

6th Grade Social Studies Curriculum

Unit Title/Skill Set: 1. Map Skills	Course Time Prior to Keystone/PSSA: N/A
Overview: Students will apply geographic tools including grid systems, legends, symbols, scales, and compass rose, to construct and interpret maps and graphs.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • Why a globe is marked with a grid to measure features on Earth? • Why are there different types of maps? • What are the different parts of maps? • What are the five themes of geography? 	Enrichment: Internet resources
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A 7.1.6.B 7.2.6.A 7.2.6.B	Remediation: <ul style="list-style-type: none"> • Teacher provided differentiated worksheets to reinforce concept as needed.

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Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
	<ul style="list-style-type: none"> Different type of map projections Different types of maps Parts of a map/globe Purpose of a globe/map Find absolute location <ul style="list-style-type: none"> Longitude Latitude Find information from a map/globe Analyze purpose of map Five themes of geography 	<ul style="list-style-type: none"> Compare maps of different projections Describe distortions in map projections Identify and use the parts of a map Identify the parts of a globe Identify locations using latitude and longitude Identify key latitude lines and longitude lines. Comprehend and use political maps Comprehend and use physical maps Examine different types of special purpose maps and their uses <ul style="list-style-type: none"> Climate regions Language regions Non-fiction skill- finding information from a map 	<ul style="list-style-type: none"> Map Projections <ul style="list-style-type: none"> Mercator map projection Robinson map projection Map types <ul style="list-style-type: none"> Political maps Physical maps Special Purpose maps Latitude Longitude Scale Compass Rose Key Meridians Parallels Equator 	<ul style="list-style-type: none"> Desktop maps Supplementary Materials Teacher developed notes Primary and secondary source readings Maps, charts, graphs 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities Oral presentations

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		<ul style="list-style-type: none"> Analyze how/why a certain type of map should be used Identify and define the five themes of geography 	<ul style="list-style-type: none"> Prime Meridian Tropic of Cancer Tropic of Capricorn Movement Region Human Environment Interaction Location Place 		
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Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.6.B:

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Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

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.

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Unit Title/Skill Set: 2: Beginnings of Civilization	Course Time Prior to Keystone/PSSA: N/A
<p>Overview: The students will identify, evaluate, and analyze how archaeologists learn about prehistoric people and how those people developed. Specifically, this unit will examine how geography played a role and how the development of tools changed people's lives.</p>	<p>ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do archaeologists uncover the story of early people? • How does geography impact people? • What changes take place during the Stone Age? <ul style="list-style-type: none"> ○ What effect the development of farming tools had on the life of people? ○ How did cities eventually develop? 	<p>Enrichment: Possible Ideas</p> <ul style="list-style-type: none"> • Iceman research project- distinguish between fact and speculation • Research Archaeologist • Create Stone Age timeline
<p>PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.2.6.A, 7.3.6.A, 7.4.6.A, 8.1.6.A, 8.1.6.B, 8.4.6.B, 8.4.6.C</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Prentice Hall World Studies The Ancient World- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

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Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content Standards	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.2.6.A 7.3.6.A 7.4.6.A 8.1.6.A 8.1.6.B 8.4.6.B 8.4.6.C	<ul style="list-style-type: none"> Prehistory vs history Connections between geography and history Oral traditions Using a timeline Stone Age <ul style="list-style-type: none"> Paleolithic Mesolithic Neolithic Advantages of settlements Development of cities 	<ul style="list-style-type: none"> Explain what tools are used to understand history Understand the role of archaeologist Examine the connections between geography and history Evaluate the importance of oral traditions in the development of recorded history Evaluate theories about the iceman Gather information from timelines <ul style="list-style-type: none"> Understanding terminology BC and AD (BCE and CE) Discover how hunter-gatherers lived during the Stone Age. Describe the beginning of farming Examine the advantages people gained from settling down in one 	<ul style="list-style-type: none"> History Prehistory Archaeologist Oral traditions Geography Stone age Nomad Fertile Domesticate Irrigation Surplus Artisan Civilization Social class 	<ul style="list-style-type: none"> <i>Prentice Hall - World Studies - The Ancient World</i> Discovery Education- <i>Forensics – Who Killed the Iceman?</i> Reading timelines worksheets Internet Activities Supplementary Materials Teacher 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities Oral presentations

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		<p>place.</p> <ul style="list-style-type: none">• Explore the growth of new cities• Comprehend how the first civilizations formed and spread		<p>developed notes</p> <ul style="list-style-type: none">• Model to students how to take notes• Primary and secondary source readings• Maps, charts, graphs	
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Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.6: GRADE 6

8.1.6.A:

Explain continuity and change over time using sequential order and **context of events**.

