6th Grade Social Studies
<u>Ancient Civilizations</u>
Program of Studies Description:

The 6th Grade Social Studies curriculum focuses on Ancient Civilizations, from Prehistoric times to the Roman Empire. A major focus of this course will be for the students to analyze the relationships between past and present cultures. Students will explore early civilizations and the development of the 5 Major World Religions. This course will target strategies for improving student comprehension in the areas of reading and writing, the development of map skills, and the basic skills of research necessary for the writing process.

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Course Description: The 6th Grade Social Studies curriculum focuses on Ancient Civilizations, from Prehistoric times to the Roman Empire. A major focus of this course will be for the students to analyze the relationships between past and present cultures. Students will explore early civilizations and the development of the 5 Major World Religions. This course will target strategies for improving student comprehension in the areas of reading and writing, the development of map skills, and the basic skills of research necessary for the writing process.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
Unit 1 – Prehistory/Origins of Civilization/Early Man	4 Weeks	• **5.1.6.A:** Explain the principles and ideals shaping government. (Focus on the emergence of government in early civilizations). • **6.1.6.A:** Explain how contributions of individuals and groups change society. (Focus on early innovators). • **7.1.6.A:** Describe how basic geographic features have impacted the development of civilizations from local to global levels.	-Quizzes -Tests -One Pager Assessments -Projects -Choice Boards -Maps
Unit 2 - Mesopotamia	4 Weeks	• **7.1.6.A:** Describe how common geographic tools	• **Formative Assessments (Ongoing checks for**

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		are used to organize and interpret information about people, places, and environments. ● **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 concepts of population density and distribution. ● **8.1.6.B:** Explain the importance of historical documents, artifacts, and sites which are critical to	**understanding):** ○ **Entry/Exit Tickets:** Short prompts to activate prior knowledge or summarize a day's lesson. ○ **Map Labeling:** Students label key geographical features (rivers, seas, city-states) on a blank map of the Fertile Crescent. ○ **Vocabulary Quizzes:** Matching, fill-in-the-blank, or sentence-writing quizzes. ○ **Think-Pair-Share:** Discussions based on essential questions. ○ **Primary Source Analysis:** Worksheets guiding students through excerpts of Hammurabi's Code. ● **Summative Assessments (End-of-unit evaluation):**

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			○ **Unit Test:** A combination of multiple-choice, vocabulary matching, short-answer, and an essay question related to a unit essential question. ○ **Cuneiform Tablet Project:** Students create a clay tablet with a message written in cuneiform and provide a "translation." ○ **DBQ (Document-Based Question) Essay:** Students analyze several primary and secondary source documents to write an argumentative essay answering the prompt: "Were Hammurabi's laws just?"
Unit 3 - Egypt	4 Weeks	● **8.4.6.A:** Compare the social, political, cultural, and economic	● **Formative Assessments (Ongoing Checks for Understanding):**

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		contributions of individuals and groups to world history. (Focus: Pharaohs, scribes, artisans, farmers). ● **8.4.6.B:** Differentiate between fact and interpretation of individuals and events in world history. (Focus: Interpreting historical sources like hieroglyphics and artifacts). ● **7.1.6.A:** Describe the physical characteristics of places and regions. (Focus: Nile River Valley, deserts, delta, cataracts). ● **7.2.6.A:** Describe the characteristics of culture and belief systems. (Focus: Egyptian polytheism, mummification, concept of the afterlife). ● **5.1.6.D:** Explain the basic principles and ideals that shape government in other nations. (Focus: Theocracy, divine right of kings, role of the	○ **Entry/Exit Slips:** Short-response questions at the beginning or end of a lesson (e.g., "List two gifts of the Nile River."). ○ **Think-Pair-Share:** Students discuss prompts related to essential questions. ○ **Vocabulary Quizzes:** Matching, fill-in-the-blank, or creating sentences with key terms. ○ **Map Labeling:** Students identify key geographic features on a blank map of Egypt. ○ **Thumbs Up/Down:** Quick check for comprehension of key concepts during instruction. ● **Summative Assessments (Evaluates Mastery of Unit):** ○ **Unit Test:** A

		pharaoh).	combination of multiple-choice, vocabulary matching, short-answer questions, and one essay question based on a unit essential question. ○ **Project-Based Assessment (Choice Board):** 1. **G.R.A.P.E.S. Poster:** Create a poster organizing the Geography, Religion, Achievements, Politics, Economics, and Social Structure of ancient Egypt. 2. **Pharaoh's Tomb Design:** Create a blueprint or 3D model of a pharaoh's tomb, including a written explanation of the artifacts inside and their religious

