weighting: Ancient Civilizations

Tests/Exams	50-100 100 points
Projects	25-50 100 points
Participation	50 points
Quizzes	10-25 25 points
Homework/Classwork	5-10 10 points

Curriculum Map

Overview: Includes the Course Description and the Time/Credit for the course line.

This on-level Social Studies course covers periods from the Stone Age and Prehistory to the study of ancient Rome. The learning focuses on Ancient Civilizations that begin in the Fertile Crescent and expand to the South, North, East, and West of the Mediterranean Sea. This curriculum is designed to use technology and cross-curricular activities. Each grading quarter spans 45 days.

This course will have the students explore geography, economics, government, religions, and the cultures of ancient civilizations. Students will hone critical thinking skills and will analyze text to answer questions. They will collaborate with their peers, interact with historical text, receive direct instruction, conduct research, and utilize technology whenever it benefits their learning. This course has been constructed to meet state standards. Each Module is organized to include the interconnectedness of regions' geographic features, cultural and historical heritage, economic and governmental systems, and religious/spiritual backgrounds and practices with others.

This on-level Social Studies course covers human history from the Stone Age and Prehistory through the rise of the ancient Romans. Instruction centers on the development of ancient civilizations beginning in the Fertile Crescent and expanding in all directions across the Mediterranean region. The curriculum incorporates technology, and each grading quarter spans 45 days.

Goals:

Marking Period 1: The Stone Age and Early Cultures and The Fertile Crescent, Mesopotamia, and the Persian Empire
Time Frame: 45 Days - Students will be able to understand, analyze, apply, and compare the development of early human societies and the rise of civilizations in the Fertile Crescent, including the following concepts.

Unit 2 - The Stone Ages and Early Cultures (Time Frame: 23 days)

- The First People
    - Scientists Study Remains
    - Hominids and Early Humans
    - Stone Age Tools
    - Hunter-Gatherer Societies
- Early Human Migration
    - People Move out of Africa
    - People Adapt to New Environments
- Beginnings of Agriculture
    - The First Farmers
    - Farming Changes Societies

Unit 3 - The Fertile Crescent, Mesopotamia, and Persian Empire (Time Frame: 22 days)

- Geography of the Fertile Crescent
    - Rivers Support the Growth of Civilization
    - Farming and Cities
- The Sumerians
    - An Advanced Society
    - Religion Shapes Society
    - The Invention of Writing
    - Advances and Inventions
    - The Arts of Sumer
- Military Empires
    - The Babylonians Conquer Mesopotamia
    - Invasions of Mesopotamia
- The Phoenicians
    - Phoenicia
    - Phoenician Trade and Culture
- The Persian Empire
    - Persia Becomes an Empire
    - The Persian Empire Grows Stronger
    - The Persians Fight Greece

Marking Period 2: Kingdoms of the Nile and Religions of the World

Time Frame: 45 Days - Students will be able to understand, analyze, apply, and compare the development of early civilizations along the Nile and the origins, beliefs, and spread of major world religions, including the following concepts.

Unit 4 - Kingdoms of the Nile (Time Frame: 20 Days)

- Geography and Early Egypt
  - The Gift of the Nile
  - Civilization Develops in Egypt
  - Kings Unify Egypt
- The Old Kingdom
  - Life in the Old Kingdom
  - Religion and Egyptian Life
  - The Pyramids
- The Middle and New Kingdoms
  - The Middle Kingdom
  - The New Kingdom
  - Work and Daily Life
- Egyptian Achievements
  - Egyptian Writing
  - Egypt's Great Temples
  - Egyptian Art
- Kush and Aksum
  - The Geography of Early Nubia
  - Kush and Egypt
  - Later Kush
  - The Decline of Kush

Module 5/7/11/13: Religions of the World (Time Frame: 25 Days)

Unit 5: Ancient India (7 Days)

- Origins of Hinduism
  - Hinduism Develops
  - The Rise of Other Religions in India
- Origins of Buddhism
  - Siddhartha's Search for Wisdom
  - Teachings of Buddhism
  - Buddhism Spreads

Unit 7: Hebrews and Judaism (5 Days)

- Early Hebrews
    - Abraham and Moses Lead Their People
    - Kings Unite the Israelites
    - Invaders Conquer and Rule
    - Women in Israelite Society
- Jewish Beliefs and Texts
    - Jewish Beliefs Anchor Their Society
    - Texts List Jewish Beliefs
    - Scrolls Reveal Past Beliefs
    - Judaism and Later Cultures
- Judaism over the Centuries
    - Revolt, Defeat and Migration
    - Two Cultural Traditions
    - Traditions and Holy Days

Unit 11: The Growth of Christianity (7 Days)

