



# Ancient and Medieval Worlds 6th Grade Social Studies

## A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT  
Updated September 25, 2021



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*Section titles above are hyperlinked. Press CTRL + click on a title to navigate directly to that section.*

## Section Descriptions

**Pacing guide** - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

**Standards, strands and indicators** – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

**Scope and sequence** - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

**Proficiency Scales/Proficiency Level Descriptors** - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

**Academic Vocabulary List with Definitions** – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

**District Adopted Resources** – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

## Pacing Guide

### Pre-Unit: Procedures and Routines and Social Studies Skills

<p><b>Time Frame</b></p>	<p><b>Timeframe: 1 – 2 weeks, Quarter 1</b></p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1: How does a student succeed in this class?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Describe how to be safe, respectful and ready to learn.</li> <li>• Give examples of appropriate ways we use building technology.</li> <li>• Give examples of inappropriate ways to use building technology.</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Learning goals</li> <li>- Bell Work</li> <li>- Engagement Techniques</li> <li>- Routines for purposeful Movement/Material management</li> <li>- Common Grading Practices</li> </ul> <p><b>Essential Question #2: What is Social Studies?</b></p> <p><b>Supporting Questions to Guide Instruction/Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is the job of a historian?</li> <li>• What are the 4 steps to historical thinking? (sourcing, close reading, contextualizing, corroboration)</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Historical Thinking</li> <li>- Spatial Thinking</li> <li>- Economic Reasoning</li> <li>- Civic Engagement</li> <li>- Student on-line textbook accounts</li> </ul>



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<p><b>Standards and Indicators</b></p>	<p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>  <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.  <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b>  <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.  <b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b>  <b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.  <b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b>  <b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.  <b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.  <b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources of the first cities, civilizations, and empires and the reasoning for their locations.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit) artifact, evaluate, interpret, inquiry and inquiry process, multiple perspectives, sources: primary and secondary</p>	<p><b>Other Unit Specific Vocabulary</b> <b>MTSS-B:</b> ready to learn, respectful, responsible, safe</p>
<p><b>Common Assessments</b> Assessments in <b>bold</b> are required.</p>	<p><b>Formative Assessments</b> <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> <li>Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li> </ul>	<p><b>Summative Assessments</b> Not required for pre-unit</p>



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## Unit 1: Early Man

Unit Overview: This unit addresses the rise of early man with an emphasis on historical analysis. Students will investigate into the past and work to solve historical problems relating to artifacts, migration, art, and survival. Students will then analyze factors that settled humans into communities which led to farming and trade.

<b>Time Frame</b>	<b>Timeframe: 2 weeks – Quarter 1</b>  <i>Additional pacing information outlined in the Unit Planner; link located in Additional Notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> How did the development of agriculture change daily life in the Neolithic age? (TCI Online, Lesson 3)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2)</b></p> <ul style="list-style-type: none"> <li>• What were differences between the Paleolithic Age (Old Stone Age) vs the Neolithic Age (New Stone Age)?</li> <li>• How did people living in Paleolithic and Neolithic times obtain food?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Compare and contrast characteristics of people living in Paleolithic and Neolithic times.</li> <li>– Explain how people in Paleolithic and Neolithic times maintained a stable food supply.</li> <li>– Describe the impact of natural processes on early humans and their physical environment.</li> <li>– Summarize how early humans utilized and adapted to their physical environment.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2, 3, and 4)</b></p> <ul style="list-style-type: none"> <li>• How did the shelter people used in Paleolithic and Neolithic times, temporary vs. permanent, help establish communities?</li> <li>• How did living in communities establish jobs and start trade?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Compare and contrast the shelter and settlements of Paleolithic and Neolithic times.</li> <li>– Identify and illustrate the locations of first civilizations and the reasoning for their locations.</li> <li>– Investigate the human and physical characteristics of early patterns when communities were first established.</li> <li>– Describe the impact new jobs had on communities and trade.</li> </ul> <p><b>Essential Question #2:</b> How did geographic challenges lead to the rise of city-states in Mesopotamia? (TCI Online, Lesson 4)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2)</b></p> <ul style="list-style-type: none"> <li>• What were the major geographic problems faced by the people of Mesopotamia?</li> <li>• What did the people of Mesopotamia do to survive in their environment?</li> <li>• What caused villages to suffer food shortages in the Zagros Mountains of northern Mesopotamia?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Identify and illustrate the locations of villages, city-states, and civilizations of Mesopotamia.</li> <li>– Investigate the human and physical characteristics of Mesopotamia, the major problems they faced, and the reasoning for their locations.</li> <li>– Describe the impact of natural processes on the people of Mesopotamia, the physical environment, and food shortages.</li> <li>– Summarize how the early people of Mesopotamia utilized and adapted to their physical environment.</li> </ul>
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**Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2 and 3)**

- What problems could occur with an uncontrolled water supply, if irrigation systems and levees were not used?
- How did living in small groups help the Sumerians maintain their irrigation systems and avoid problems?
- How did Sumer's geography leave it unprotected? What was done by Sumerians to protect their cities?
- How did problems faced by the Sumerians lead to solutions that created city-states?

**Key Topics and Skills:**

- Describe the impact of an uncontrolled water supply on human and physical environments.
- Summarize how the Sumerians built and maintained irrigation systems to adapt to their physical environment.
- Identify and illustrate the locations of Sumerian city-states and the reasoning for their location.
- Investigate how Sumer's physical characteristics and geography left them open to attacks by neighboring communities.
- Identify problems and solutions of small farming villages led to large city-states and the development of written laws and artifacts.





<b>Standards and Indicators</b>	<p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b></p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.</b> <b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. <b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b> <b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments. <b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b> <b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements. <del><b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</del></p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b> <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b> <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history. <b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b> <b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history. <b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b> <b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources. <b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources. <b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources</p>
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Vocabulary	Academic Vocabulary (to be taught throughout the course of the unit)	Other Unit Specific Vocabulary
Academic Vocabulary terms are taught using the Six-Step Process	<p><b>TeachTCI Lesson 3:</b>            agriculture, domesticate, Fertile Crescent, Neolithic Age, nomad, Paleolithic Age, resource            Sumer, trade</p> <p><b>TeachTCI Lesson 4:</b>            city- state, irrigation, levee, Mesopotamia, silt</p>	<p><b>TeachTCI Lesson 3:</b>            Catal Hoyuk</p> <p><b>TeachTCI Lesson 4:</b>            Euphrates River, Tigris River, Zagros Mountains</p>



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Common Assessments	Formative Assessments	Summative Assessments
<p>Assessments in <b>bold</b> are required.</p>	<p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> <li>• Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li> <li>• TeachTCI Online Resources: <a href="http://www.teachtci.com">www.teachtci.com</a></li> </ul> <p><u>Leveled questions for use with formative assessments:</u></p> <p>Level 2:</p> <ul style="list-style-type: none"> <li>• Define and apply academic vocabulary.</li> </ul> <p>Level 3:</p> <ul style="list-style-type: none"> <li>• How did survival skills change as people began to settle? Explain why this change happened.</li> <li>• Analyze how the development of agriculture in the Neolithic Age changed daily life for early man.</li> <li>• Analyze how the study of different hominid groups helps us to better understand early man?</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>• Evaluate how life changed for man with the domestication of crops. What other changes did that lead to?</li> <li>• How would our understanding of the world around us and of the past be different if humans never developed written language? Support your answer.</li> <li>• Given a climate and geographical setting, could you describe the tools, clothes, food and art an early civilization may use?</li> </ul>	<p>Optional TCI online assessments for Lessons 3 &amp; 4 (pre-made or select own questions).</p> <p>No district CBA for Early Man.</p>



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## Unit 2: Ancient Egypt

Unit Overview: This unit will guide students through an interactive journey to Ancient Egypt. Students will see how life along the Nile affected settlement. They will also learn the pharaoh's role and accomplishments. Lastly, students will explore the social structures and daily life of ancient Egyptians.