8.1.6.B:

Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

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Standard Area - 8.4: World History

Grade Level - 8.4.6: GRADE 6

8.4.6.B:

Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C:

Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

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Unit Title/Skill Set: 3. The Fertile Crescent	Course Time Prior to Keystone/PSSA: N/A
Overview: The students will identify, evaluate, and analyze how the earliest civilizations began and developed. Students will be introduced to the important empires of Mesopotamia. Students will also discover how their development contributed to the world we live in.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • How did geography help in the rise of civilizations in the Fertile Crescent? • What forms of government developed in this region? • What was the purpose and characteristics of the early religions in this region? • How did the people of the Fertile Crescent use innovation and technology to meet personal and community needs? 	Enrichment: Suggestions: <ul style="list-style-type: none"> • Research Hammurabi's Code- students role play courtroom scene • Project based activity on the early inventions from Mesopotamia- students use persuasive skills to create commercial to sell invention • Read " Gilgamesh the Hero" <ul style="list-style-type: none"> ○ Have students write about the issues of temptation ○ Write summary of story and create digital book report
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Studies The Ancient World- Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

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Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	<ul style="list-style-type: none"> Geography of Mesopotamia Sumer Babylonia Assyria Hammurabi's Code Early Writing Phoenician Sea Power Phoenician Alphabet The rise of Israelites Beliefs of Judaism Effects of Judaism The Current 	<ul style="list-style-type: none"> Examine how geography made the rise of civilization in the Fertile Crescent possible <ul style="list-style-type: none"> Identify major physical features of region Compare maps of area to current political maps and make inference about continuing affects of physical geography Explore Sumer's first cities Examine the characteristics of Sumerian religion <ul style="list-style-type: none"> polytheism Learn about the two most important empires of Mesopotamia – Babylonia and Assyria Compare and Contrast the two empires Explain how Babylonia was able to 	<ul style="list-style-type: none"> Scribe Fertile Crescent City-state Polytheism Monotheism Myth Empire Babylon Chaldean Caravan Bazaar Battering ram Code Hammurabi Cuneiform Alphabet Mediterranean Sea 	<ul style="list-style-type: none"> <i>Prentice Hall -World Studies -The Ancient World</i> Prepare to read activities: <ul style="list-style-type: none"> Anticipation Guide KWL Survey section (preview) text (headings, pictures, etc.) Create questions. Improving comprehension strategies: Think, pair, share, 25 word summary Give one, Get one Model to students how to take notes 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities

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	<p>Cultural, Political, and Economic Conditions of the present day area of the Fertile Crescent</p>	<p>rise again after defeat</p> <ul style="list-style-type: none"> • Explore the importance of Hammurabi's Code. • Examine how the art of writing developed in Mesopotamia <ul style="list-style-type: none"> ◦ Ancient scribes • Comprehend how the sea power of the Phoenicians helped spread civilization throughout the Mediterranean area • Explore the major events in the history of the Israelites <ul style="list-style-type: none"> ◦ Abraham the leader • Examine the basic beliefs of Judaism • Examine the effect that Judaism has had on other religions. • Current Events- News story - explain current cultural, political, and economic conditions of present day area of the Fertile Crescent. 	<ul style="list-style-type: none"> • Phoenicians • Abraham • Monotheism • Famine • Exile • Covenant • Moses • Prophet • Diaspora 	<p>Supplementary Materials</p> <ul style="list-style-type: none"> • Web based activities • Document Based activity- Stone Pillar of Hammurabi's Code • Label map of region • Locate region on world map • Teacher developed notes • Primary and secondary source readings • Maps, charts, graphs • Discovery Education Videos • Junior Scholastic Magazines 	<ul style="list-style-type: none"> • Oral presentations
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6th Grade Pennsylvania State Standards- Geography and History

Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.6.B:

Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

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.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.6: GRADE 6

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7.3.6.A:

Describe the human characteristics of **places** and **regions** using the following criteria:

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

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.6: GRADE 6

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**.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.6: GRADE 6

Standard

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8.1.6.A:

Explain continuity and change over time using sequential order and **context of events**.

8.1.6.B:

Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

8.1.6.C:

Identify a thesis statement using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

Standard Area - 8.4: World History

Grade Level - 8.4.6: GRADE 6

8.4.6.A:

Explain the **social, political**, cultural, and **economic** contributions of individuals and groups to world history.