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			significance. 3. **A Day in the Life Journal:** Write a series of journal entries from the perspective of an ancient Egyptian (scribe, farmer, artisan, etc.), describing their daily life, challenges, and beliefs. ○ **Document-Based Question (DBQ):** Students analyze a set of primary and secondary source documents to write a cohesive essay answering the question: "How did the religious beliefs of the ancient Egyptians shape their civilization?"
Unit 4 - Judaism, Israelites	4-6 Weeks	• **7.1.6.A:** Describe the physical characteristics of places and regions.	-Quizzes -Tests -One Pager Assessments -Projects

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		(e.g., the geography of Canaan/Ancient Israel). • **7.1.6.B:** Explain the physical processes that shape the earth. (e.g., importance of water sources like the Jordan River). • **8.1.6.A:** Explain the significance of historical documents, artifacts, and places. (e.g., the Torah, the Dead Sea Scrolls, Jerusalem). • **8.1.6.B:** Explain and analyze historical sources for context, credibility, and bias. • **8.4.6.A:** Compare the positions and roles of individuals and groups in ancient societies. (e.g., prophets, kings, priests). • **8.4.6.B:** Compare and contrast the politics, culture, and economy of ancient civilizations. • **8.4.6.C:** Compare and	-Choice Boards -Maps

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		contrast the development of systems of government. (e.g., tribal leadership, monarchy). • **8.4.6.D:** Explain the social, political, cultural, and economic contributions of individuals and groups in ancient civilizations. (e.g., Abraham, Moses, King David).	
Unit 5 – India	4-6 Weeks	• **7.1.6.A:** Describe the physical characteristics of places and regions. • **7.2.6.A:** Describe the characteristics of culture and belief systems. • **7.2.6.B:** Describe the cultural contributions of individuals and groups. • **8.1.6.B:** Explain the importance and contributions of historical individuals and groups. • **8.4.6.A:** Explain the social, political, cultural, and economic	**Formative** - Entry/Exit Slips: Quick checks for understanding on daily topics (e.g., "List two ways the Himalayas affected early settlement in India."). - Think-Pair-Share: Students discuss essential questions with a partner before sharing with the class. - Vocabulary Quizzes: Regularly check understanding of key terms. - Map Quiz: Assess knowledge of key

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		contributions of individuals and groups to world history. ● **8.4.6.B:** Explain the importance of historical documents, artifacts, and sites which are critical to world history. ● **8.4.6.C:** Differentiate between fact and opinion, while explaining how historical events are influenced by interpretations. ● **8.4.6.D:** Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	geographical features. **Summative** - Unit Test: A combination of multiple-choice, matching (vocabulary), short-answer, and map-based questions. - Document-Based Question (DBQ): Students analyze a set of documents (excerpts, images, charts) to answer a prompt, such as "To what extent did Emperor Ashoka's conversion to Buddhism change the Mauryan Empire?" - "Golden Age" Museum Exhibit Project: Students work individually or in small groups to research a specific achievement from the Gupta Empire and create a "museum placard" or a short presentation explaining its function and long-term impact.
Unit 6 - China	4 Weeks	● **6-8.H.1.1:** Analyze the ways that historical events and trends are shaped by unique	-Quizzes -Tests -One Pager Assessments -Projects -Choice Boards

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		circumstances of time and place, as well as broader historical contexts. *(Focus: Dynastic Cycle)* • **6-8.H.1.2:** Analyze and interpret historical sources. *(Focus: Examining oracle bones, excerpts from philosophers, images of artifacts)* • **6-8.G.2.1:** Explain how the physical characteristics of places and regions and their changes over time have influenced the culture, economy, and migration of people. *(Focus: Impact of the Yellow and Yangtze Rivers, Gobi Desert, and Himalayan Mountains)* • **6-8.C.1.1:** Explain how different forms of government and different political and economic systems have developed	-Maps -IXL -Ed Puzzles - Formative

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		and changed over time. *(Focus: Dynastic rule, Mandate of Heaven, rise of bureaucracy)* • **6-8.E.2.1:** Analyze the role that trade and markets have played in the exchange of goods and services. *(Focus: The Silk Road)*	
Unit 7/7b – Greece	5 Weeks	• **8.4.6.A:** Explain how continuity and change in Ancient Greece have influenced the course of world history. • **8.1.6.A:** Explain the significance of historical documents, artifacts, and places critical to world history. • **6.1.6.A:** Explain how the physical characteristics of places and regions influence culture, community, and civilization. (e.g., impact	-Quizzes -Tests -One Pager Assessments -Projects -Choice Boards -Maps -Ed Puzzles - Formative -IXL