<b>Time Frame</b>	<b>Timeframe: 5 weeks – Quarter 1</b> <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> How did geography affect early settlements in Egypt, Kush, and Canaan? (TCI Online, Lesson 5)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2)</b></p> <ul style="list-style-type: none"> <li>• How does the geography of Egypt, Kush, and Canaan affect a settlement?</li> <li>• What aspects of physical geography affect vegetation?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Identify and illustrate environmental factors of water, topography, and vegetation.</li> <li>– Describe physical geography aspects affecting vegetation.</li> <li>– Summarize how early humans utilized and adapted to their physical environment.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (2 days, levels 2 and 3)</b></p> <ul style="list-style-type: none"> <li>• What physical features and environmental factors are specific to Egypt, Kush, and Canaan?</li> <li>• How did the flooding of the Nile River affect/alter daily life in Egypt?</li> <li>• How did Canaan’s varied topography affect differences of settlements and lifestyle?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Identify and illustrate physical features and environmental factors of Egypt and Kush.</li> <li>– Identify and illustrate physical features and environmental factors of Canaan.</li> <li>– Describe the impact of the flooding of the Nile River.</li> <li>– Compare and contrast Canaan’s topography to Egypt and Kush.</li> <li>– Interpret and evaluate primary sources and artifacts related to Egypt, Kush, and Canaan.</li> <li>– Apply the inquiry process to evaluate the features of these civilizations.</li> </ul> <p><b>Essential Question #2:</b> What did the pharaohs of ancient Egypt accomplish, and how did they do it? (TCI Online, Lesson 6)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2)</b></p> <ul style="list-style-type: none"> <li>• What role did pharaohs have in Egypt’s civilization?</li> <li>• How did their role in Ancient Egypt contribute to Egypt’s Golden Age?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Analyze the role of pharaohs in Egyptian civilization.</li> <li>– Examine and communicate how the pharaohs contributed to Egypt’s Golden Age.</li> <li>– Examine how social and government decisions were impacted by the pharaohs.</li> </ul>
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**Supporting Questions to Guide Instruction/Inquiry: (4 days, levels 3 and 4)**

- What accomplishments did each pharaoh contribute during their time of reign?
- What monuments were erected during their reign and for what purpose?

**Key Topics and Skills:**

- Analyze the different forms of leadership from each pharaoh.
- Communicate the various ways each pharaoh’s reign affected the daily lives of citizens.
- Compare the benefits and costs of economic decisions made by each pharaoh.
- Examine how social and governmental decisions impacted the economic well-being of each pharaoh’s reign.

**Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2, 3, and 4)**

- How did individual pharaoh’s achievements shape the daily life of Ancient Egyptians?
- What was the purpose of the building of pyramids?
- How did religious architecture change the structure of monuments in Ancient Egypt?
- What impact did pharaohs have on economic trade?

**Key Topics and Skills:**

- Examine how social and governmental decisions impact economic well-being.
- Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.
- Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

**Essential Question #3: What was the social class structure of Ancient Egypt? (TCI Online, Lesson 7)**

**Supporting Questions to Guide Instruction/Inquiry: (2 days, levels 2, 3, and 4)**

- What hierarchy of social class (power) is demonstrated in schools today? In other areas?
- What were the levels of the social pyramid in Ancient Egypt?
- What roles did members of each level of the social pyramid contribute to the society?
- How could a citizen “move” from one level of the social pyramid to another?

**Key Topics and Skills:**

- Compare and contrast the roles and rights of individuals in the social pyramid.
- Examine how social and governmental decisions impact economic well-being.
- Examine the impact of the people, events, and ideas of each level of the social pyramid.



**Essential Question #4:** How did the daily lives of the social pyramid citizens of Ancient Egypt vary? What effect did each level of the pyramid have on other levels? (TCI Online, Lesson 7)

**Supporting Questions to Guide Instruction/Inquiry on Upper Social Classes: (3 days, levels 2, 3, and 4)**

- What roles did government officials play in the government of Ancient Egypt?
- What are examples of the life of luxury afforded to government officials in Ancient Egypt?
- What was the role of priests in Ancient Egypt?
- What the purpose and process of mummification in Ancient Egypt?

**Key Topics and Skills:**

- Communicate the various ways government and economic decision impact the levels of the social pyramid.
- Compare and contrast characteristics of each level of the social pyramid.
- Identify evidence from multiple perspectives of each level of the social pyramid.
- Identify and analyze how differing experiences can lead to the development of perspectives.

**Supporting Questions to Guide Instruction/Inquiry on Middle Social Classes (3 days, levels 2, 3, and 4)**

- What roles did scribes play in of Ancient Egypt?
- How is “scribe work” seen in today’s society?
- How were scribes trained to do their vital work in Egypt’s society?
- What materials did scribes utilize to complete their work?
- What types of skills were included in the artisan social class?
- What was the daily life of an artisan like?
- How were the daily lives of scribes and artisans similar and different than the upper classes of the Egyptian social pyramid?

**Key Topics and Skills:**

- Communicate the various ways government and economic decision impact the levels of the social pyramid.
- Compare and contrast characteristics of each level of the social pyramid.
- Identify evidence from multiple perspectives of each level of the social pyramid.
- Identify and analyze how differing experiences can lead to the development of perspectives.

**Supporting Questions to Guide Instruction/Inquiry on the Peasant class: (2 days, levels 2, 3, and 4)**

- How did peasants spend their days in Ancient Egypt?
- How did the physical geography of the Nile River affect a peasant’s daily life?
- How did a peasant’s life compare to that of a government official?

**Key Topics and Skills:**



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- Communicate the various ways government and economic decision impact the levels of the social pyramid.
- Compare and contrast characteristics of each level of the social pyramid.
- Identify evidence from multiple perspectives of each level of the social pyramid.
- Identify and analyze how differing experiences can lead to the development of perspectives.

**(CBA summative assessment – 2 days – see Sharepoint for detailed information)**





<p><b>Standards and Indicators</b></p>	<p><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b>  <b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.  <b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.  <b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history  <b>SS 6.1.1.d</b> Investigate important government principles.</p> <p><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b>  <b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.  <b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b>  <b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.  <b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being.</p> <p><b>SS 6.2.3 Explain the interdependence of producers and consumers.</b>  <b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations.  <b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>  <b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.  <b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b>  <b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments.  <b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b>  <b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.  <b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>  <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.  <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b>  <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.  <b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p>
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	<p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b>  <b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.  <b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b>  <b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.  <b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.  <b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p><b>Vocabulary</b>          Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p><b>TeachTCI Lesson 5:</b>          physical geography, topography, vegetation,</p> <p><b>TeachTCI Lesson 6:</b>          Hatshepsut, pharaohs, Ramses II, reign, treaty</p> <p><b>TeachTCI Lesson 7:</b>          afterlife, hieroglyphs, noble, peasants, social classes, social pyramid</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p><b>TeachTCI Lesson 5:</b>          aspects, Canaan, diverse, Egypt, factors, Jordan River, Kush, Mediterranean Sea          Nile River</p> <p><b>TeachTCI Lesson 6:</b>          accomplished, authority, periods, structures</p> <p><b>TeachTCI Lesson 7:</b>          embalm, neutral, occupied, sanctuary, rigid, roles, status, supreme</p>



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Common Assessments	Formative Assessments	Summative Assessments
<p>Assessments in <b>bold</b> are required.</p>	<p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> <li>• Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li> <li>• TeachTCI Online Resources: <a href="http://www.teachtci.com">www.teachtci.com</a></li> </ul> <p><u>Leveled questions for use with formative assessments:</u></p> <p>Level 2:</p> <ul style="list-style-type: none"> <li>• Define and apply academic vocabulary.</li> <li>• Identify what geographic features protected Egypt from invasion. Explain how this protection was important to the Ancient Egyptians.</li> </ul> <p>Level 3:</p> <ul style="list-style-type: none"> <li>• Explain why the Nile River was important to the Ancient Egyptian civilization. In your opinion was it a good idea for the Ancient Egyptians to be so dependent on the Nile River.</li> <li>• Identify the form of writing that was used by the Ancient Egyptians and explain the importance of writing in Egyptian society.</li> <li>• Explain how the climate and physical geography of Egypt helped to shape people's lives. Give 3 - 4 examples.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>• Suppose you are an Egyptian scribe. Write a description that shows how you use your skill in the service of the pharaoh. Is using hieroglyphs an effective form of writing? Discuss why or why not. Support your answer.</li> <li>• Explain the following statement: "Aside from Egypt, Kush was the greatest ancient civilization in Africa." Support your answer.</li> </ul>	<p><b>CBA #1 – Ancient Egypt</b></p> <p><b>See Sharepoint for detailed instructions.</b></p>



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## Unit 3: Ancient Greece

Unit Overview: This unit will cover Greece's geography and influence in the Mediterranean. Students will spend time exploring different types of governments and the nature of City-States in the region. The Persian War and Alexander's spread of Greek culture are addressed as well as the lasting influence Ancient Greece has on the modern world. Teachers are encouraged to incorporate a writing unit centered on Greek Mythology.