8.4.6.B:

Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C:

Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology

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- **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.

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Unit Title/Skill Set: 4. Ancient Egypt	Course Time Prior to Keystone/PSSA: N/A
Overview: The students will identify, evaluate, and analyze how the civilizations of Ancient Egypt had an effect on world history. Students will demonstrate an understanding of the geographic setting, culture, religion, and history of the ancient Egyptians.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • How did geography help in the rise of civilizations in the Nile River valley? • How were the early civilizations governed in this region? • What was the purpose and characteristics of the early religions in this civilization? • How did the people of ancient Egypt use innovation and technology to meet personal and community needs? 	Enrichment: Suggestions <ul style="list-style-type: none"> • Document based activity: Have students analyze the meaning of the Narmer Palette • Research Egyptian mummification process • Research main gods and goddess • Research construction of pyramids <ul style="list-style-type: none"> ○ Students create multi-media presentation and learn presentation skills ○ Students create a skit to perform
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Studies The Ancient World-Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

6th Grade Social Studies Curriculum

Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	<ul style="list-style-type: none"> Geography of Ancient Egypt Location and course of the Nile River Impact of Nile River on every day life The role of the Egyptian Pharaohs Prominent Pharaohs and their achievements The importance of religion and after life Hieroglyphics Egyptian 	<ul style="list-style-type: none"> Examine how geography made the rise of civilization in the Nile River Valley possible Examine how the geography of the Nile changes as the river runs its course To be able to explain why the Nile River flows North. Compare maps of area to current political maps and make inference about continuing affects of physical geography Describe the growth of communities and trade along the Nile Explore the history of kingship in ancient Egypt Learn about the unification of Egypt Identify Egypt's accomplishments during each of the three kingdom periods. 	<ul style="list-style-type: none"> Nubia cataract delta silt pharaoh King Tut Khufu Khafra Hatshepsut Cleopatra Nefertiti dynasty absolute power regent afterlife Ra Osiris Anubis 	<ul style="list-style-type: none"> <i>Prentice Hall - World Studies -The Ancient World</i> Prepare to read activities: <ul style="list-style-type: none"> Anticipation Guide KWL Survey section (preview) text (headings, pictures, etc) Create questions. Improving comprehension strategies: <ul style="list-style-type: none"> Think, pair, share, 25 word 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities Oral presentations

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	<p>achievements in writing, math, astronomy and medicine</p> <ul style="list-style-type: none"> • Everyday life of the people • Relationship between Nubia and Egypt • Nubian kingdoms: Kerma, Napata, and Meroe • The Current Cultural, Political, and Economic Conditions of the present day Egypt 	<ul style="list-style-type: none"> • Understand what characterized the rule of Egypt during the New Kingdom period • Learn about Egyptian gods and goddesses. • Explain the Egyptians' belief in the afterlife. • Discover how and why the pharaohs' tombs were built. • Explain the everyday life of the ancient Egyptians. • Discuss the importance and impact of writing • Discover the advances made by the Egyptians in science and medicine • Examine the relationship between Nubia and Egypt • Describe the Nubian kingdoms of Kerma, Nepata, and Meroe. • Current Events- News story - explain current cultural, political, and economic conditions of present day Egypt. 	<ul style="list-style-type: none"> • Horus • Sarcophagus • mummy • pyramid • Valley of the kings • sphinx • Giza • Hieroglyphs • Rosetta Stone • Papyrus • Astronomer • Ore • Lower Nubia • Upper Nubia • Artisan 	<p>summary</p> <ul style="list-style-type: none"> ○ Give one, Get one • Students will use appropriate note taking skills • Supplementary Materials • Web based activities • Label map of region • Locate region on world map • Teacher developed notes • Primary and secondary source readings • Maps, charts, graphs • Discovery Education Videos • Junior Scholastic 	
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6th Grade Pennsylvania State Standards- Geography and History

Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.6.B:

Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

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.

Standard Area - 7.3: Human Characteristics of Places and Regions

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Grade Level - 7.3.6: GRADE 6

7.3.6.A:

Describe the human characteristics of **places** and **regions** using the following criteria:

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

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.6: GRADE 6

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**.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.6: GRADE 6

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Standard

8.1.6.A:

Explain continuity and change over time using sequential order and **context of events**.

8.1.6.B:

Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

8.1.6.C:

Identify a thesis statement using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

Standard Area - 8.4: World History

Grade Level - 8.4.6: GRADE 6

8.4.6.A:

Explain the **social, political**, cultural, and **economic** contributions of individuals and groups to world history.