- Religion in the Roman Empire
    - Roman Ideas About Religion
    - Jews and Romans Clash
    - The Roots of Christianity
- Origins of Christianity
    - The Life and Death of Jesus of Nazareth
    - Acts and Teachings
    - Jesus' Followers
- Geography and Life in Arabia
    - A Desert Land
    - Two Ways of Life

Unit 13: The Rise of Islam (6 Days)

- Origins of Islam
    - Muhammad Becomes a Prophet
    - Muhammad's Teachings
    - Islam Spreads in Arabia
    - The Qur'an
    - The Sunnah
    - Islamic Law
- Expansion of Islam
    - Muslim Armies Conquer Many Lands
    - Trade Helps Islam Spread
    - A Mix of Cultures

    - The Growth of Cities
- Muslim Cultural Achievements
    - Science and Philosophy
    - Literature and Arts

Marking Period 3: Ancient China, Ancient Greece
Time Frame: 45 Days - Students will be able to understand, analyze, apply, and compare the development of ancient Chinese and Greek civilizations, including the influence of geography, government, trade, and culture, including the following concepts.

Module 5: Ancient India

- **Geography and Early India**
    - **Geography of India**
    - **Harappan Civilization**
- **Vedic Society**
    - **The Roots of Vedic Society**
    - **Early Hinduism and Vedic Religion**
    - **Indian Social Structure**
- **Origins of Hinduism**
    - **Hinduism Develops**
    - **The Rise of Other Religions in India**
- **Origins of Buddhism**
    - **Siddhartha's Search for Wisdom**
    - **Teachings of Buddhism**
    - **Buddhism Spreads**
- **Indian Empires**
    - **Mauryan Empire Unifies India**
    - **Gupta Rulers Promote Hinduism**
- **Indian Achievements**
    - **Religious Art**
    - **Indian Literature**
    - **Scientific Advances**

Unit 6: Ancient China (20 Days)

- Geography and Early China
    - China's Physical Geography
    - Civilization Begins
    - China's First Dynasties
- **The Zhou Dynasty and New Ideas**
    - **The Zhou Dynasty**

    - **Confucius and Society**
    - **Daoism and Legalism**
- **The Qin Dynasty**
    - **The Qin Emperor's Strong Government**
    - **A Unified China**
- **The Han Dynasty**
    - **Han Dynasty Government**
    - **Family Life**
    - **Han Achievements**
    - **Buddhism Comes to China**
- Chinese Dynasties: Zhou, Qin, and Han
- The Silk Road
    - Expansion of Trade
    - Trade Along the Silk Road

Unit 8: Ancient Greece (25 days)

- Geography and the Early Greeks
    - Geography Shapes Greek Civilization
    - Trading Cultures Develop
    - Greeks Create City-States
- The Glory of Athens
    - Aristocrats and Tyrants Rule
    - Athens Creates Democracy
    - Ancient Democracy Differs from Modern Democracy
- Athens and Sparta
    - Spartans Build a Military Society
    - Athenians Admire the Mind
    - Sparta and Athens Fight
- Greek Mythology and Literature
    - Myths Explain the World
    - Ancient Greek Literature
    - Greek Literature Lives
- Greek Art, Philosophy, and Science
    - The Arts
    - Philosophy
    - Science

Marking Period 4: Ancient Rome and Early Americas
Time Frame: 45 Days - Students will be able to understand, analyze, apply, and compare the rise, expansion, and impact of empires in the Hellenistic world, Rome, and the early Americas, including the following concepts.

Unit 9: The Hellenistic World (5 Days)

- Alexander the Great
    - Macedonia Conquers Greece
    - Alexander Builds an Empire
    - Spreading Greek Culture

Unit 10: Ancient Rome (20 Days)

- Geography and the Rise of Rome
    - Geography of Italy
    - Rome's Legendary Origins
    - The Early Republic
- The Roman Republic
    - Roman Government
    - Written Laws Keep Order
    - Life in Ancient Rome
    - Growth of Territory and Trade
    - Rome Grows Beyond Italy
- From Republic to Empire
    - Crises Strike the Republic
    - The Call for Change
    - Caesar's Rise to Power
    - Augustus the Emperor
- A Vast Empire
    - The Empire Expands
    - Trade Increases
    - The Pax Romana
    - Romans Allow Many Religions
- The Fall of Rome
    - Problems Threaten the Empire
    - Barbarians Invade Rome
    - Factors in Rome's Fall
- Rome's Legacy
    - Roman Science and Engineering
    - Architecture and Art
    - Literature and Language

- The Beginning of Civil Law
- Philosophy and History

Unit 18: The Early Americas (20 days)