<b>Time Frame</b> 5 weeks	<b>Timeframe: 5 weeks – Quarter 2</b> <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> How did the geography of Ancient Greece influence the way of life? (TCI Online, Lesson 11)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2, 3, and 4)</b></p> <ul style="list-style-type: none"> <li>• How did the geography of Ancient Greece create isolated communities and travel difficulties?</li> <li>• How did the Ancient Greeks farm in the southern rough terrain?</li> <li>• Why was it critical for Ancient Greeks to create colonies? How was this accomplished?</li> <li>• Why was trade such a vital part of the survival of Ancient Greeks?</li> </ul> <p><b>Key Topics and Skills</b></p> <ul style="list-style-type: none"> <li>– Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</li> <li>– Explain the interdependence of producers and consumers.</li> <li>– Identify and illustrate the locations of Greek’s first cities and the reasoning for their locations.</li> <li>– Identify how Ancient Greeks adapted to their surroundings, regarding resources, communication, and travel.</li> <li>– Apply the inquiry process to construct and answer questions regarding the geography of Ancient Greece.</li> </ul> <p><b>Essential Question #2:</b> How did democracy develop in ancient Greece? (TCI Online, Lesson 12)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (2 days, levels 2, 3, and 4)</b></p> <ul style="list-style-type: none"> <li>• What are the defining characteristics of a monarchy, oligarchy, tyranny, and democracy?</li> <li>• How did each form of government alter the daily lives of Greek citizens?</li> <li>• What caused the transition from one governmental style to the next, and how did it occur?</li> <li>• How does today’s democracy compare and contrast to that of Ancient Greece?</li> </ul> <p><b>Key Topics and Skills</b></p> <ul style="list-style-type: none"> <li>– Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</li> <li>– Identify and analyze the different forms of government in Ancient Greece, their development, and transitions among each.</li> <li>– Communicate the various ways governmental decisions impacted the people of Ancient Greece.</li> <li>– Investigate and describe the roles, responsibilities, and rights of citizens in each government style.</li> <li>– Compare and contrast the roles and rights of individuals in each government style to those in the United States today.</li> <li>– Compare the benefits and costs of economic decisions made and describe how they impact economic well-being.</li> <li>– Apply the inquiry process to construct and answer historical questions.</li> </ul>
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**Essential Question #3:** What were the major differences between Athens and Sparta? What factors influenced the outcome of the Persian wars? (TCI Online, Lessons 13 and 14)

**Supporting Questions to Guide Instruction/Inquiry:** (6 days, levels 2, 3, and 4)

- What are the major differences in the geography and general lifestyle of Athens and Sparta?
- How did the government styles of Athens differ from Sparta, and how did it impact their way of life?
- How did Athens and Sparta achieve economic stability? How did this economic style affect their daily life?
- How did the education of boys and girls differ Athens and Sparta? What was the educational “focus” for each city-state?
- How were the lives of women and slaves in Athens and Sparta different?

**Key Topics and Skills**

- Examine how social, economic, and governmental decisions impact economic well-being of individuals and society.
- Compare and contrast characteristics of Athenian and Spartan ways of life.
- Explain how Athens played a key role in cultural diffusion.
- Explain the use of primary and secondary sources to utilize multiple perspectives to understand historical, social, and cultural events.
- Apply the inquiry process to construct and answer historical questions.

**Supporting Questions to Guide Instruction/Inquiry:** (2 days, levels 2 and 3)

- How did the Persian Wars affect Ancient Greece?
- What were the key factors that led to the victory of each Battle of the Persian War?
- What events occurred to continue the progression of the Persian War?
- What lasting effects resulted from these events?

**Key Topics and Skills**

- Explain the use of primary and secondary sources to utilize multiple perspectives to understand historical, social, and cultural events.
- Apply the inquiry process to construct and answer historical questions.

**Essential Question #4:** What were the major cultural achievements of Athens? (TCI Online, Lessons 15 and 16)

**Supporting Questions to Guide Instruction/Inquiry:** (3 days, levels 2, 3, and 4)

- How were the temples, shrines, and other structures utilized to honor the gods and goddesses of Ancient Greece?
- How did Greek architecture and sculpture create a “larger than life” feel in Ancient Greece? How was the



architecture tied to the practice of religion?

- How is the drama and philosophy in Ancient Greece relevant to today's society?
- Why were Panathenaic Games of particular importance to the Ancient Greeks? How were they similar/different from today's Olympic Games?

### Key Topics and Skills

- Explain the use of primary and secondary sources to utilize multiple perspectives to understand historical, social, and cultural events.
- Apply the inquiry process to construct and answer historical questions.
- Interpret and summarize patterns of Greek culture as seen around the world.
- Compare and contrast characteristics of Greek achievements to today's society.
- Analyze the relationships among historic events in Ancient Greece and their relevance to contemporary issues.

### Supporting Questions to Guide Instruction/Inquiry: (1 day, levels 2 and 3)

- How did Alexander the Great build his empire and spread the Greek culture to other lands?
- What happened as a result of Alexander's death?

### Key Topics and Skills

- Explain how cultural diffusion occurs.
- Explain the use of primary and secondary sources to utilize multiple perspectives to understand historical, social, and cultural events.
- Apply the inquiry process to construct and answer historical questions.

### **Essential Question #5:** How did Ancient Greece contribute to the modern world? (TCI Online, Lesson 17)

### Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2, 3, and 4)

- How did the various arenas from Ancient Greece impact and contribute to today's society?
  - Literature, History, and Government
  - Medicine
  - Mathematics
  - Astronomy and Geography
  - Biology
  - Architecture, Theater, and Sports

### Key Topics and Skills

- Explain how cultural diffusion occurs.



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- Explain the use of primary and secondary sources to utilize multiple perspectives to understand historical, social, and cultural events.
- Analyze patterns of continuity and change over time in Ancient Greece.
- Compare and contrast characteristics of Greek achievements to today's society.
- Analyze the relationships among historic events in Ancient Greece and their relevance to contemporary issues and events.
- Apply the inquiry process to construct and answer historical questions.
- Communicate the various ways Ancient Greek governmental decisions have impacted people, places, and history.





<p><b>Standards and Indicators</b></p>	<p><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b>  <b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.  <b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.  <b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history.  <b>SS 6.1.1.d</b> Investigate important government principles.</p> <p><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b>  <b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.  <b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b>  <b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.  <b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being.</p> <p><b>SS 6.2.3 Explain the interdependence of producers and consumers.</b>  <b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations.  <b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>  <b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.  <b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b>  <b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments.  <b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b>  <b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.  <b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>  <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.  <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b>  <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p>
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**SS 6.4.2.b** Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

**SS 6.4.3** Examine historical events from the perspectives of marginalized and underrepresented groups.

**SS 6.4.3.a** Identify how differing experiences can lead to the development of perspectives.

**SS 6.4.4** Interpret and evaluate sources for historical context.

**SS 6.4.4.a** Compare and contrast primary and secondary sources of history.

**SS 6.4.4.b** Analyze the relationships among historical events in the world and relevant contemporary issues.

**SS 6.4.5** Apply the inquiry process to construct and answer historical questions.

**SS 6.4.5.a** Construct and answer inquiry questions using multiple historical sources.

**SS 6.4.5.b** Identify and cite appropriate sources for research about world history, including primary and secondary sources.