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		of mountains, seas on Greek city-states). • **5.1.6.C:** Explain the principles and ideals shaping government (e.g., democracy, oligarchy, monarchy in Greece). • **5.1.6.D:** Compare and contrast the basic principles and ideals found in significant historical documents from Ancient Greece to the present.	
Unit 8/8b - Rome	5 Weeks	• **8.4.6.A:** Compare and contrast the politics, culture, and economy of ancient civilizations in Africa, the Americas, Asia, and Europe. (Focus on Rome's relationship with other cultures). • **8.4.6.B:** Compare and contrast the social, political, cultural, and economic contributions of	Maps of the Roman Republic and the Roman Empire at its height. Nearpod or Pear Deck for interactive lessons and formative assessments. Flip (formerly Flipgrid) for student video responses to prompts. Projects

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		individuals and groups from ancient civilizations. (e.g., Julius Caesar, Augustus, Roman soldiers, women, enslaved people). ● **8.4.6.C:** Differentiate how continuity and change have impacted history. (Focus on the transition from Republic to Empire and the eventual fall of Rome). ● **8.4.6.D:** Explain the social, political, cultural, and economic contributions of individuals and groups to world history. (Focus on Roman innovations).	Summative Tests and Quizzes Ed Puzzles IXL

Resources:

1. Textbook: <u>World History – Great Civilizations</u>

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2. Computer Lab Textbook Resources
3. Library Reference Books
4. PBS Video
5. National Geographic Multi-Media
6. EdPuzzle
7. BrainPop
8. Blooket, Kahoot, Gimkit - study resources

https://www.myngconnect.com/login/chooseMainUI.spr;jsessionid=EBB81DF583FEF2D1A4FBEB29EFAB289F.tomcat1

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Curriculum Map

Unit 1	Prehistory/Origins of Civilization/Early Man
Big Idea	The development of agriculture was the most significant turning point in human history, fundamentally changing how people lived and leading to the rise of complex civilizations.
Unit Essential Questions:	• How do we know about people who lived so long ago? • What does it mean to be "civilized"? • How did geography influence the development of the first human societies? • Was the agricultural revolution a positive or negative development for humanity? • How do the innovations of early humans continue to impact our lives today?

Date/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
4 Weeks	• **5.1.6.A:** Explain the principles and ideals shaping government. (Focus on the emergence of government in early civilizations). • **6.1.6.A:** Explain how contributions of individuals and groups change society. (Focus on early innovators). • **7.1.6.A:** Describe how basic geographic features have impacted the development of civilizations from local to global levels.	1. **Prehistory** 2. **Hominid** 3. **Ancestor** 4. **Archaeologist** 5. **Artifact** 6. **Fossil** 7. **Hunter-Gather** 8. **Nomad** 9. **Paleolithic Era (Old Stone Age)** 10. **Neolithic Era (New Stone Age)**	**Textbook: World History: Great Civilizations - National Geographic** **Secondary Resources** **Videos** **EdPuzzle**	-Quizzes -Tests -One Pager Assessments -Projects -Choice Boards -Maps	adaptable, collaborative, communicative, confident, creative, critical thinker, empathetic, leader, responsible, and problem solver

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	• **7.2.6.A:** Describe the characteristics of places and regions. • **8.1.6.A:** Differentiate between primary and secondary sources. • **8.1.6.B:** Explain the importance of historical documents, artifacts, and sites. • **8.4.6.A:** Compare and contrast the politics, culture, and economy of ancient civilizations in the world. • **8.4.6.B:** Differentiate among the social, political, cultural, and economic contributions of individuals and groups from early civilizations. • **8.4.6.D:** Compare and contrast how conflict and cooperation among social groups and organizations impacted the history and development of the world.	11. **Agriculture** 12. **Domestication** 13. **Surplus** 14. **Specialization of Labor** 15. **Civilization** 16. **Culture**	**Khan Academy** **BrainPop** **Blooket** **Gimkit** **Kahoot**		

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Unit 2	**Mesopotamia**
Big Idea	The innovations and cultural developments of ancient Mesopotamia, driven by its unique geography, established a foundation for all subsequent civilizations.
Unit Essential Questions:	1. How does geography shape the way people live, work, and govern themselves? 2. What are the essential characteristics that define a "civilization"? 3. How did Mesopotamian innovations in writing, law, and technology influence their society and the future of the world? 4. Why is Mesopotamia often called the "Cradle of Civilization"?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
4 Weeks	• **7.1.6.A:** Describe how common geographic tools are used to organize and interpret information about people,	**Mesopotamia** **Fertile Crescent** **City-State** **Irrigation** **Polytheism** **Ziggurat**	• **Primary Texts:** ○ Excerpts from the *Epic of Gilgamesh* (student-friendly translation). ○ Selected laws from *Hammurabi's Code* (analyzing fairness and justice). • **Secondary Texts:** ○ History textbook chapters on	• **Formative Assessments (Ongoing checks for understanding):** ○ **Entry/Exit Tickets:** Short prompts to activate prior knowledge or summarize a day's lesson. ○ **Map Labeling:** Students label	Critical Thinker Collaborative Communicative