- Geography and Early Cultures
  - Geography of the Americas
  - The First People Arrive
  - Farming and Settlement
- The Mayas
  - Geography Affects Early Mayas
  - Maya Classic Age
  - Roles in Maya Society
  - Religious Traditions
  - Cultural Achievements
  - Maya Civilization Declines
- The Aztec Empire
  - The Aztecs Build an Empire
  - Aztec Society
  - Aztec Religion
  - Science, Art, and Language
  - Cortés Conquers the Aztecs
- The Inca Empire
  - The Rise of the Inca Empire
  - Society and Daily Life
  - Building, Art, and Oral Literature
  - Pizarro Conquers the Incas
- North American Cultures
  - The Earliest North American Cultures
  - Later Cultures

Big Ideas:
1. The evolution of agriculture has influenced human societies by permitting people to settle in one place, expand their populations, and create civilizations.
2. Geography, trade, shared beliefs, and strong governments helped early civilizations unite and expand.
3 The modern world is influenced by the development of unique cultures and achievements from Ancient civilizations.
4. Ancient civilizations needed to adapt to their environments to survive.
5. The identities, laws, and daily lives of civilizations have been shaped by religious beliefs, sacred texts, and cultural traditions.

6. Ancient Greece and Rome laid important foundations for Western civilization through their ideas about government, citizenship, philosophy, engineering, and the arts.
7. Historical events, cultural connections, and the transmission of ideas have helped spread the major world religions, including Judaism and Christianity.
8. Today's societies, governments, cultures, and technologies continue to be shaped by the achievements and innovations of ancient civilizations.

- Essential Question Module #2- Why was the invention of farming revolutionary?
- Essential Question Module #3- What factors helped unify early civilizations in Southwest Asia?
- Essential Question Module #4- Why were Egyptians able to create such a long-lasting civilization?
- Essential Question Module #5- How do India's rich history and culture help affect the world today?
- Essential Question Module #6- How do the people, events, and ideas that shaped ancient China continue to influence the world?
- Essential Question Module #8- Why might historians consider ancient Greece the first Western civilization?
- Essential Question Module #9- What advances did the Greeks make that still influence the world today?
- Essential Question Module #10- Was Rome more successful as a republic or as an empire?

Textbook and Supplemental Resources:

- Primary Textbook Name: Ancient Civilizations
    - Textbook ISBN: 978-0-544-66921-5
    - Textbook Publisher/Year of Publication: Houghton Mifflin Harcourt Publishing Company, 2019

- Supplemental Resources:
    - Houghton Mifflin Harcourt: Ancient Civilizations Volume 1-2 Copyright 2018 Ancient Civilizations Guided Reading Workbook Digital research and resources through Houghton Mifflin Harcourt

Curriculum Plan

Marking Period 1: Units 2 and 3: The Stone Age and Early Cultures and The Fertile Crescent, Mesopotamia, and the Persian Empire

Grade Level(s): 6 **Time Frame: 45 Days**

Standards: Pennsylvania academic standards/PACS, History and Social Studies, PACS for Reading/Writing in History and Social Studies, Reading and Writing Anchors**.**

PACS History and Social Studies Standards Addressed:

8.1.4.A - Identify and describe how geography and climate have influenced continuity and change over time.
8.1.5.A - Identify and explain the influences of economic features on continuity and change over time.
8.1.6.A - Explain continuity and change over time using sequential order and context of events.
8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.
8.1.9.A - Compare patterns of continuity and change over time, applying the context of events.
M8.1.12.A
8.1.U.A - Evaluate patterns of continuity and change over time, applying the context of events.
8.1.W.A
8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
8.1.9.B - Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.12.B - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.W.B
8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.
8.1.12.C - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.1.U.C - Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.4.6.A - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
8.4.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.9.A

8.4.12.A - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.W.A
8.4.4.B - Locate historical documents, artifacts, and sites, which are critical to World history.
8.4.5.B - Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.
8.4.7.B - Explain the importance of historical documents, artifacts, and sites that are critical to world history.
8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history.
8.4.9.B - Contrast the importance of historical documents, artifacts, and sites that are critical to world history.
8.4.12.B - Evaluate the importance of historical documents, artifacts, and sites that are critical to world history.
8.4.W.B
8.4.4.C - Evaluate critical issues in various contemporary governments.
8.4.6.C - Explain how continuity and change have impacted world history.
8.4.7.C - Differentiate how continuity and change have impacted world history.
8.4.12.C - Evaluate how continuity and change have impacted the world today.
8.4.W.C
8.4.3.D - Identify conflict and cooperation among groups and organizations from around the world.
8.4.4.D - Distinguish between conflict and cooperation among groups and organizations that impacted the development of the history of the world.
8.4.6.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.
8.4.8.D - Compare conflict and cooperation among groups and organizations that have impacted the history and development of the world.
8.4.9.D - Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
8.4.12.D - Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
8.4.W.D

PA Academic Standards:

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 that are critical to world history.
8.4.6.C - Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government

- Physical and human geography
- Social organizations

8.4.6.D - Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
7.1.6.A - Describe how common geographic tools are used to organize and interpret information about people, places, and the environment.
7.2.6.A - Describe the characteristics of places and regions.
7.2.6.B - Describe the physical processes that shape patterns on Earth's surface
7.3.6.A - Describe the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.3.6.C
7.3.6.D
7.3.6.E
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.