**SS 6.4.5.c** Gather, analyze, and communicate historical information about the world from multiple sources.



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<b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process	<b>Academic Vocabulary</b> (to be taught throughout the course of the unit)	<b>Other Unit Specific Vocabulary</b>
	<p><b>TeachTCI Lesson 11:</b> Aegean Sea, colonies, peninsula</p> <p><b>TeachTCI Lesson 12:</b> aristocrat, assembly, citizens, democracy, monarchy, oligarchy, tyranny</p> <p><b>TeachTCI Lesson 13:</b> agora, Athens, Council of 500, Council of Elders, Peloponnesus, Sparta</p> <p><b>TeachTCI Lesson 14:</b> cavalry, Darius, Hellespont, Persian Empire, Xerxes</p> <p><b>TeachTCI Lesson 15:</b> acropolis, myths, Panathenaic Games, Parthenon, Pericles, Socrates</p> <p><b>TeachTCI Lesson 16:</b> Alexander the Great, Alexandria, allies, Aristotle, Macedonia</p> <p><b>TeachTCI Lesson 17:</b> biology, geometry, latitude, longitude, volume</p>	<p><b>TeachTCI Lesson 11</b> consulting, participate, relied</p> <p><b>TeachTCI Lesson 12</b> hostile, ignored, insisted, reversed</p> <p><b>TeachTCI Lesson 13</b> abandon, capable, eliminate, obtain, selected</p> <p><b>TeachTCI Lesson 14</b> approached, convinced, initial, navy</p> <p><b>TeachTCI Lesson 15</b> columns, collected, dedicated, drama, muscles, reforms</p> <p><b>TeachTCI Lesson 16</b> appreciate, customs, involved, reluctantly, required</p> <p><b>TeachTCI Lesson 17</b> accurately, medical, principle, theories,</p>



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Common Assessments	Formative Assessments	Summative Assessments
<p>Assessments in <b>bold</b> are required.</p>	<p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> <li>• Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li> <li>• TeachTCi Online Resources: <a href="http://www.teachtci.com">www.teachtci.com</a></li> </ul> <p><u>Leveled questions for use with formative assessments:</u></p> <p>Level 2:</p> <ul style="list-style-type: none"> <li>• Define and apply academic vocabulary.</li> <li>• Explain why Ancient Greek settlements were isolated from one another.</li> <li>• Explain the importance of Parthenon, Delphi, Acropolis.</li> </ul> <p>Level 3:</p> <ul style="list-style-type: none"> <li>• Create a Venn diagram comparing and contrasting 2 of the 4 types of government in Ancient Greece.</li> <li>• Create a timeline. Include the 4 types of governments and 2 aspects of each.</li> <li>• What was the motive for Spartans using iron bars as money?</li> <li>• Based on your knowledge, what was the main problem with the Assembly in Sparta?</li> <li>• Create a Venn Diagram to compare and contrast the democracy in ancient Greece with our modern democracy.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>• Support the view that Greece's geography greatly affected the food, travel, and relationships of the ancient Greek people.</li> <li>• Which type of government would you live in if you could choose? Be sure to give positives and negatives about the type of government you choose.</li> <li>• Pretend you are a merchant, Which economy would you rather be a part of? Athens or Sparta? Defend your answer!</li> </ul>	<p><b>CBA #2: Ancient Greece</b></p> <p><b>See Sharepoint for detailed instructions</b></p>



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	<ul style="list-style-type: none"> <li>Design and draw a building using and labeling at least 3 aspects of Greek architecture. Then, explain why you chose to include each aspect.</li> </ul>	
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### Unit 4: Ancient Rome

Unit Overview: This unit will take students through the rise and collapse of an empire. Students will begin by understanding how geography, Greece and the Etruscans influenced the Romans. They will learn about the difficulties between patricians and plebeians and the democratic government that followed. Daily life in Rome will be explored as well as the influence Christianity had on the empire. Lastly, an analysis of Rome's lasting contributions and the effects of expanding an empire will be studied.

<b>Time Frame</b>	<p><b>Timeframe: 4 weeks – Quarter 2</b></p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> How did the Etruscans and Greeks influence the development of Rome? (TCI Online, Lesson 18)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2 and 3)</b></p> <ul style="list-style-type: none"> <li>• What happened in the myth that tells of the founding of Rome?</li> <li>• How would you describe the actual history of Rome’s origin?</li> <li>• What were Etruscan influences on the development of Rome (engineering and sports)?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Identify and illustrate the location of the early Romans, their neighbors, first cities, and civilizations.</li> <li>– Investigate the human and physical characteristics of early patterns during the development of Roman civilization.</li> <li>– Describe how natural processes had an impact the founding of Rome and the physical environment.</li> <li>– Describe the influence Etruscan engineering and sporting events had on Rome.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 3 and 4)</b></p> <ul style="list-style-type: none"> <li>• How did Greek architecture influence the development of Rome? Use arrows/labels on a map to show how the influence came to Rome.</li> <li>• How did Greek writing influence the development of Rome? Use arrows/labels on a map to show how the influence came to Rome.</li> <li>• How did Greek art and religion influence the development of Rome? Use arrows/labels on a map to show how the influence came to Rome.</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Analyze the impact Greek architecture and writing had on Rome and the world using symbols, maps, documents, and artifacts.</li> <li>– Analyze the impact Greek art and religion had on Rome and the world using symbols, maps, documents, and artifacts.</li> <li>– Evaluate the relationships among historical events of Rome on the world and relevant contemporary issues.</li> </ul> <p><b>Essential Question #2:</b> How did wealth affect daily life in the Roman Empire? (TCI Online, Lesson 21)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2)</b></p> <ul style="list-style-type: none"> <li>• What were two ways life differed for rich and poor Romans?</li> <li>• What were at least two ways that law and order was the same and at least one way it differed for rich Romans and poor Romans?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Compare and contrast characteristics of rich and poor Romans in their daily lives.</li> </ul>
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- Identify how written laws and artifacts were developed due to the differences between rich and poor Romans in law and order.
- Identify the differing experiences in daily life, law and order, and religion between rich and poor Romans that led to different perspectives.

**Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2, 3, and 4)**

- What were at least two ways that family life was the same and at least one way it differed for rich Romans and poor Romans?
- Would you rather eat at the home of a rich or poor Roman? Explain.
- What would you change to improve housing and education for poor Romans?
- What would you do for recreation if you lived in ancient Rome? Why?
- How was country life different for rich vs poor Romans?

**Key Topics and Skills:**

- Identify the different experiences in family life, housing, and education between rich and poor Romans that led to different perspectives.
- Compare and contrast characteristics of rich and poor Romans in recreation and country life.
- Explain the use of primary and secondary sources to better understand perspectives of events in Roman daily life.

**Essential Question #3:** What were the characteristics of the Roman Republic how did they change over time? (TCI Online, Lesson 19)

**Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2)**

- When did patricians rule?
- How much power did patricians have?
- How much power did the plebeians have in ancient Rome?
- What was the balance of power between patricians and plebeians when the republic was first created?

**Key Topics and Skills:**

- Analyze the different forms of government in early Rome, focusing on differences between the patricians and the plebeians during the time of Etruscan rule.
- Investigate the government principles when patricians created a republic.
- Compare the benefits and costs of economic decisions of the Roman republic.

**Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2, 3, and 4)**

- What was the balance of political power between patricians and plebeians during the Conflict of the Orders in 494 B.C.E.?
- How did the plebeians gain more political power after the revolts of 494 B.C.E.?



- What change in Roman government that led to greater equality for the plebeians?
- What were political characteristics of the Roman Republic that were adopted later in other parts of the world?

**Key Topics and Skills:**

- Communicate the various ways governmental decisions impacted people and places under the Roman Republic, leading to Plebeian rebellion and gains in political equality.
- Identify evidence from the multiple perspectives of plebeians and patricians to better understand the complexities of world history.

**Essential Question #4:** Did the benefits of Roman expansion outweigh the costs and to what extent does ancient Rome influence us today? (TCI Online, Lessons 20 & 24)

**Supporting Questions to Guide Instruction/Inquiry: (1 day, level 2)**

- What were the four periods of expansion in ancient Rome?
- How did Romans take control of the Italian peninsula during the first expansion?
- Who might have had a negative view of Roman expansion during this period, and why?
- Why did Romans fight the Punic Wars during the second expansion? What did they gain?
- Who might have had a negative view of Roman expansion during this period, and why?

**Key Topics and Skills:**

- Describe ways individuals participated in the political process as Rome moved from republic to empire through conquests.
- Explain how cultural diffusion occurred in Rome during the conquest of the Italian peninsula and during the Punic Wars.
- Identify positive and negative perspectives during the expansion of Rome.

**Supporting Questions to Guide Instruction/Inquiry: (3 days, levels 2, 3, and 4)**

- How did Julius Caesar’s reforms help Rome during the third expansion?
- Were there any negative impacts of the third expansion on Rome? Explain.
- What was the Pax Romana and other positive aspects of Augustus’s reign?
- What are at least three benefits and at least three costs of Roman expansion from 509 B.C.E. to 14 C.E.?
- To what extent do Roman achievements affect your community today—not at all, barely, moderately, or greatly? Explain.