	places, and environments. ● **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 concepts of population density and distribution. ● **8.1.6.B:** Explain the importance of historical documents, artifacts, and sites which are critical to	**Cuneiform** **Scribe** **Hammurabi's Code** **Empire** **Tigris & Euphrates** **Sumerians**	Mesopotamia. ○ Articles from educational sources like DK Find Out!, Ducksters, or Khan Academy. ● **Multimedia:** ○ Video clips from National Geographic or the History Channel on Mesopotamian life and innovations. ○ Crash Course World History: "Mesopotamia." ○ Virtual tours of museum exhibits (e.g., The British Museum). ● **Maps & Visuals:** ○ Physical maps of the Fertile Crescent. ○ Political maps showing major city-states (Ur, Uruk, Babylon). ○ Images and diagrams of ziggurats, cuneiform tablets, and irrigation canals. ● **Hands-On Activities:** ○ Clay and stylus tools for students to practice	key geographical features (rivers, seas, city-states) on a blank map of the Fertile Crescent. ○ **Vocabulary Quizzes:** Matching, fill-in-the-blank, or sentence-writing quizzes. ○ **Think-Pair-Share:** Discussions based on essential questions. ○ **Primary Source Analysis:** Worksheets guiding students through excerpts of Hammurabi's Code. ● **Summative Assessments (End-of-unit evaluation):** ○ **Unit Test:** A combination of multiple-choice,	

	world history. ● **8.4.6.A:** Explain the social, political, cultural, and economic contributions of individuals and groups to world history. ● **8.4.6.B:** Explain the importance of historical documents, artifacts, and sites which are critical to world history. ● **8.4.6.C:** Differentiate between fact and opinion,		writing in cuneiform. ○ Materials for building small-scale ziggurat models. ○ GRAPES (Geography, Religion, Achievements, Politics, Economics, Social Structure) graphic organizers.	vocabulary matching, short-answer, and an essay question related to a unit essential question. ○ **Cuneiform Tablet Project:** Students create a clay tablet with a message written in cuneiform and provide a "translation." ○ **DBQ (Document-Based Question) Essay:** Students analyze several primary and secondary source documents to write an argumentative essay answering the prompt: "Were Hammurabi's laws just?"	

	while explaining how historical events are influenced by individual and group perspectives. • **8.4.6.D:** Explain how continuity and change in world history have influenced the development of communities and regions.				
		Fertile Crescent			

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		City-State			
		Irrigation			
		Polytheism			
		Ziggurat			
		Cuneiform			
		Scribe			
		Hammurabi's Code			
		Empire			
		Tigris & Euphrates			
		Sumerians			

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Unit 3	**Ancient Egypt**
Big Idea	The civilization of ancient Egypt, nourished by the Nile River, developed a complex society with enduring achievements in governance, religion, architecture, and writing that have influenced the world
Unit Essential Questions:	1. How did geography, specifically the Nile River, shape the development of ancient Egyptian civilization? 2. What were the key features of the ancient Egyptian social structure, and how did it impact daily life? 3. How did religious beliefs influence the art, architecture, and funerary practices of the ancient Egyptians? 4. What were the major achievements of the ancient Egyptians, and what is their lasting legacy? 5. How did leadership and government, particularly the role of the pharaoh, unify ancient Egypt?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
4 Weeks	• **8.4.6.A:** Compare the social, political, cultural, and economic contributions of individuals and groups to world history. (Focus: Pharaohs, scribes, artisans, farmers). • **8.4.6.B:** Differentiate between fact and interpretation of individuals and events in world history. (Focus:	• **Geography:** Nile River, Delta, Cataract, Silt, Upper Egypt, Lower Egypt, Irrigation • **Government & Society:** Pharaoh, Dynasty, Theocracy, Bureaucracy, Vizier, Scribe, Artisan, Social Hierarchy/Pyramid	• **Primary Sources:** ○ Images of tomb paintings (e.g., from the tomb of Tutankhamun). ○ Photographs and analysis of the Rosetta Stone. ○ Translated excerpts from the *Book of*	• **Formative Assessments (Ongoing Checks for Understanding):** ○ **Entry/Exit Slips:** Short-response questions at the beginning or end of a lesson (e.g., "List two gifts of the Nile River."). ○ **Think-Pair-Share:** Students discuss prompts related to essential questions. ○ **Vocabulary**	collaborative, communicative, creative, critical thinker, empathetic, leader, responsible, and problem solver