Reading Standards in History and Social Studies:

CC.8.5.6-8.A - Cite specific textual 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.C - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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.E - Describe how a text presents information (e.g., sequentially, comparatively, causally).
CC.8.5.6-8.F - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
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.8.5.6-8.H - Distinguish among fact, opinion, and reasoned judgment in a text.
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 -

Writing Standards in History and Social Studies:

CC.8.6.6-8.A - Write arguments focused on discipline-specific content.
• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and supports the argument presented
CC.8.6.6-8.B - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Establish and maintain a formal style and objective tone.
• Provide a concluding statement or section that follows from and supports the information or explanation presented.
CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.6-8.D - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
CC.8.6.6-8.E - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CC.8.6.6-8.F - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CC.8.6.6-8.G - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.6.6-8.H - Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.6-8.I - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchors: Reading:

- R.6.A.2.1 - Identify and apply the meaning of multiple-meaning words used in a text.
- R.6.A.2.2 - Identify and apply word recognition skills.
- R.6.A.2.3 - Make inferences, draw conclusions, and make generalizations based on text.
- R.6.A.2.4 - Identify and explain main ideas and relevant details.
- R.6.A.2.5 - Summarize nonfictional text as a whole.
- R.6.A.2.6 - Identify and describe the genre of text.

Eligible Content:

- Early human migration
- Beginnings of Agriculture
- Geography of the Fertile Crescent
- The Sumerians
- Military Empires
- The Phoenicians
- The Persian Empire

Objectives:

- Investigate the tools used to understand history, and the connections between geography and its importance to civilizations. (DOK Level-3)
- Employ essentials for vocabulary. (DOK-Level-2)
- Summarize how hunter-gatherers lived during the Stone Age and the beginning of farming. (DOK Level 2)
- Identify the advantages people gained from settling down in one place; learn about the cause and effect on the growth of early cities, and how the first civilizations formed and spread. (DOK Level-2)
- Analyze how geography made the rise of civilizations in the Fertile Crescent possible; learn about Sumer's first cities; examine the characteristics of Sumerian religion. (DOK Level-4)
- Differentiate between the most important empires of the Fertile Crescent; find out what categorized the Sumerian, Babylonian, Assyrian, and Persian Empires. (DOK Level-3)
- Make observations about the importance of farming and its effects on the civilizations of Hammurabi's code; find out how the art of writing developed in Mesopotamia in both Sumer and Phoenicia. (DOK Level-2)
- Assess and analyze how the sea power of the Phoenicians helped spread civilization throughout the Mediterranean area. (DOK Level-3,4)
- **Connect the rise of the Persian Empire and the conflict it had with Greece. (DOK - 4)**

Core Activities and Corresponding Instructional Methods:

- Using the lessons in the Modules, students will preview each lesson, identify and define the vocabulary, analyze the timeline and use the online sequencing activity to reinforce timeline activities.
- Read through the lesson, teacher-led or digital-led. Discuss the content of the lesson, including main ideas and draw conclusions about the lesson's content. Answer the reading check questions throughout the lesson.
- Using online resources, view videos supplied for the assigned lesson and create small group discussions to make connections between written content and video content.
- Read the Lesson Summary in the Guided Reading Workbook, then answer the questions that follow. Complete the challenge activity. Students will discuss their answers in small groups.
- Using the online assigned document to investigate topics specific to the lesson.