**Key Topics and Skills:**

- Examine how social and governmental decisions by Julius Caesar impacted economic well-being in Rome during the third expansion.





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- Examine how social and governmental decisions impacted economic well-being during the Pax Romana under the rule of Augustus.
- Analyze the impact of Roman expansion – benefits and costs - using symbols, maps, documents, and artifacts.
- Examine the impact the people, events, ideas, and achievements of Rome had on the world.
- Compare and contrast the roles and rights of individuals in Rome with those in the United States today.

<p><b>Standards and Indicators</b></p>	<p><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b>  <b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.  <b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.  <b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history.  <b>SS 6.1.1.d</b> Investigate important government principles.</p> <p><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b>  <b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.  <b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b>  <b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.  <b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being.</p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>  <b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.  <b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b>  <b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b>  <b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.  <b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>  <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.  <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b>  <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.  <b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b>  <b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.</p>
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	<p><b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b></p> <p><b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p> <p><b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p><b>TeachTCI Lesson 21:</b> Colosseum</p> <p><b>TeachTCI Lesson 19:</b> constitution, consul, plebeian, republic, Senate, veto</p> <p><b>TeachTCI Lesson 20:</b> civil war, dictator, Punic Wars</p> <p><b>TeachTCI Lesson 24:</b> patron, Renaissance</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p><b>TeachTCI Lesson 18:</b> Rome, Etruscans cuniculus, gladiator, Greco-Roman</p> <p><b>TeachTCI Lesson 21:</b> natural law, Forum, rule of law, paterfamilias, Circus Maximus</p> <p><b>TeachTCI Lesson 19:</b> patrician, tribune</p> <p><b>TeachTCI Lesson 20:</b> Julius Caesar, Caesar Augustus</p> <p><b>TeachTCI Lesson 24:</b> triumphal arch, aqueduct, Latin, Stoicism, Byzantine Empire</p>



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	<b>Formative Assessments</b>	<b>Summative Assessments</b>
	<p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"><li>• Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li><li>• TeachTCI Online Resources: <a href="http://www.teachtci.com">www.teachtci.com</a></li></ul> <p><u>Leveled questions for use with formative assessments:</u></p> <p>Level 2:</p> <ul style="list-style-type: none"><li>• Define and apply academic vocabulary.</li><li>• Who were Julius Caesar, Caesar Augustus, Pax Romana, Jesus, Messiah?</li><li>• What Roman Numerals are used to write the numbers 1-100?</li></ul> <p>Level 3:</p> <ul style="list-style-type: none"><li>• Explain why a person's social status impacted what they cooked and ate.</li><li>• Create a Venn diagram comparing Roman art to Modern art.</li></ul> <p>Level 4:</p> <ul style="list-style-type: none"><li>• "The quality of Romans' lives depended on their status". Support this statement using examples of roman life.</li><li>• Write a 3-paragraph essay explaining the 3 major reasons for the decline (fall) of the Roman Empire.</li></ul>	<p>Optional TCI online assessments for Lesson 18, 21, 19, 20, &amp; 24 (pre-made or select own questions).</p> <p>No district CBA for Ancient Rome.</p>



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## Unit 5: Medieval Europe

Unit Overview: This unit will begin with the fall of Rome and delve into how Feudalism began. Students will analyze the role of religion in medieval life such as architecture and power. They will also explore the hardships of life as a serf and the challenges of chivalry. Students will learn about conflict and struggles in acquiring territory through the crusades. They will also explore how the Magna Carta gave power back to the people.

<b>Time Frame</b>	<b>Timeframe: 7 weeks – Quarter 3</b> <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> How well did feudalism establish order in Europe in the Middle Ages? (TCI Online, Lesson 27)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (2 Days, Levels 2)</b></p> <ul style="list-style-type: none"> <li>• What does the word “loyalty” mean to you?</li> <li>• How did loyalty play a part in the feudal system?</li> <li>• What was the hierarchy of the feudal system?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Analyze the relationships among historical events in the world and relevant contemporary issues.</li> <li>– Gather, analyze, and communicate historical information about the world from multiple sources.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (2 Days, Level 2)</b></p> <ul style="list-style-type: none"> <li>• Who was Charlemagne and how did his death impact Medieval Europe?</li> <li>• Who was William the Conqueror and what is the achievement he was known for?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Investigate the foundations, structures, and functions of governmental institutions.</li> <li>– Identify the development of written laws and artifacts.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (3-4 Days, Levels 3 and 4)</b></p> <ul style="list-style-type: none"> <li>• What were the roles of the social structure groups and how did they interact?</li> <li>• How did the social structure of Medieval Europe differ from Ancient Rome? Ancient Greece? Ancient Egypt?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Compare and contrast the characteristics of the groups in the feudalism system with the prior ancient civilizations we have learned about so far.</li> <li>– Compare and contrast the roles and rights of the individuals in the Feudal system with those in the United States today.</li> <li>– Examine the historical events from the perspectives of the peasants.</li> </ul> <p><b>Essential Question #2:</b> How influential was the Roman Catholic Church in medieval Europe? (TCI Online, Lesson 28)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 Day Levels 2 and 3)</b></p> <ul style="list-style-type: none"> <li>• Why was the Roman Catholic Church the center of medieval western Europe?</li> <li>• What were the “activities” in and around the church building?</li> <li>• How did the Church influence people’s daily lives?</li> </ul>
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**Key Topics and Skills:**

- Interpret and summarize patterns of culture around the world.
- Identify evidence from multiple perspectives and sources to better understand the complexities of the Roman Catholic Church and its influence on the world today.

**Supporting Questions to Guide Instruction/Inquiry: (1-2 Days, Levels 2, 3, and 4)**

- How was the Church organized?
- Where did the Church’s power come from?
- What do you know of religions today? How are they organized?

**Key Topics and Skills:**

- Examine and analyze the impact of the Roman Catholic Church on the world.
- Identify evidence from multiple perspectives (religions) to better understand the complexities of world history.

**Supporting Questions to Guide Instruction/Inquiry: (2 Days, Level 2)**

- What was the importance of pilgrimages and crusades?
- What are some of the modern-day religious beliefs, ceremonies, etc. in our society? How do they compare?

**Key Topics and Skills:**

- Identify evidence from multiple perspectives (religions) to better understand the complexities of world history.
- Gather, analyze, and communicate historical information about the world from multiple sources.

**Supporting Questions to Guide Instruction/Inquiry: (2 Days, Levels 3 and 4)**

- How has the art, architecture, education, and holidays of the medieval Roman Catholic Church influenced the world today?
- Who was Thomas Aquinas and why is he important to history?

**Key Topics and Skills:**

- Explain how cultural diffusion occurs.
- Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.
- Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

**Essential Question #3: What was life like in medieval European towns? (TCI Online, Lesson 29)**

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- How did the creation of a charter effect the growth of medieval towns?

**Key Topics and Skills:**

- Identify the development of the charter.



- Investigate the importance of the charter.

**Supporting Questions to Guide Instruction/Inquiry: (1-2 Days, Level 3)**

- How did guilds help their members and the families of their members?
- How did trade change from Middle Ages to the High Middle Ages?
- How did merchants become rich and powerful citizens?

**Key Topics and Skills:**

- Identify producers and consumers of Medieval Europe.
- Explain how the interaction between producers and consumers satisfied economic wants and needs.

**Supporting Questions to Guide Instruction/Inquiry: (2-4 Days, Levels 3 and 4)**

- What was difficult about growing up/living in a medieval town?
- What were some of the recreation and leisure activities of medieval Europe?
- What is the difference between a miracle play and a mystery play?
- What were some of the common diseases and their treatments?

**Key Topics and Skills:**

- Examine the impact of Medieval people, events, and ideas on the world.
- Interpret perspectives of the Bubonic Plague on the different social groups of Medieval Europe.
- Gather, analyze, and compare and contrast primary and secondary sources of history regarding the “Black Death”.
- Analyze the relationships among historical events in the world and relevant contemporary issues.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- How did the courts decide guilt or innocence?
- What were some of the punishments?
- How did justice/law change to help protect individual rights in the early 1100s?

**Key Topics and Skills:**

- Analyze the form of government.
- Communicate the various ways the governmental decisions of Medieval Europe in the High Middle Ages have impacted our world today.