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	Interpreting historical sources like hieroglyphics and artifacts). ● **7.1.6.A:** Describe the physical characteristics of places and regions. (Focus: Nile River Valley, deserts, delta, cataracts). ● **7.2.6.A:** Describe the characteristics of culture and belief systems. (Focus: Egyptian polytheism, mummification, concept of the afterlife). ● **5.1.6.D:** Explain the basic principles and ideals that shape government in other nations. (Focus: Theocracy, divine right of kings, role of the pharaoh).	● **Religion & Culture:** Polytheism, Afterlife, Mummification, Pyramid, Hieroglyphics, Papyrus, Rosetta Stone, Obelisk, Sphinx	*the Dead*. ○ Images of artifacts like canopic jars, sarcophagi, and sculptures. ● **Secondary Sources:** ○ Textbook Chapters (e.g., McGraw Hill *World History and Geography*, National Geographic *Ancient Civilizations*). ○ Articles from educational magazines (Kids Discover, National Geographic Kids). ○ Educational videos (Crash Course World History	**Quizzes:** Matching, fill-in-the-blank, or creating sentences with key terms. ○ **Map Labeling:** Students identify key geographic features on a blank map of Egypt. ○ **Thumbs Up/Down:** Quick check for comprehension of key concepts during instruction. ● **Summative Assessments (Evaluates Mastery of Unit):** ○ **Unit Test:** A combination of multiple-choice, vocabulary matching, short-answer questions, and one essay question based on a unit essential question. ○ **Project-Based Assessment**	

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			"Ancient Egypt", BrainPOP). ● **Maps & Visuals:** ○ Physical and political maps of Ancient Egypt and Northeast Africa. ○ Diagrams of the social pyramid. ○ Timelines of the Old, Middle, and New Kingdoms. ○ Infographics showing the process of mummification or pyramid construction. ● **Digital & Interactive Tools:** ○ Google Earth tour of the Nile River from its source to the delta.	**(Choice Board):** 1. **G.R.A.P.E.S. Poster:** Create a poster organizing the Geography, Religion, Achievements, Politics, Economics, and Social Structure of ancient Egypt. 2. **Pharaoh's Tomb Design:** Create a blueprint or 3D model of a pharaoh's tomb, including a written explanation of the artifacts inside and their religious significance. 3. **A Day in the Life Journal:** Write a series of journal entries from	

			○ British Museum's interactive website on Ancient Egypt. ○ Online hieroglyphic name translators. ○ Virtual tours of pyramids and tombs. ● **Activities:** ○ "Mummify an Apple" experiment to understand preservation. ○ Create a personal cartouche using clay or paper. ○ Map-making activity to label key geographical features. ○ Group work to create posters or	the perspective of an ancient Egyptian (scribe, farmer, artisan, etc.), describing their daily life, challenges, and beliefs. ○ **Document-Based Question (DBQ):** Students analyze a set of primary and secondary source documents to write a cohesive essay answering the question: "How did the religious beliefs of the ancient Egyptians shape their civilization?"	

			presentations on Egyptian gods and goddesses.		

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Unit 4	**The Ancient Israelites and the Origins of Judaism**
Big Idea	The Ancient Israelites developed a unique monotheistic religion, Judaism, whose core beliefs, laws, and historical narratives have profoundly influenced Western civilization and continue to shape cultures and societies today.
Unit Essential Questions:	1. How did the geography of the ancient Near East influence the development of the Israelite identity and beliefs? 2. What are the core beliefs, practices, and sacred texts of Judaism, and how did they develop? 3. Who were the key figures in the history of the Ancient Israelites, and what were their contributions? 4. How did the relationship between the Israelites and other ancient civilizations (e.g., Egyptians, Babylonians) shape their history and faith? 5. What is the enduring legacy of the Ancient Israelites and Judaism in the world?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
4-6 Weeks	• **7.1.6.A:** Describe the physical characteristics of places and regions. (e.g., the geography of Canaan/Ancient Israel). • **7.1.6.B:** Explain the physical processes that shape the earth. (e.g., importance of water sources like the Jordan River).	• **Monotheism** • **Judaism** • **Israelites** • **Torah** • **Covenant** • **Abraham** • **Moses** • **Exodus** • **Ten Commandments**	**Textbook: World History: Great Civilizations - National Geographic** **Secondary Resources** **Videos** **EdPuzzle**	-Quizzes -Tests -One Pager Assessments -Projects -Choice Boards -Maps	collaborative, communicative, creative, critical thinker, empathetic, leader, responsible, and