- Explore the online interactive map tool to answer higher-order thinking questions.
- Review vocabulary and key thoughts in preparation for the lesson quiz.
- Students can complete a timeline activity identifying major developments of the Stone Age, including the use of fire, the development of tools, cave art, and the rise of farming communities.
- Have students compare hunter-gatherer societies and early farming villages using a Venn diagram or comparison chart.
- Students can complete a "Stone Age Survival" activity where they identify the resources needed to survive in different environments and explain adaptations early humans may have made.
- Have students create and label a map showing important geographic features that influenced early settlement patterns, such as rivers, mountains, deserts, and grasslands.
- Have students identify and label the major rivers, cities, and geographic features of the Fertile Crescent on a map.
- Students can complete a chart comparing the Sumerian, Babylonian, Assyrian, and Persian Empires, focusing on government, military strength, religion, and achievements.
- Elaborate on Sumerian and Phoenician writing, assign a project using the Phoenician alphabet, and an activity with cuneiform writing.
- Have students research one major Mesopotamian invention, such as the wheel, sail, irrigation system, or writing system, and explain its impact on civilization.
- Students can participate in a mock courtroom activity using Hammurabi's Code to settle disputes between citizens.
- Have students research the Phoenicians and create a map showing important trade routes and colonies throughout the Mediterranean region.
- Students can complete a project designing their own ancient city-state, including government, religion, trade, laws, and defenses.
- As a class, create a list of Mesopotamian achievements and inventions that still influence the world today. Students can choose one achievement and create a poster, Canva, or Google Slides explaining its importance.

Assessments:

- Diagnostic:
    - Pre-test, question and answer session, class discussion, brainstorming
    - Pre-unit vocabulary check
    - Locate continents on a map
    - Bell ringers: "What do you already know about early human civilizations?", or "What are the criteria for a civilization?"

- Formative:
    - Teacher-generated worksheets, class discussion, questions, and answers
    - Mapping activities - Labeling
    - Exit tickets
    - Timeline activities (early human development)

- Summative:
    - Lesson quizzes and projects for Modules 2 and 3. Module 2 and 3 Exams

- Correctives:
    - Skeleton notes - assisted note-taking activity
    - Graphic organizers or worksheets - clarify the content taught in the section

- Extensions:
    - Primary source documents - analyze and build connections to the unit
    - Provide maps as visual cues to connect content

Marking Period 2: Units 4, 5, 7, 11, and 13: Kingdoms of the Nile and Religions of the World
Module 4 and Module 5: *Kingdoms* of the Nile and Ancient India

Grade Level(s): 6th **Time Range: 45 days**

Eligible Content:

- Geography of Early Egypt
- The Old Kingdom
- The Middle and New Kingdoms
- Egyptian Achievements
- Kush and Aksum
- Geography and Early India
- Vedic Society
- Origins of Hinduism
- Origins of Buddhism
- Indian Empires
- Indian Achievements

Objectives:

- Differentiate how the geography of the Nile changes as the river runs its course and relate it to the types of communities that first appeared along the Nile, and how the Nile was used for trade. (DOK Level 3)
- Employ CODE essentials for vocabulary. (DOK-Level-2)
- Connect the history of kingship in Ancient Egypt; compare Egypt's accomplishments during each of the three kingdom periods; understand what categorized the rule of Egypt during the New Kingdom. (DOK Level 2 - 3)
- Investigate Egyptian gods and goddesses and analyze how they relate to the Egyptians' belief in the afterlife and how and why the Pharaohs tombs were built. (DOK-Level 3-4)
- Make observations about the everyday life of the Ancient Egyptians; Learn about writing in Ancient Egypt; Discover advances made by the Egyptians in science, art, and medicine. (DOK-Level 2)
- Explain the relationship between Kush, Aksum, and Egypt; Compare the Kush Kingdoms centered in Kerma, Napata, and Meroe. (DOK-Level 3)
- Relate India's geographic setting to life in the Indus River Valley; examine the rise of a new culture in the Indus and Ganges River valleys. (DOK-Level 3)
- Assess the makeup of the Vedic Society in comparison to the Harappan Civilization. (DOK-Level 3)
- Investigate the development of Hinduism in India. (DOK-Level 3)
- Explain how the events in the life of the Buddha led to the development of his teachings; compare how Buddhism was received inside and outside India. (DOK-Level 3)
- Learn about the rise of the Mauryan Empire; Study Asoka's leadership, and identify

his accomplishments with those of Chandragupta; Investigate the Gupta Empire. (DOK-Level 3)
- Discover achievements of India in science, art, and medicine. (DOK-Level 2)
- Explain how Judaism influenced later religions and cultures, particularly Christianity and Islam. (DOK Level 2–3)
- Analyze the factors (geography, trade routes, Roman infrastructure) that helped Christianity expand. (DOK Level 3)
- Analyze the core teachings of Islam and how they are reflected in the Qur'an and Sunnah. *(DOK Level 3)*

Core Activities and Corresponding Instructional Methods:

- Using the lessons in the Modules, students will preview each lesson, identify and define the vocabulary, analyze the timeline, and use the online sequencing activity to reinforce timeline activities.
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- Using online resources, view videos supplied for the assigned lesson and create small group discussions to make connections between written content and video content.
- Read the Lesson Summary in the Guided Reading Workbook, then answer the questions that follow. Complete the challenge activity. Students will discuss their answers in small groups.
- Use the online assigned document to investigate topics specific to the lesson.
- Explore the online interactive map tool to answer higher-order thinking questions.
- Review vocabulary and key thoughts in preparation for the lesson quiz.
- Have students identify and label important geographic features of Ancient Egypt on a map, including Upper and Lower Egypt, the Nile River, the Nile Delta, deserts, and the surrounding seas.
- Have students compare the Old Kingdom, Middle Kingdom, and New Kingdom using a chart focusing on leadership, accomplishments, military power, and cultural developments.
- Have students create a model, drawing, or digital design of a pyramid or Egyptian temple and explain its purpose and importance.
- Students will create a vocabulary list for the module, including terms such as pharaoh, dynasty, mummification, hieroglyphics, papyrus, and afterlife.
- Have students identify and label important geographic features of Ancient India on a map, including the Indus River, Ganges River, Himalayas, and Indian Ocean.
- Students can complete a timeline activity tracing the life of Siddhartha Gautama and the development of Buddhism.
- Have students compare Hinduism and Buddhism using a Venn diagram, focusing on beliefs, practices, and goals.

- Have students identify and label important locations connected to Jewish history on a map, including Canaan, Jerusalem, Egypt, and Babylon.
- Have students research an Egyptian pharaoh such as Narmer, Hatshepsut, Ramses II, or Tutankhamun and present important accomplishments to the class.
- Have students identify and label important locations connected to early Christianity on a map, including Jerusalem, Rome, and major trade routes of the Roman Empire.
- Have students compare Roman religious beliefs with early Christian beliefs using a Venn diagram or chart.
- Have students identify and label important geographic locations connected to the rise of Islam on a map, including Mecca, Medina, Arabia, and major trade routes.
- Students can complete a timeline activity tracing major events in the life of Muhammad and the spread of Islam.
- Have students compare Judaism, Christianity, and Islam using a chart focusing on beliefs, prophets, sacred texts, and places of worship.
- Elaborate on Egyptian and Indian culture, assign a project using the foundations of Egypt and or India that represents their Geography, religion, leaders, and achievements.

Assessments:

- Diagnostic:
  - Pre-test, question and answer session, class discussion, and brainstorming.
  - Where are they located? (Mapping activity) Nile river, Egypt, India, Roman Empire, etc.
  - Bell ringers: "How do religions spread?"or "What impact does religion have on civilizations?"

- Formative:
  - Teacher-generated worksheets, class discussion, questions, and answers.
  - Exit tickets
  - Venn diagram on Hinduism vs. Buddhism
  - Map labeling activities - trade routes, Silk Road.
  - Timeline activities - Life of Budda, Hebrew History, Nile River Valley development.

- Summative:
  - Lesson quizzes and projects for Modules 4,5,7,11,13. Module 4 and 5/7/11/13 combined Exams.

- Correctives:
  - Skeleton notes - assisted note-taking activity
  - Graphic organizers or worksheets - clarify the content taught in the section

- Extensions:
  - Primary source documents - analyze and build connections to the unit
  - Provide maps as visual cues to connect content

Marking Period 3: Unit 6 and Unit 8: Ancient China and Ancient Greece

Grade Level(s): 6th **Time Range**: 45 days

Eligible Content

- Geography and Early China
- The Zhou Dynasty and New Ideas
- The Qin Dynasty
- The Han Dynasty
- Chinese Dynasties: Zhou, Qin and Han
- The Silk Road
- Geography and The Early Greeks
- The Glory of Athens
- Athens and Sparta
- Greek Mythology and Literature
- Greek, Art, Philosophy, and Science

Objectives

- Employ essentials for vocabulary. (DOK-Level-2)
- Analyze the geography of ancient China and its effects on the early civilizations in China, and learn about the importance of family ties in early Chinese society. (DOK-Level 4)
- Learn about the life of Confucius; find out about the teachings of Confucius; recognize the influence Confucianism had on Chinese society. (DOK-Level 1)
- Summarize the events in the rise of the Qin Dynasty and how Emperor Shi Huangdi attempted to unify the economy and culture of China: examine the actions of the Han Dynasty leader and compare both dynasties. (DOK-Level 2-3)
- Learn about the Silk Road: find out about the Han Dynasty's respect for tradition and learning: investigate the important advances in technology that were made in China during the Han Dynasty. (DOK-Level 3)
- Assess how Greece's geographic setting influences the development of Greek civilization: examine early Greek history in the development of democracy in Greece. (DOK-Level 2)
- Identify the religious beliefs of the ancient Greeks: explore how the Greeks searched for knowledge about the world: connect the relationship between the rise of democracy and the spread of new ideas in Greek city-states. (DOK-Level 1-4).