**Essential Question #4:** How did the Crusades affect the lives of Christian, Muslim, and Jewish people? (TCI Online, Lesson 33)

**Supporting Questions to Guide Instruction/Inquiry: (2 Days, Levels 2, 3, and 4)**





- What area of the world is considered sacred to Christian, Muslim, and Jewish people alike? Why is it considered a “holy place” to each of these religions?
- What were the main phases of the Crusades?
- What were some of the positive and negative impacts of the Crusades on Muslim, Christian, and Jewish people?

**Key Topics and Skills:**

- Compare and contrast characteristics of groups of people/settlements.
- Explain how cultural diffusion occurs.
- Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- Who were the Mongolians and who was their leader?
- What was the impact of the Mongolians on the Middle East?
- How did Islam spread?

**Key Topics and Skills:**

- Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.
- Identify evidence from multiple perspectives and source to better understand the complexities of world history.
- Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

**Essential Question #5:** How did events in Europe contribute to the decline of feudalism and the rise of democratic thought? (TCI Online, Lesson 30)

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- How did the political system develop in England during the 12<sup>th</sup> & 13<sup>th</sup> centuries?
- Who wrote the Magna Carta and why was it important?

**Key Topics and Skills:**

- Identify the development of written laws and artifacts.
- Communicate the various ways governmental decisions have impacted people, places, and history.
- Compare and contrast primary and secondary sources of history.
- Compare and contrast the roles and rights of individuals in Medieval Europe to those in the United States today.

**Supporting Questions to Guide Instruction/Inquiry: (2 Days, Levels 2, 3, and 4)**

- How did Edward I’s Model Parliament effect today’s governments?
- What was the impact of the Bubonic Plague on feudalism?



**Key Topics and Skills:**

- Investigate important government principles.
- Describe ways individuals participate in the political process.

**Supporting Questions to Guide Instruction/Inquiry: (2 Days, Levels 2, 3, and 4)**

- What was the impact of the Hundred Years' War on Medieval Europe and feudalism?

**Key Topics and Skills:**

- Describe the impact of natural processes on the human and physical environments.
- Analyze the relationships among historical events in the world and relevant contemporary issues.



<p><b>Standards and Indicators</b></p>	<p><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b>  <b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.  <b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.  <b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history.  <b>SS 6.1.1.d</b> Investigate important government principles.</p> <p><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b>  <b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.  <b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p><b>SS 6.2.3 Explain the interdependence of producers and consumers.</b>  <b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations.  <b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b>  <b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b>  <b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.  <b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>  <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.  <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b></p> <p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS 6.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b>  <b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.  <b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical quest</b>  <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.  <b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.  <b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p>
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	<p><b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p><b>TeachTCI Lesson 27:</b> Charlemagne, chivalry, Christianity, feudalism, fief, function, reign, serf, survive</p> <p><b>TeachTCI Lesson 28:</b> authority, clergy, hierarchy, Natural Law, persecuted, pilgrimage, religion, Religious Order</p> <p><b>TeachTCI Lesson 29:</b> apprentice, charter, Common Law, guild, surplus</p> <p><b>TeachTCI Lesson 30:</b> Bubonic Plagues, Democratic, Habeus Corpus, Hundred Years' War, Magna Carta, Model Parliament</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p><b>TeachTCI Lesson 27:</b> livestock, lords/ladies, knight, manor, peasant</p> <p><b>TeachTCI Lesson 28:</b> Roman Catholic Church, sacrament, technique, widespread</p> <p><b>TeachTCI Lesson 29:</b> dominate, isolated, resident</p> <p><b>TeachTCI Lesson 30:</b> estimate, foundation, heretic, momentum, traditional</p>



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<p><b>Common Assessments</b></p> <p>Assessments in <b>bold</b> are required.</p>	<p><u>Formative Assessments</u></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> <li>• Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li> <li>• TeachTCI Online Resources: <a href="http://www.teachtci.com">www.teachtci.com</a></li> </ul> <p><u>Leveled questions for use with formative assessments:</u></p> <p>Level 2:</p> <ul style="list-style-type: none"> <li>• Define and apply academic vocabulary.</li> </ul> <p>Level 3:</p> <ul style="list-style-type: none"> <li>• Create a Venn Diagram comparing social classes today with social classes in medieval Europe.</li> <li>• How did the Bubonic Plague Impact Medieval Europe?</li> <li>• What was one key result of the signing of the Magna Carta?</li> </ul>	<p><u>Summative Assessments</u></p> <p><b>CBA 3 – Medieval Europe</b></p> <p><b>See Sharepoint for detailed instructions.</b></p>
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## Unit 6: West African Kingdoms

Unit Overview: Students will explore the geography of Western Africa and use their prior knowledge to figure out how trade played an important part of early kingdoms that developed there. They will learn about some of the cultural contributions from the region as well as an introduction to Islam and the influence it had on culture and government.

<p><b>Time Frame</b></p>	<p><b>Timeframe: 4 weeks – Quarters 3 &amp; 4</b></p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> What was the most significant factor in the development of the early societies in West Africa? (TCI Online, Lesson 34)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (2-3 Days, Level 2)</b></p> <ul style="list-style-type: none"> <li>• How did the geography of West Africa effect trade?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify and illustrate the locations of the first cities, civilizations, and empires of West Africa and the reasoning for their locations.</li> <li>- Identify and illustrate the locations of West African’s first cities, civilizations, and empires and the reasoning for their locations.</li> <li>- Investigate the human and physical characteristics of West African kingdoms and empires.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (2 Days, Level 3)</b></p> <ul style="list-style-type: none"> <li>• What were the early communities like and how did they evolve into villages, and eventually into large cities?</li> <li>• Why were some of the large, wealthy cities able to become kingdoms?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Describe the impact of natural processes on West Africans and their physical environments.</li> <li>- Summarize how early West Africans utilized and adapted to their physical environment.</li> <li>- Examine the impact of people (Mansa Musa), events, and ideas, including various cultures and ethnic groups, on the world.</li> <li>- Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</li> </ul> <p><b>Essential Question #2:</b> To what extent did trans-Saharan trade lead to Ghana’s wealth and success? (TCI Online, Lesson 35)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (3-4 Days, Levels 2 and 3)</b></p> <ul style="list-style-type: none"> <li>• What was the government system of Ghana and who helped rule?</li> <li>• What was the “gold/salt trade” system?</li> <li>• How did merchants exchange/trade their goods?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>- Compare the benefits and costs of economic decisions made by Ancient Civilizations.</li> <li>- Examine how social and governmental decisions impact economic well-being.</li> <li>- Identify producers and consumers for Ancient civilizations.</li> <li>- Explain how the interaction between producers and consumers satisfied economic wants and needs.</li> </ul>
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**Essential Question #3:** In what ways do the cultural achievement of West Africa influence our culture today? (TCI Online, Lesson 37)

**Supporting Questions to Guide Instruction/Inquiry: (4-6 Days, Levels 2, 3, and 4)**

- Why has oral traditions been so important to West Africa?
- What are griots and why are they important to West Africa?
- How have West African folktales been incorporated into American folktales?
- How do the oral and written traditions of West Africa influence life today?

**Key Topics and Skills:**

- Compare and contrast cultural characteristics of West African civilizations.
- Explain how West African cultural diffusion occurred?
- Interpret perspectives of marginalized and underrepresented regions around the world.
- Compare and contrast primary and secondary sources of history of West Africa, especially griots and music/poetry/storytelling.

**Supporting Questions to Guide Instruction/Inquiry: (1-2 Days, Levels 2, 3, and 4)**

- What are some of the West African cultural forms?
- How do those cultural forms and achievements influence our culture today?

**Key Topics and Skills:**

- Examine the impact of West African people, events, and ideas, including various cultures and ethnic groups, on the world.
- Analyze the impact of historical events in the world using symbols and artifacts (Kente cloth).
- Identify how differing experiences can lead to the development of perspectives.
- Interpret perspectives of marginalized and underrepresented regions around the world.
- Compare and contrast primary and secondary sources of history of West Africa, especially griots and music/poetry/storytelling.

**Essential Question #4:** In what ways did Islam influence West African society? (TCI Online, Lesson 36)

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2 and 3)**

- What were some key dates of the spread of Islam into West Africa?
- Why are these dates significant?

**Key Topics and Skills:**

- Examine the impact of event and ideas, including various cultures and ethnic groups, on the world.
- Analyze the impact of West African historical events in the world using symbols, maps, documents, and artifacts.