	• **8.1.6.A:** Explain the significance of historical documents, artifacts, and places. (e.g., the Torah, the Dead Sea Scrolls, Jerusalem). • **8.1.6.B:** Explain and analyze historical sources for context, credibility, and bias. • **8.4.6.A:** Compare the positions and roles of individuals and groups in ancient societies. (e.g., prophets, kings, priests). • **8.4.6.B:** Compare and contrast the politics, culture, and economy of ancient civilizations. • **8.4.6.C:** Compare and contrast the development of systems of government. (e.g., tribal leadership, monarchy). • **8.4.6.D:** Explain the social, political, cultural, and economic contributions of individuals and groups in ancient civilizations. (e.g., Abraham, Moses, King	• **Jerusalem** • **King David** • **King Solomon** • **Prophet** • **Diaspora**	**Khan Academy** **BrainPop** **Blooket** **Gimkit** **Kahoot**		problem solver

	David).				

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Unit 5	**Ancient India**				
Big Idea	The geography of the Indian subcontinent fostered the development of a unique and complex civilization whose innovations, enduring social structures, and influential belief systems continue to impact the world today.				
Unit Essential Questions:	• How does geography shape a civilization's development and way of life? • How do religion and philosophy influence a society's values, social structure, and achievements? • What makes an achievement "golden"? • How do the innovations and ideas of an ancient civilization continue to affect our world?				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
4 Weeks	• **7.1.6.A:** Describe the physical characteristics of places and regions. • **7.2.6.A:** Describe the characteristics of culture and belief systems. • **7.2.6.B:** Describe the cultural contributions of individuals and groups. • **8.1.6.B:** Explain the importance and contributions of historical individuals	**Subcontinent** **Monsoon** **Indus River Valley** **Harappa** **Mohenjo-Daro** **Citadel** **Aryan** **Sanskrit** **Raja** **Himalayas**	**Primary Sources** - Selected hymns from the Rig Veda (simplified excerpts). - Images and descriptions of the Rock and Pillar Edicts of Ashoka. - Photographs of artifacts from Mohenjo-Daro (e.g., seals, pottery, weights).	**Formative** - Entry/Exit Slips: Quick checks for understanding on daily topics (e.g., "List two ways the Himalayas affected early settlement in India."). - Think-Pair-Share: Students discuss essential questions with a partner before sharing with the class. - Vocabulary Quizzes: Regularly check understanding of key	collaborative, communicative, creative, critical thinker, empathetic, leader, responsible, and problem solver

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	and groups. ● **8.4.6.A:** Explain the social, political, cultural, and economic contributions of individuals and groups to world history. ● **8.4.6.B:** Explain the importance of historical documents, artifacts, and sites which are critical to world history. ● **8.4.6.C:** Differentiate between fact and opinion, while explaining how historical events are influenced by interpretations. ● **8.4.6.D:** Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	**Hinduism** **Buddhism** **Reincarnation** **Karma** **Dharma** **Vedas/ Upanishads** **Caste System (Varnas)** **Braham** **Siddhartha Gautama (Buddha)** **Nirvana** **Mauryan Empire** **Ashoka** **Gupta Empire** **Golden Age** **Metallurgy** **Inoculation** **Astronomy** **Arabic Numerals** **(Zero)**	**Secondary Resources** - Textbook Chapters on Ancient India (e.g., from McDougal Littell, Pearson, etc.). - National Geographic, DK Eyewitness Books, or similar high-interest texts. - Short video clips (e.g., Crash Course World History, BBC Bitesize). **Digital Tools** - Interactive map websites to explore the geography of the Indian subcontinent. - Google Arts & Culture: Virtual tours of Indian historical sites. - BrainPOP or Flocabulary videos on related topics. **Instructional Activities** - Mapping: Students label key geographical features of India (Himalayas, Indus	terms. - Map Quiz: Assess knowledge of key geographical features. **Summative** - Unit Test: A combination of multiple-choice, matching (vocabulary), short-answer, and map-based questions. - Document-Based Question (DBQ): Students analyze a set of documents (excerpts, images, charts) to answer a prompt, such as "To what extent did Emperor Ashoka's conversion to Buddhism change the Mauryan Empire?" - "Golden Age" Museum Exhibit Project: Students work individually or in small groups to research a specific achievement from the Gupta Empire and create a "museum placard" or a short presentation explaining its function and long-term	

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		Edicts **Stupa**	River, Ganges River, Deccan Plateau). - Archaeological Dig Simulation: Students analyze images of artifacts from Harappa and infer aspects of their civilization. - Graphic Organizers: Venn diagrams comparing Hinduism and Buddhism; Cause-and-effect charts for the rise and fall of empires. - Jigsaw Activity: Groups become "experts" on a specific Gupta Age achievement (mathematics, medicine, astronomy, metallurgy) and teach their peers.	impact.	
				- Unit Test: A combination of multiple-choice, matching (vocabulary), short-answer, and map-based questions. - Document-Based	

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				Question (DBQ): Students analyze a set of documents (excerpts, images, charts) to answer a prompt, such as "To what extent did Emperor Ashoka's conversion to Buddhism change the Mauryan Empire?" - "Golden Age" Museum Exhibit Project: Students work individually or in small groups to research a specific achievement from the Gupta Empire and create a "museum placard" or a short presentation explaining its function and long-term impact.	