Core Activities and Corresponding Instructional Methods:

- Using the lessons in the Modules, students will preview each lesson, identify and define the vocabulary, analyze the timeline, and use the online sequencing activity to reinforce timeline activities.
- Read through the lesson, teacher-led or digital-led. Discuss the content of the lesson, including main ideas, and draw conclusions about the lesson's content. Answer the reading check questions throughout the lesson.
- Using online resources, view videos supplied for the assigned lesson and create small group discussions to make connections between written content and video content.
- Read the Lesson Summary in the Guided Reading Workbook, then answer the questions that follow. Complete the challenge activity. Students will discuss their answers in small groups.
- Using the online assigned document to investigate topics specific to the lesson.
- Explore the online interactive map tool to answer higher-order thinking questions.
- Review vocabulary and key thoughts in preparation for the lesson quiz.
- Have students identify and label important geographic features of Ancient China on a map, including the Huang He (Yellow River), Yangtze River, Himalayas, Gobi Desert, and Pacific Ocean.
- Have students compare the Zhou, Qin, and Han Dynasties using a chart focusing on government, achievements, leadership, and contributions to Chinese society.
- Working with a partner, have students research Confucius and create a poster or digital presentation explaining his teachings and their influence on Chinese society.
- Students may create a skit or dialogue showing how Confucian values such as respect, loyalty, and family duty affected everyday life in Ancient China.
- Have students complete a timeline activity showing important events and achievements of the Qin and Han Dynasties.
- Students may complete a “Silk Road Trade Simulation” where they trade goods such as silk, spices, paper, and jade while facing obstacles such as deserts, mountains, and bandits.
- Have students create a map tracing the Silk Road and identify important cities, products traded, and regions connected by trade.
- Students can investigate Han Dynasty inventions such as paper, the compass, silk production, and wheelbarrows, and create a poster or Canva describing their importance.
- Have students identify and label important geographic features of Ancient Greece on a map, including mountains, seas, islands, Athens, Sparta, and trade routes.
- Students may participate in a classroom debate answering the question: “Would you rather live in Athens or Sparta?” using evidence to support their arguments.
- Working with a partner, have students research an important Greek leader, philosopher, scientist, or writer such as Pericles, Socrates, Plato, Aristotle, Homer, or Hippocrates and present their contributions to the class.
- Have students complete a timeline activity showing major events in Ancient Greek history, including the rise of city-states, the Persian Wars, the Golden Age of Athens, and the Peloponnesian War.
- Have students compare Ancient Athenian democracy to modern democracy using a Venn diagram or written response.
- Have students research a Greek god or goddess and create a trading card or poster including symbols, powers, myths, and importance to Greek culture.

- Have students investigate Greek contributions in philosophy, science, medicine, mathematics, or theater and create a poster or Google Slides presentation explaining the lasting impact of these achievements.
- Elaborate on Chinese and Greek culture, assign a presentation project choosing a person, event, or influential cultural advancement, and explain how the person, event, or cultural advancement influenced and affected Chinese or Greek society.

Assessments:

- Diagnostic:
  - Pre-test, question and answer session, class discussion, and brainstorming.
  - Bellringers: "How does geography affect civilizations?", "What do you know about democracy?"

- Formative:
  - Teacher-generated worksheets, class discussion, questions, and answers
  - Silk Road trade simulation
  - Map labeling activities
  - Dynasty comparison charts
  - Athens vs. Sparta comparison chart

- Summative:
  - Lesson quizzes and projects for Modules 6 and 8. Module 6 and 8 Exams

- Correctives:
  - Skeleton notes - assisted note-taking activity
  - Graphic organizers or worksheets - clarify the content taught in the section

- Extensions:
  - Primary source documents - analyze and build connections to the unit
  - Provide maps as visual cues to connect content

Marking Period 4: Units 9, 10, and 18: The Hellenistic World, Ancient Rome and The Early

Americas

Module 9 and Module 10 The Hellenistic World and Ancient Rome

Grade Level(s): 6th **Time Range:** 45 days

Eligible Content

- Alexander the Great
- The Hellenistic Kingdoms
- Hellenistic Achievements
- Geography and the Rise of Rome
- The Roman Republic
- From Republic to Empire
- A Vast Empire
- The Fall of Rome
- Rome's Legacy
- Geography and Early Cultures
- The Mayas
- The Aztec Empire
- The Inca Empire
- North American Cultures

Objectives:

- Employ essentials for vocabulary. (DOK-Level-2)
- Make observations about public life in Athens and how Athenians spent their time when they were at home; Understand how slavery operated in ancient Greece. (DOK-Level 2)
- Investigate how people lived in ancient Sparta; discover some results of the Persian invasion of Greece; draw conclusions about the conflicts that the Athenian Empire faced. (DOK-Level 3)
- Learn about the geography and early settlement of Rome; Learn how the Roman Republic went into decline. (DOK-Level 1-2)
- Learn and cite evidence on the Greek influence of Rome; Identify Roman architecture and technology, and law. (DOK-Level 3)
- Discover who could be a Roman citizen; Investigate how Romans of different social classes lived and understand the importance of family life in Roman society; Learn about slavery in ancient Rome. (DOK Level 3)
- Learn about the rise of Christianity in the Roman Empire; Summarize how Christianity spread throughout the empire; Understand the Roman government's reaction to the growth of Christianity. (DOK-Level 2)
- Develop a logical argument that explores how bad government contributed to the decline of the Roman Empire; Discuss Constantine's role in support of Christianity; Learn how Northern Invaders brought about the collapse of the Roman Empire. (DOK-Level 3)
- Describe how the Aztecs built and expanded their empire; Examine the structure of Aztec society and religious practices. (DOK-Level 2-3)

- Identify characteristics of early and later North American cultures; Compare how different groups adapted to their environments across regions. (DOK-Level 2-3)
- Explain the rise and expansion of the Inca Empire; Describe Inca society, daily life, and cultural achievements. (DOK-Level 2)

Core Activities and Corresponding Instructional Methods:

- Using the lessons in the Modules, students will preview each lesson, identify and define the vocabulary, analyze the timeline and use the online sequencing activity to reinforce timeline activities.
- Read through the lesson, teacher lead or digital lead. Discuss content of lesson including main ideas and draw conclusions about the lessons content. Answer the reading check questions throughout the lesson.
- Using online resources view videos supplied for the assigned lesson and create small group discussions to make connections between written content and video content.
- Read the Lesson Summary in the Guided Reading Workbook then answer the questions that follow. Complete the challenge activity. Students will discuss their answers in small groups.
- Using the online assigned document to investigate topics specific to the lesson.
- Explore the online interactive map tool to answer higher order thinking questions.
- Review vocabulary and key thoughts in preparation for the lesson quiz.
- Have students identify and label Alexander the Great's empire on a map, including key regions in Greece, Egypt, Persia, and India.
- Have students research Alexander the Great and create a short biography presentation focusing on his leadership and legacy.
- Students may create a timeline of Alexander's life and conquests from Macedonia to India.
- Have students identify and label major geographic features of Rome and Italy on a map, including rivers, seas, and key cities.
- Students can complete a timeline activity showing Rome's development from monarchy to republic to empire.
- Working with a partner, have students compare Roman government to modern democratic systems using a Venn diagram.
- Have students research Roman achievements in engineering, architecture, or technology and create a poster or digital presentation.
- Students can create a timeline of key figures such as Julius Caesar, Augustus, and Constantine and explain their importance.
- Have students identify and label major geographic regions of the Americas on a map, including mountains, deserts, rainforests, and river systems.
- Have students research the Maya civilization and create a presentation on their society, religion, and achievements.
- Have students compare the social structures of the Maya, Aztec, and Inca civilizations using a chart or diagram.
- Students can participate in a classroom simulation where they represent different roles in Aztec society (emperor, priest, farmer, warrior, merchant).

- Have students research Inca achievements such as roads, agriculture, and engineering and create a poster or digital presentation.
- Students can complete a map activity tracing the Inca road system and explaining how geography influenced communication and trade.
- Elaborate on Greek and Roman Civilizations by analyzing the collapse of each civilization. Using the content learned in this unit create a cause and effect timeline analyzing the rise and fall of Greek or Roman Civilizations.

Assessments:

- Diagnostic:
  - Pre-test, question and answer session, class discussion, and brainstorming
  - Bellringers such as: "What is an empire?" and "What makes a government successful?"
  - Where in the world is it? Identifying locations of Rome and the geography of the Americas.

- Formative:
  - Teacher-generated worksheets, class discussion, questions, and answers
  - Map labeling of empire expansion, trade routes, and regions
  - Exit tickets
  - Alexander the Great timeline
  - Roman government comparison chart
  - Maya/Aztec/Inca comparison chart

- Summative:
  - Lesson quizzes and projects for Modules 9, 10, and 18. Module 9, 10, and 18 Exam. Comprehensive Final Exam,

- Correctives:
  - Skeleton notes - assisted note-taking activity
  - Graphic organizers or worksheets - clarify the content taught in the section

- Extensions:
  - Primary source documents - analyze and build connections to the unit
  - Provide maps as visual cues to connect content