8.4.6.B:

Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C:

Explain how continuity and change have impacted world history.

- Belief systems and religions

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- 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.

6th Grade Social Studies Curriculum

Unit Title/Skill Set: 5. Ancient India	Course Time Prior to Keystone/PSSA: N/A
<p>Overview: The students will identify, evaluate, and analyze how the empires of Ancient India had an effect on world history. Students will demonstrate an understanding of the geographic setting, culture, religion, and history of the people from ancient India.</p>	<p>ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How did geography help in the rise of civilizations in the Indus and Ganges River valleys? • How were the early empires governed in this region? • What were the purpose and characteristics of the early religions in this civilization? • How did the people of the Indus and Ganges River valley use innovation and technology to meet personal and community needs? 	<p>Enrichment: Suggestions:</p> <ul style="list-style-type: none"> • Research The Maurya Elephant Army • Make a map of Mohenjo-Daro • Read a tale from Ancient India- ex Savitri • Research Siddhartha Gautama • Legacy of Indian Mathematics <p>Student create presentation</p>

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PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	Remediation: <ul style="list-style-type: none"> Prentice Hall World Studies The Ancient World-Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) Teacher provided differentiated worksheets to reinforce concept as needed.
Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org:</i> CC8.5.9-6-8.A, CC8.5.6-8.B., CC8.5.6-8.C, CC8.5.6-8.D., CC8.5.6-8.E., CC8.5.6-8.F., CC8.5.6-8.G., CC8.5.6-8.H., CC8.5.6-8.I., CC8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.	IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B,	<ul style="list-style-type: none"> Geography of India <ul style="list-style-type: none"> Natural barriers Climate – how monsoon season affects India Cities of Harappa and Mohenjo-Daro Aryan culture and social structure Hinduism <ul style="list-style-type: none"> Blend of religions Gods and 	<ul style="list-style-type: none"> Examine how geography made the rise of civilization in the Indus and Ganges River valley possible <ul style="list-style-type: none"> Identify major physical features of region Compare maps of area to current political maps and make inference about continuing affects of physical geography Describe cities and everyday life in the ancient cities of the Indus valley 	<ul style="list-style-type: none"> subcontinent monsoon citadel migrate caste Mohenjo-Daro Harappa Aryans Hinduism Brahman Avatar 	<ul style="list-style-type: none"> <i>Prentice Hall - World Studies -The Ancient World</i> Prepare to read activities: <ul style="list-style-type: none"> Anticipation Guide KWL Survey section (preview) text (headings, pictures, etc.) 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative

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<p>8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D</p>	<p style="text-align: center;">goddesses</p> <ul style="list-style-type: none"> • Upanishads (religious text) • Buddhism- founder Siddhartha Gautama • Eightfold Path (practice of Buddhism) • Maurya Empire <ul style="list-style-type: none"> ○ Chandragupta's Legacy ○ Asoka's Leadership • The Current Cultural, Political, and Economic Conditions of the present day India 	<ul style="list-style-type: none"> ○ Compare to earlier cities of other civilizations- <ul style="list-style-type: none"> ▪ Technology- explain how cities were carefully planned in Mohenjo Daro • Examine the rise of the Aryan culture • Explore the importance of religion in this region <ul style="list-style-type: none"> ○ Explain the beginnings of Hinduism ○ Examine the practice of Hinduism ○ Research the teachings of Buddha ○ Find out how Buddhism was received in India and the rest of the world. • Identify forms of government in ancient India <ul style="list-style-type: none"> ○ Examine the rise of the Maurya Empire ○ Understand the effects of Asoka's leadership on the Maurya Empire ○ Compare and Contrast Chandragupta and Asoka • Current Events- News story - explain current cultural, political, and economic conditions of present day India. 	<ul style="list-style-type: none"> • Reincarnation • Dharma • Ahimsa • Meditate • Nirvana • Missionary • Maurya Empire • Convert • Tolerance • Chandragupta • Asoka 	<ul style="list-style-type: none"> ○ Create questions. • Improving comprehension strategies: <ul style="list-style-type: none"> ○ Think, pair, share, ○ 25 word summary ○ Give one, Get one • Supplementary Materials <ul style="list-style-type: none"> ○ The main gods and goddess of Hinduism ○ The Avatars of Hindu ○ The Eightfold Path • Web based activities • Label map of region • Locate region on world map • Teacher developed notes • Student responsible for note taking 	<p>writings</p> <ul style="list-style-type: none"> • Computer-generated research projects • Journal writing • Web based activities • Oral presentations
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				<p>skills</p> <ul style="list-style-type: none">• Primary and secondary source readings• Maps, charts, graphs• Discovery Education Videos• Junior Scholastic Magazine	
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6th Grade Pennsylvania State Standards- Geography and History

Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

6th Grade Social Studies Curriculum

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.6.B:

Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

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.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.6: GRADE 6

7.3.6.A:

Describe the human characteristics of **places** and **regions** using the following criteria:

- Population

6th Grade Social Studies Curriculum

- Culture
- Settlement
- Economic activities
- Political activities

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.6: GRADE 6

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**.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.6: GRADE 6

Standard

8.1.6.A:

Explain continuity and change over time using sequential order and **context of events**.

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8.1.6.B:

Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

8.1.6.C:

Identify a thesis statement using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

Standard Area - 8.4: World History

Grade Level - 8.4.6: GRADE 6

8.4.6.A:

Explain the **social, political**, cultural, and **economic** contributions of individuals and groups to world history.

8.4.6.B:

Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C:

Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

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8.4.6.D:

Examine patterns of **conflict** and cooperation among groups and organizations that impacted the development of the history of the world.

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Unit Title/Skill Set: 6. Ancient China	Course Time Prior to Keystone/PSSA: N/A
Overview: The students will identify, evaluate, and analyze how the empires of Ancient China had an effect on world history. Students will demonstrate an understanding of the geographic setting, culture, religion, and history of the people from ancient China.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • What role does geography play in the growth China's River Valleys? • How were the early Chinese empires governed in this region? • What purpose did religions play in early Chinese civilization? • How did the people of ancient China use innovation and technology to meet personal and community needs? 	Enrichment: Suggestions <ul style="list-style-type: none"> • Research the Silk Road- create a large map • Research the Great Wall of China • Read "The Emperor's Silent Army" – (Terra Cotta soldiers) Have students write a speech asking for donations to continue archaeological work at the site of the tomb <ul style="list-style-type: none"> ○ Students create multi-media presentation and learn presentation skills
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Studies The Ancient World-Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

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Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	<ul style="list-style-type: none"> Geography of China's River Valley <ul style="list-style-type: none"> climate landforms waterways Early civilizations <ul style="list-style-type: none"> Shang Dynasty Zhou Dynasty Importance of Family Life and Teachings of Confucius Qin Dynasty Han Dynasty Achievements of ancient China <ul style="list-style-type: none"> The Silk Road Han Technology Traditions and Learning 	<ul style="list-style-type: none"> Examine how geography made the rise of civilization in China's River valley possible <ul style="list-style-type: none"> Identify major physical features of region and what effect it had on China Compare and contrast Northern China and Southern China Compare maps of area to current political maps and make inference about continuing affects of physical geography Research the early civilizations in China Examine the importance of family ties in early Chinese society <ul style="list-style-type: none"> Compare and Contrast the role of families today versus those of 	<ul style="list-style-type: none"> Loess Yellow River Huang River dike extended family Confucius Laozi Philosophy Civil service Shi Huangdi Currency Liu Bang Wudi Warlord 	<ul style="list-style-type: none"> <i>Prentice Hall - World Studies -The Ancient World</i> Prepare to read activities: <ul style="list-style-type: none"> Anticipation Guide KWL Survey section (preview) text (headings, pictures, etc.) Create questions. Improving comprehension strategies: <ul style="list-style-type: none"> Think, pair, share, 25 word 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities Oral presentations

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	<ul style="list-style-type: none"> ▪ Respect for learning • The Current Cultural, Political, and Economic Conditions of the present day China 	<p style="text-align: center;">ancient China</p> <ul style="list-style-type: none"> • Confucius <ul style="list-style-type: none"> ○ Examine the life of Confucius ○ Explain the philosophy of Confucius and his teachings • Analyze the influence that Confucianism had on Chinese society • Compare and Contrast two Chinese philosophers: Confucius and Laozi • Learn about the rise of the Qin Dynasty <ul style="list-style-type: none"> ○ Find out how China's first Emperor, Shi Huandgi, attempted to unify the economy and culture of China ○ Great Wall of China • Learn about the rise of the Han Dynasty <ul style="list-style-type: none"> ○ First emperor of Han Dynasty ○ Compare and contrast Qin Dynasty and Han Dynasty • Identify the achievements of ancient China during the Han dynasty <ul style="list-style-type: none"> ○ Learn about history of silk ○ Learn about the importance of the Silk Road <ul style="list-style-type: none"> ▪ Identify the path of the Silk Road ▪ Identify what traveled the Silk Road (goods and ideas) ○ Identify the technology advances of ancient China • Current Events- News story - explain 	<ul style="list-style-type: none"> • Silk Road • Silk • Sima Qian 	<p style="text-align: center;">summary</p> <ul style="list-style-type: none"> ○ Give one, Get one • Supplementary Materials • Web based activities • Label map of region • Locate region on world map • Teacher developed notes • Primary and secondary source readings • Maps, charts, graphs • Discovery Education Videos • Junior Scholastic Magazines 	
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		current cultural, political, and economic conditions of present day China.			
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6th Grade Pennsylvania State Standards- Geography and History

Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.6.B:

Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

7.2.6.A:

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Describe the characteristics of **places** and **regions**.

7.2.6.B: Describe the physical processes that shape patterns on Earth's surface.

Standard Area - 7.3: Human Characteristics of Places and Regions

Grade Level - 7.3.6: GRADE 6

7.3.6.A:

Describe the human characteristics of **places** and **regions** using the following criteria:

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

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.6: GRADE 6

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**.

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Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.6: GRADE 6

Standard

8.1.6.A:

Explain continuity and change over time using sequential order and **context of events**.

8.1.6.B:

Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

8.1.6.C:

Identify a thesis statement using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

Standard Area - 8.4: World History

Grade Level - 8.4.6: GRADE 6

8.4.6.A:

Explain the **social, political**, cultural, and **economic** contributions of individuals and groups to world history.

8.4.6.B:

Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

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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.

6th Grade Social Studies Curriculum

Unit Title/Skill Set: 7. Ancient Greece	Course Time Prior to Keystone/PSSA: N/A
Overview: The students will identify, evaluate, and analyze how the city-states of ancient Greece had an effect on world history. Students will demonstrate an understanding of the geographic setting, culture, religion, and history of the people from ancient Greece.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • How did geography help in the rise of the ancient Greece civilization? • How were the early city-states governed in this region? • What were the purpose and characteristics of the early religions in this civilization? • How did the people of ancient Greece use innovation and technology to meet personal and community needs? 	Enrichment: Suggestions: <ul style="list-style-type: none"> • Research Greek Mythology • Research the Trojan War • Research first Olympics <ul style="list-style-type: none"> ○ Students create multi-media presentation and learn presentation skills ○ Students create a skit to perform
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Studies The Ancient World-Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

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Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	<ul style="list-style-type: none"> Geography of Greece <ul style="list-style-type: none"> Natural barriers Early Greek civilizations Different forms of Greek government Greek Contributions <ul style="list-style-type: none"> Golden Age of Athens Religion Greek Science and Philosophy Architecture Life in Athens Life in Sparta Conflict between Athens and Sparta Achievements of Alexander the Great The Achievements of 	<ul style="list-style-type: none"> Examine how geography made the rise of civilization on the peninsula. <ul style="list-style-type: none"> Discuss the term "peninsula," locate, and describe the Mediterranean area Identify major physical features of the region Compare maps of area to current political maps and make inference about continuing affects of physical geography Describe the rise of the early Greek civilizations <ul style="list-style-type: none"> Significance of Greek Mythology Types of government Describe what characterized the Golden Age of Athens Explain the religious beliefs of the ancient Greeks <ul style="list-style-type: none"> Gods and goddesses 	<ul style="list-style-type: none"> Peninsula Acropolis Aristocrat Tyrant Democracy Oracle Zeus Apollo Aries Athena Hades Hercules Poseidon Titans Philosopher Parthenon Tragedy Athens Sparta 	<ul style="list-style-type: none"> <i>Prentice Hall - World Studies - The Ancient World</i> Prepare to read activities: <ul style="list-style-type: none"> Anticipation Guide KWL Survey section (preview) text (headings, pictures, etc.) Create questions. Improving comprehension strategies: <ul style="list-style-type: none"> Think, pair, share, 25 word 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities Oral