Ancient Civilizations
Curriculum Map

Unit 6	**Ancient China**
Big Idea	The geography, achievements, philosophies, and social structure of Ancient China created a unique and enduring civilization whose influence is still felt today.
Unit Essential Questions:	1. How did geography (rivers, mountains, deserts) shape the development of civilization in Ancient China? 2. What were the major achievements of the Shang, Zhou, Qin, and Han dynasties, and how do they impact the world today? 3. How did the major philosophies (Confucianism, Daoism, Legalism) influence Chinese government, society, and culture? 4. What was the significance of the Silk Road in connecting China to other cultures and economies? 5. How did the dynastic cycle and the concept of the Mandate of Heaven justify and explain the rise and fall of ruling families?

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
4 Weeks	• **6-8.H.1.1:** Analyze the ways that historical events and trends are shaped by unique circumstances of time and place, as well as broader historical contexts. *(Focus: Dynastic Cycle)* • **6-8.H.1.2:** Analyze and interpret historical sources. *(Focus: Examining oracle bones, excerpts from*	• **Geography:** Loess, Terrace Farming, Yellow River (Huang He), Yangtze River, Gobi Desert • **Government & Society:** Dynasty, Mandate of	**Textbook: World History: Great Civilizations - National Geographic** **Secondary Resources** **Videos** **EdPuzzle**	-Quizzes -Tests -One Pager Assessments -Projects -Choice Boards -Maps	collaborative, communicative, creative, critical thinker, empathetic, leader, responsible, and problem solver

	philosophers, images of artifacts) • **6-8.G.2.1:** Explain how the physical characteristics of places and regions and their changes over time have influenced the culture, economy, and migration of people. *(Focus: Impact of the Yellow and Yangtze Rivers, Gobi Desert, and Himalayan Mountains)* • **6-8.C.1.1:** Explain how different forms of government and different political and economic systems have developed and changed over time. *(Focus: Dynastic rule, Mandate of Heaven, rise of bureaucracy)* • **6-8.E.2.1:** Analyze the role that trade and markets have played in the exchange of goods and services. *(Focus: The Silk Road)*	Heaven, Emperor, Feudalism, Bureaucracy, Social Class, Aristocrat • **Dynasties & Rulers:** Shang Dynasty, Zhou Dynasty, Qin Dynasty, Han Dynasty, Qin Shi Huangdi • **Philosophy & Beliefs:** Philosophy, Confucianism, Daoism (Taoism), Legalism, Ancestor Worship, Oracle Bones • **Achievements & Culture:** Silk Road, Great Wall of China, Terracotta Army,	**Khan Academy** **BrainPop** **Blooket** **Gimkit** **Kahoot**		

		Calligraphy, Silk, Gunpowder, Compass, Paper, Porcelain			

Ancient Civilizations
Curriculum Map

Unit 7	**Ancient Greece**
Big Idea	The innovations and culture of Ancient Greece, including its experiments with democracy, its philosophical and scientific inquiries, and its artistic achievements, have created a lasting legacy that continues to influence modern Western civilization.
Unit Essential Questions:	1. How did geography shape the development of Ancient Greek city-states and their societies? 2. What are the similarities and differences between direct democracy in Athens and the representative democracy (republic) of the United States? 3. How did the contributions of Greek philosophers, mathematicians, and scientists lay the groundwork for modern thought and discovery? 4. In what ways do Ancient Greek art, architecture, and literature continue to influence our world today? 5. What can the conflicts between Greek city-states (like the Peloponnesian War) and their mythology teach us about society, conflict, and human nature?

Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**

Ancient Civilizations
Curriculum Map

5 Weeks May 2026	• **8.4.6.A:** Explain how continuity and change in Ancient Greece have influenced the course of world history. • **8.1.6.A:** Explain the significance of historical documents, artifacts, and places critical to world history. • **6.1.6.A:** Explain how the physical characteristics of places and regions influence culture, community, and civilization. (e.g., impact of mountains, seas on Greek city-states). • **5.1.6.C:** Explain the principles and ideals shaping government (e.g., democracy, oligarchy, monarchy in Greece). • **5.1.6.D:** Compare and contrast the basic principles and ideals found in significant historical documents from Ancient Greece to the present.	City-state (Polis), Peninsula, Acropolis, Agora, Citizen, Helot, Colony, Mediterranean Sea, Democracy, Direct Democracy, Oligarchy, Monarchy, Assembly, Tyranny, Athens, Sparta, Mythology, Polytheism, Philosophy, Socratic Method, Parthenon, Columns (Doric, Ionic, Corinthian), Socrates, Plato, Aristotle, Alexander the Great, Pericles, Persian Wars, Peloponnesian War, Olympics, Epic, Fable, Tragedy, Comedy, Homer (*The Iliad*, *The Odyssey*), Aesop	**Textbook: World History: Great Civilizations - National Geographic** **Secondary Resources** **Videos** **EdPuzzle** **Khan Academy** **BrainPop** **Blooket** **Gimkit** **Kahoot**	-Quizzes -Tests -One Pager Assessments -Projects -Choice Boards -Maps	collaborative, communicative, creative, critical thinker, empathetic, leader, responsible, and problem solver

	• **5.2.6.C:** Explain the importance of rights and responsibilities to individuals and society. (e.g., role of a citizen in Athens). • **7.1.6.A:** Explain how the concept of scarcity and choice influences what is produced and consumed in Ancient Greece.				

6th Grade Social Studies
Curriculum Map

Unit 8	**Ancient Roman**				
Big Idea	The civilization of Ancient Rome, through its innovations in governance, law, engineering, and culture, created a powerful and enduring legacy that continues to influence modern society.				
Unit Essential Questions:	1. How did geography shape the development of Roman civilization? 2. What were the key differences and similarities between the Roman Republic and the Roman Empire? 3. How did the structure of Roman society (social classes, roles of individuals, slavery) impact daily life? 4. What were Rome's most significant contributions to law, architecture, engineering, and language, and how do we see them today? 5. What factors led to the decline and eventual fall of the Western Roman Empire?				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
5 Weeks	• **8.4.6.A:** Compare and contrast the politics, culture, and economy of ancient civilizations in Africa, the Americas, Asia, and Europe. (Focus on Rome's relationship with other cultures). • **8.4.6.B:** Compare and contrast the social, political, cultural, and	**Geography & Early Rome** Peninsula Alps Mountains TIber River Romulus & Remus Etruscans Latin Punic Wars Hannibal **Republic & Gov't** Republic Patrician	• **Primary Sources:** ○ Excerpts from the Twelve Tables. ○ Photos/diagrams of Roman artifacts (coins, pottery, mosaics). ○ Translated quotes from historical figures like Cicero or Julius Caesar. ○ Maps of the Roman Republic and the	Maps of the Roman Republic and the Roman Empire at its height. Nearpod or Pear Deck for interactive lessons and formative assessments. Flip (formerly Flipgrid) for student video responses to prompts. Projects Summative Tests and Quizzes	collaborative, communicative, creative, critical thinker, empathetic, leader, responsible, and problem solver

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Curriculum Map

	economic contributions of individuals and groups from ancient civilizations. (e.g., Julius Caesar, Augustus, Roman soldiers, women, enslaved people). ● **8.4.6.C:** Differentiate how continuity and change have impacted history. (Focus on the transition from Republic to Empire and the eventual fall of Rome). ● **8.4.6.D:** Explain the social, political, cultural, and economic contributions of individuals and groups to world history. (Focus on Roman innovations).	Plebeian Senate Consul Tribune Twelve Tables Legion **Empire & Society** Empire Emperor Pax Romana Census Paterfamilias Veto Julius Caesar Augustus Caesar **Achievement & Decline** Aqueduct Colosseum Gladiator Barbarian Christianity “Bread and Circuses” Inflation Mercenary	Roman Empire at its height. ● **Secondary Sources:** ○ Textbook: *History Alive! The Ancient World* (TCI) or district-adopted textbook. ○ Age-appropriate articles from sources like National Geographic Kids or DK Find Out! ○ Video clips from PBS (*NOVA: Roman Colosseum*), Horrible Histories, or similar educational series. ● **Technology & Digital Tools:** ○ Google Earth/Maps to explore the geography of Italy and the extent of the Empire. ○ Interactive websites like the British Museum's Ancient	Ed Puzzles IXL	

			Rome section. ○ Nearpod or Pear Deck for interactive lessons and formative assessments. ○ Flip (formerly Flipgrid) for student video responses to prompts. ● **Hands-On & Project-Based Materials:** ○ Art supplies for creating mosaics or building models of aqueducts. ○ Chart paper for graphic organizers (Venn diagrams, T-charts). ○ Costume pieces for skits or role-playing activities (e.g., a Senate debate).		