**Supporting Questions to Guide Instruction/Inquiry: (2 Days, Levels 2 and 3)**

- What are the Five Pillars of Islam?
- How did Islam influence the government of West Africa?
- How did Islam influence education in West Africa?

**Key Topics and Skills:**

- Interpret perspectives of marginalized and underrepresented regions around the world.
- Analyze the relationships among historical events in the world and relevant contemporary issues.

**Supporting Questions to Guide Instruction/Inquiry: (1-2 Days, Levels 2, 3, and 4)**

- How did the Arabic language influence West Africa?
- How did the architectural and decorative styles of Islam influence West Africa?

**Key Topics and Skills:**

- Compare and contrast characteristics of West Africans civilizations and their settlements.
- Explain how West Africa’s cultural diffusion occurred.
- Identify how differing experiences can lead to the development of perspectives.
- Compare and contrast primary and secondary sources of history.





<p><b>Standards and Indicators</b></p>	<p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b>  <b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.  <b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being.</p> <p><b>SS 6.2.3 Explain the interdependence of producers and consumers.</b>  <b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations.  <b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>  <b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.  <b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b>  <b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.  <b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>  <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.  <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b>  <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.  <b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS 6.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b>  <b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.  <b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b>  <b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.  <b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.  <b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>
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<p><b>Vocabulary</b> Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p><b>TeachTCI Lesson 34:</b> efficient, Jenna-Jeno, Niger River, Nok, Sahara, Sahel, Savanna, smelting</p> <p><b>TeachTCI Lesson 35:</b> Ghana, matrilineal, Tran-Saharan trade</p> <p><b>TeachTCI Lesson 37:</b> appliqué, call and response, folktales, genealogies, griot, kente, oral traditions, terra-cotta</p> <p><b>TeachTCI Lesson 36:</b> convert, geometric, Mali, Mansa Musa, patrilineal, Songhai, textiles</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p><b>TeachTCI Lesson 34:</b> artifacts, predicting, process, tribute</p> <p><b>TeachTCI Lesson 35:</b> evaporation, maintained, required</p> <p><b>TeachTCI Lesson 37:</b> communicates, evolved, transmitted, verbal</p> <p><b>TeachTCI Lesson 36:</b> devoted, philosophy, tolerance</p>
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<p><b>Common Assessments</b></p> <p>Assessments in <b>bold</b> are required.</p>	<p><u>Formative Assessments</u></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> <li>• Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li> <li>• TeachTCI Online Resources: <a href="http://www.teachtci.com">www.teachtci.com</a></li> </ul> <p><u>Leveled questions for use with formative assessments:</u></p> <p>Level 2:</p> <ul style="list-style-type: none"> <li>• Define and apply academic vocabulary.</li> <li>• What was a result of Mansa Musa’s trip to Mecca?</li> </ul> <p>Level 3:</p> <ul style="list-style-type: none"> <li>• Compare and contrast Songhai’s rise as an empire to Ghana and Mali.</li> <li>• Pretend that you are a merchant in Medieval West Africa. Identify two of the most important trade items and explain their importance.</li> <li>• Choose two of the three Kingdoms of West Africa and compare and contrast life in each kingdom.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>• Suppose that you are a foreign visitor who has traveled to the West Africa. You will be allowed to meet briefly with the current griot. Write a list of five or six questions that you would like to ask about West African oral and written traditions - folktales, proverbs and/or music - call and response, musical instruments, drumming, dance - then answer each question as you think the griot would answer.</li> <li>• Which Kingdom (Mali or Ghana) had a more significant impact on the economy of medieval West Africa? Support your answer.</li> </ul>	<p><u>Summative Assessments</u></p> <p><b>CBA 4 – West African Kingdoms</b></p> <p><b>See Sharepoint for detailed instructions.</b></p>
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# 6<sup>th</sup> Grade: Ancient & Medieval Worlds

## Unit 7: Mesoamerica

Unit Overview: This unit crosses the ocean to the Americas. Students will learn about the Mayas, Aztecs and Incas. They will explore advancements and achievements. They will learn about Aztec marketplaces and discover the role communication played in the mountains of the Incan Empire. Students will learn about customs and culture of the Meso-American people.

<b>Time Frame</b>	<b>Timeframe: 4 weeks – Quarter 4</b>  <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p><b>Essential Questions</b></p> <p><b>Supporting Questions</b></p> <p><b>Key Topics and Skills</b></p>	<p><b>Essential Question #1:</b> What led to the rise, flourishing, and fall of the Mayan civilization? (TCI Online, Lesson 38)</p> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2 and 3)</b></p> <ul style="list-style-type: none"> <li>• How did the Ancient Mayan civilization develop?</li> <li>• What do you think the Ancient Mayan social pyramid represents?</li> <li>• What were the roles and responsibilities for each of the 5 social classes?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Identify and illustrate the locations of Mayan civilization and explain the reasoning for their locations.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 Day, Level 2)</b></p> <ul style="list-style-type: none"> <li>• What are some characteristics of Ancient Mayan daily life in the areas of marriage, family life, food, religion, and recreation?</li> <li>• What physical environmental factors influenced their daily life?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Examine characteristics of Ancient Mayan daily life.</li> <li>– Identify how the natural environment (geographical features) changed by natural and human forces in Mayan civilization and how they adapted to their surroundings.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 3 and 4)</b></p> <ul style="list-style-type: none"> <li>• How did the daily life of Ancient Mayans differ from other ancient civilizations that we have studied?</li> <li>• What are the characteristics of modern-day American daily life in the areas of marriage, family life, food, religion, and recreation?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Interpret and summarize Mayan patterns of culture around the world.</li> <li>– Analyze and examine the impact of the Mayans, their events, and ideas on the world.</li> <li>– Analyze the impact of the Mayan historical events using symbols, maps, documents, and artifacts.</li> </ul> <p><b>Supporting Questions to Guide Instruction/Inquiry: (2 Days, Levels 2, 3 and 4)</b></p> <ul style="list-style-type: none"> <li>• What were some of the agricultural techniques the Ancient Mayans used?</li> <li>• Of these techniques, what have we abandoned, still use, and/or have improved on in today's American agriculture?</li> </ul> <p><b>Key Topics and Skills:</b></p> <ul style="list-style-type: none"> <li>– Summarize how early Mayans utilized and adapted to their physical environment.</li> <li>– Interpret and summarize Mayan patterns of culture around the world.</li> <li>– Examine the impact of the Mayan people, their events, and ideas on the world.</li> <li>– Analyze the impact of the Mayan historical events using symbols, maps, documents, and artifacts.</li> </ul>
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- Interpret and evaluate primary and secondary sources of Mayan history.
- Construct and answer inquiry questions using multiple historical sources.
- Gather, analyze, and communicate Mayan historical information, about the world from multiple sources.

**Essential Question #2: What was daily life like for Aztecs in Tenochtitlan? (TCI Online, Lesson 39)**

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2 and 3)**

- What are five interesting details you see in the mural *The Great Market of Tenochtitlán* by Mexican artist Diego Rivera?
- What were two responsibilities or privileges for the five classes in Aztec society?

**Key Topics and Skills:**

- Identify the roles, responsibilities, and rights of Aztec citizens, and who took part in government.
- Identify and illustrate the locations of the Aztec empire and the reasoning for their location.
- Investigate the human and physical characteristics for the five classes in Aztec society.
- Compare and contrast the roles and rights of individuals in Aztec civilizations to those in the United States today.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- How were marriage and family life important to all the Aztec classes?
- How did the status for Aztec men and women differ within the family?

**Key Topics and Skills:**

- Compare and contrast characteristics of marriage and family life for the Aztecs.
- Identify how differing experiences for Aztec men and women led to different perspectives and lifestyles.
- Apply the inquiry process to construct and answer historical questions.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- What food was important for all classes, what foods were different?
- How were markets an important part of the Aztec economy?

**Key Topics and Skills:**

- Compare and contrast characteristics for food and markets of the Aztecs.
- Compare the benefits and costs of economic decisions made by Aztecs.
- Analyze and examine the impact of the Aztecs, their events, and ideas on the world.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- Identify and describe specific rituals used in Aztec religious practices.
- What did Aztecs do for entertainment, and was it different between the five classes?



**Key Topics and Skills:**

- Compare and contrast characteristics of Aztecs for rituals and recreation.
- Gather, analyze, and communicate Aztec historical information, about the world from multiple sources.
- Investigate the roles, responsibilities, and rights of citizens.