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	<p>Hellenistics</p> <ul style="list-style-type: none"> The Current Cultural, Political, and Economic Conditions of the present day Greece 	<ul style="list-style-type: none"> Examine the contributions the Greeks made in science, and the arts. Greek philosophy <ul style="list-style-type: none"> Socrates, Plato, and Aristotle Describe public life in Athens Describe daily home life of people in Athens Examine the effects slavery had on Greek society Describe life in Sparta Compare life in Sparta and life in Athens Describe Greek city-states Describe the Persian invasion of Greece Examine other conflicts faced by the Athenian Empire Explain how Alexander the Great built his empire Explain the age of Hellenism <ul style="list-style-type: none"> Greek culture spread to many other parts of the world. Current Events- News story - explain current cultural, political, and economic conditions of present day Greece. 	<ul style="list-style-type: none"> Corinth Megara Argos Mt. Olympus Agora Vendor City-states Slavery Helot Peloponnesian War Plague Blockade Barbarian Assassinate Alexander the Great Hellenistic 	<p>summary</p> <ul style="list-style-type: none"> Give one, Get one Supplementary Materials Web based activities Label map of region Locate region on world map Teacher developed notes Primary and secondary source readings Maps, charts, graphs Discovery Education Videos Junior Scholastic Magazines 	<p>presentations</p>
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6th Grade Pennsylvania State Standards- Geography and History

Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.6.B:

Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

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.

Standard Area - 7.3: Human Characteristics of Places and Regions

6th Grade Social Studies Curriculum

Grade Level - 7.3.6: GRADE 6

7.3.6.A:

Describe the human characteristics of **places** and **regions** using the following criteria:

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

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.6: GRADE 6

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**.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.6: GRADE 6

6th Grade Social Studies Curriculum

Standard

8.1.6.A:

Explain continuity and change over time using sequential order and **context of events**.

8.1.6.B:

Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

8.1.6.C:

Identify a thesis statement using appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.5 Research)

Standard Area - 8.4: World History

Grade Level - 8.4.6: GRADE 6

8.4.6.A:

Explain the **social, political**, cultural, and **economic** contributions of individuals and groups to world history.

8.4.6.B:

Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C:

Explain how continuity and change have impacted world history.

- Belief systems and religions

6th Grade Social Studies Curriculum

- 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.

6th Grade Social Studies Curriculum

Unit Title/Skill Set: 8. Ancient Rome	Course Time Prior to Keystone/PSSA: N/A
Overview: The students will identify, evaluate, and analyze how ancient Rome had an effect on world history. Students will demonstrate an understanding of the geographic setting, culture, religion, and history of the people from ancient Rome.	ELL Differentiation: ELL Differentiation: Language Arts Speaking and Writing: 1.1.11.A,1.1.11.B,1.1.11.C,1.5.11.A,1.5.11.B,1.5.11.C,1.5.11.D,1.5.11.E,1.5.11.F,1.6.11.B Listening and Reading: 1.1.11.A,1.1.11.D,1.2.11.A,1.2.11.C,1.2.11.D,1.2.11.E,1.6.11.A
Unit Essential Questions: <ul style="list-style-type: none"> • How did geography help in the rise of the ancient Roman civilization? • How were the early people in Rome governed? • What purpose did religions play in the early Roman civilizations? • How did the people of ancient Rome use innovation and technology to meet personal and community needs? 	Enrichment: Suggestions: <ul style="list-style-type: none"> • Research Roman Emperors • Research the Coliseum • Who were the Roman Gladiators? • Compare and Contrast Greek and Roman Gods • Compare and Contrast ancient Roman life with life in United States today. <ul style="list-style-type: none"> ○ Students create multi-media presentation and learn presentation skills ○ Students create a skit to perform
PA & National Content Standard(s): http://www.pdesas.org/Standard/StandardsDownloads 7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	Remediation: <ul style="list-style-type: none"> • Prentice Hall World Studies The Ancient World-Reading and Vocabulary Study guide. (Includes chapter summaries to help review key concepts.) • Teacher provided differentiated worksheets to reinforce concept as needed.

6th Grade Social Studies Curriculum

Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org: CC.8.5.9-6-8.A, CC.8.5.6-8.B., CC.8.5.6-8.C, CC.8.5.6-8.D., CC.8.5.6-8.E., CC.8.5.6-8.F., CC.8.5.6-8.G., CC.8.5.6-8.H., CC.8.5.6-8.I., CC.8.5.6-8.J., CC.8.6.6-8.A., CC.8.6.6-8.B., CC.8.6.6-8.C., CC.8.6.6-8.D., CC.8.6.6-8.E, CC.8.6.6-8.F., CC.8.6.6-8.G., CC.8.6.6-8.H., CC.8.6.6-8.I. Click here to enter text.

IEP/GIEP: Refer to individual student's educational plan under specially designed instruction.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
7.1.6.A, 7.1.6.B, 7.2.6.A, 7.3.6.A, 7.4.6.A, 7.4.6.B, 8.2.6.A, 8.2.6.B, 8.2.6.C, 8.2.6.D, 8.3.6.A, 8.3.6.B, 8.3.6.C, 8.3.6.D, 8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D	<ul style="list-style-type: none"> Geographic region of Rome Romans form a republic (government) Ruling the Roman Empire Greek influence on Rome Roman architecture and technology The Laws of Rome Daily Life of Romans <ul style="list-style-type: none"> Social classes Roman Family Slavery in 	<ul style="list-style-type: none"> Identify the impact geography had on the rise of the Roman Empire. <ul style="list-style-type: none"> Identify geographic features Examine the characteristics of the Roman Republic and why it was founded. Research Roman emperors <ul style="list-style-type: none"> Julius Caesar Augustus Hadrian Marcus Aurelius Contrast how Romans treated conquered people with other ancient civilizations Examine the influence the Greeks had on Romans. Explain the laws of ancient Rome Demonstrate an understanding of the social classes of ancient Rome Discuss the characteristics of family 	<ul style="list-style-type: none"> Consul Patrician Plebeian Veto Dictator Republic Province Coliseum Aqueduct Roads Pax Romana Villa Circus Gladiator Jesus Messiah Disciple Epistle 	<ul style="list-style-type: none"> <i>Prentice Hall - World Studies - The Ancient World</i> Prepare to read activities: <ul style="list-style-type: none"> Anticipation Guide KWL Survey section (preview) text (headings, pictures, etc.) Create questions. Improving comprehension strategies: <ul style="list-style-type: none"> Think, pair, share, 25 word 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Projects – individual/group Formal and creative writings Computer-generated research projects Journal writing Web based activities Oral presentations

6th Grade Social Studies Curriculum

	<p>Rome</p> <ul style="list-style-type: none"> • Beginnings of Christianity • The spread of Christianity • Decline of the Roman Empire • Romans accept Christianity • Defeat of Rome • The Current Cultural, Political, and Economic Conditions of the present day Rome 	<p>life in ancient Rome</p> <ul style="list-style-type: none"> • Examine the practice of slavery in ancient Rome. • Examine the rise of Christianity in the Roman Empire. • Describe how Christianity spread through the Roman Empire. • Comprehend the causes of the decline of the Roman Empire. • Describe how the Roman government came to accept Christianity • Explain the events that marked the defeat of Rome. • Current Events- News story - explain current cultural, political, and economic conditions of present day Rome. 	<ul style="list-style-type: none"> • Martyr • Constantine • Mercenary • Inflation 	<p>summary</p> <ul style="list-style-type: none"> ○ Give one, Get one • Supplementary Materials • Web based activities • Label map of region • Locate region on world map • Teacher developed notes • Primary and secondary source readings • Maps, charts, graphs • Discovery Education Videos • Junior Scholastic Magazines 	
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6th Grade Social Studies Curriculum

6th Grade Pennsylvania State Standards- Geography and History

Subject Area - 7: Geography

Standard Area - 7.1: Basic Geographic Literacy

Grade Level - 7.1.6: GRADE 6

Standard

7.1.6.A:

Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.

7.1.6.B:

Describe and locate **places** and **regions** as defined by physical and **human features**.

Standard Area - 7.2: Physical Characteristics of Places and Regions

Grade Level - 7.2.6: GRADE 6

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.

Standard Area - 7.3: Human Characteristics of Places and Regions

6th Grade Social Studies Curriculum

Grade Level - 7.3.6: GRADE 6

7.3.6.A:

Describe the human characteristics of **places** and **regions** using the following criteria:

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

Standard Area - 7.4: Interactions Between People and the Environment

Grade Level - 7.4.6: GRADE 6

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**.

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

Grade Level - 8.1.6: GRADE 6

6th Grade Social Studies Curriculum

Standard

8.1.6.A:

Explain continuity and change over time using sequential order and **context of events**.

8.1.6.B:

Differentiate between fact and **opinion**, multiple points of view, and **primary** and **secondary sources** to explain historical events.

8.1.6.C:

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Standard Area - 8.4: World History

Grade Level - 8.4.6: GRADE 6

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Explain the **social, political**, cultural, and **economic** contributions of individuals and groups to world history.

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8.4.6.D:

Examine patterns of **conflict** and cooperation among groups and organizations that impacted the development of the history of the world.