**Essential Question #3:** How did the Incas manage their large and remote empire? (TCI Online, Lesson 40)

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- What impact did the Moche and Chimú have on the Incas?
- How did the Incan system of roads impact daily life and the civilization's survival?
- How did the use of quipus allow for communication?

**Key Topics and Skills:**

- Examine how social and governmental decisions impact economic well-being.
- Apply the inquiry process to construct and answer historical questions.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- What system of social structure did the Incas have?
- How did the varying levels of nobles differ?
- How was a commoner's way of life different than of the emperor and nobles?

**Key Topics and Skills:**

- Compare and contrast the roles and rights of individuals in each level of the social structure to today
- Compare and contrast characteristics of each level of the social structure
- Examine how social and governmental decisions impact economic well-being of each level of the social structure.
- Apply the inquiry process to construct and answer historical questions.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- What was the structure of the ayllu and how did it function?
- How was the childhood of boys and girls different?
- How was marriage in the Incan civilization traditionally carried out?

**Key Topics and Skills:**

- Examine how social and governmental decisions impact the economic well being of Incan families.
- Identify evidence from multiple perspectives and sources to better understand the familial practices of the Incan civilization.
- Examine how social and governmental decisions impact the daily lives of Incan families.
- Compare and contrast the roles and rights of individuals and families in Inca to today.



- Apply the inquiry process to construct and answer historical questions.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- How did the various gods in the Incan religion affect their daily lives?
- How did the Incan people demonstrate their devotion to these gods
- What role did “Chosen Women” play in the Incan religion?

**Key Topics and Skills:**

- Identify evidence from multiple perspectives and source to better understand the religious practices of the Incan civilization.
- Apply the inquiry process to construct and answer historical questions.

**Supporting Questions to Guide Instruction /Inquiry: (1 Day, Levels 2, 3, and 4)**

- How were the Incas able to build such a large empire?
- What was involved in a conquered tribe’s alignment with their new Incan rulers?

**Key Topics Skills:**

- Explain how cultural diffusion occurs.
- Interpret perspectives of marginalized members of defeated tribes.
- Apply the inquiry process to construct and answer historical questions.

**Essential Question #4: How did the Aztecs rise to power? (TCI Online, Lesson 41)**

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- What was the legend told about the beginnings of the Aztec empire?
- Why did the Aztecs settle in the valley of Mexico?
- What difficulties did Aztecs face when establishing themselves?

**Key Topics and Skills:**

- Summarize how Aztecs utilized and adapted to their physical environment.
- Identify and illustrate the location of the Aztec civilization and the reasoning for their location.
- Investigate the human and physical characteristics of early patterns of the Aztec civilization.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- How did the Aztecs turn an island into the great city of Tenochtitlan?
- What technological marvels did Aztecs create in Tenochtitlan?
- What aspects of Tenochtitlan allowed people to live there in comfort? How is this like life in the United States?





**Key Topics and Skills:**

- Compare the benefits and costs of economic decisions made by the Aztec civilization.
- Examine the impact of the Aztec people, events, and ideas, including various cultures and ethnic groups, on the world.
- Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

**Supporting Questions to Guide Instruction/Inquiry: (1 Day, Levels 2, 3, and 4)**

- What kinds of goods did the Aztecs receive in tribute from conquered peoples?
- What happened before, during, and after an Aztec declaration of war?
- What did the Aztecs demand of the peoples they conquered? What is one advantage and one disadvantage of this Aztec policy?

**Key Topics and Skills:**

- Compare the benefits and costs of economic decisions made by Ancient Civilizations.
- Explain how cultural diffusion occurs.
- Apply the inquiry process to construct and answer historical questions.



Standards and Indicators	<p><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b>  <b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.  <b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.</p> <p><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b>  <b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.  <b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b>  <b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.  <b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being.</p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>  <b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.  <b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b>  <b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments.  <b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p> <p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b>  <b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.  <b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b>  <b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.  <b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b>  <b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.  <b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b>  <b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS 6.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p>
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	<p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b>  <b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.  <b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b>  <b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.  <b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.  <b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	
<p><b>Vocabulary</b>                  Academic Vocabulary terms are taught using the Six-Step Process</p>	<p><b>Academic Vocabulary</b> (to be taught throughout the course of the unit)</p> <p><b>TeachTCI Lesson 38:</b>                  ceremonial centers, divine, hieroglyphic, Mayas, Mesoamerica, rituals, sacrifices, slash-and-burn agriculture, social pyramid</p> <p><b>TeachTCI Lesson 39:</b>                  hereditary, polygamy, semidivine, ward</p> <p><b>TeachTCI Lesson 40:</b>                  ayllus, communal, Cuzco, Incas, oracle</p> <p><b>TeachTCI Lesson 41:</b>                  alliance, Aztecs, causeway, conformity, mercenary, plaza, Tenochtitlán</p>	<p><b>Other Unit Specific Vocabulary</b></p> <p><b>TeachTCI Lesson 38:</b>                  abandoned, considerable, sustain</p> <p><b>TeachTCI Lesson 39:</b>                  dispute, elevated, emancipated</p> <p><b>TeachTCI – Lesson 40:</b>                  adapted, alternative, communal, dedicated, rebellious</p> <p><b>TeachTCI Lesson 41:</b>                  captured, vital, enormous, impressive,</p>



# 6<sup>th</sup> Grade: Ancient & Medieval Worlds

Common Assessments	Formative Assessments	Summative Assessments
<p>Assessments in <b>bold</b> are required.</p>	<p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the 6<sup>th</sup> Grade Office 365 Group.</i></p> <ul style="list-style-type: none"> <li>• Instructional Resources in 6<sup>th</sup> Grade Office 365 Group: <a href="#">6th Grade Group</a></li> <li>• TeachTCI Online Resources: <a href="http://www.teachtci.com">www.teachtci.com</a></li> </ul> <p><u>Leveled questions for use with formative assessments:</u></p> <p>Level 2:</p> <ul style="list-style-type: none"> <li>• Define and apply academic vocabulary.</li> <li>• Could an Aztec commoner ever become a military leader? Explain why or why not.</li> <li>• Give two jobs of an Aztec woman and two jobs of an Aztec man.</li> <li>• List 3 theories for the decline of the Mayan civilization.</li> </ul> <p>Level 3:</p> <ul style="list-style-type: none"> <li>• What was the Aztec economy based on? What examples of Aztec culture prove that?</li> <li>• Pretend you are an Aztec priest, describe 3 things in the city that are your responsibility.</li> <li>• Make a Venn diagram comparing Aztec marriage and Mayan marriage. Then, give one Aztec marriage custom that people still do today.</li> <li>• What is the relationship between a “market” and the “bartering system”?</li> <li>• Rank, according to importance, the 3 classes in Inca society. Explain your reasoning.</li> </ul> <p>Level 4:</p> <ul style="list-style-type: none"> <li>• What is the relationship between “Chosen Women” and “Inti” in the Incan society? Describe the life of one of these women. Make a list of pros and cons of being chosen as a “chosen woman”.</li> <li>• Choose two of the following problems that the Mayans faced. (Dense Forests, Mountain Highlands, Swampy Lowlands) For each problem, recommend a solution (that the Mayans used), and propose an alternative (your idea) for how to solve it!</li> </ul>	<p>No CBA for Mesoamerica</p> <p><b>RSP - after Unit 7 is completed.</b></p>



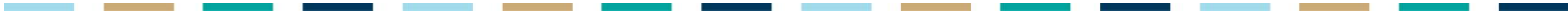
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9/25/21

Curriculum and Instruction Support

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## Course Standards Overview

**Standards:** At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

**Indicators:** Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

Nebraska Department of Education Content Area Standards Reference Guide:

[https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide\\_Final.pdf](https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf)

Organization and Structure of Nebraska’s Social Studies Standards The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:

<b>SS.8.1.2.a</b>
SS = content area
8 = grade level
1 = discipline
2 = standard
a = indicator



## Scope and Sequence

	5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<b>Social Studies</b>	<p><b>Civics</b></p> <p><b>SS 5.1.1 Synthesize and justify the structure and function of the United States government.</b> (6 indicators)</p> <p><b>SS 5.1.1.a</b> Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.</p> <p><b>SS 5.1.1.b</b> Identify and explain the structure and functions of the three branches of government.</p> <p><b>SS 5.1.1.c</b> Analyze how colonial and new states’ governments’ laws affected majority groups and marginalized groups within their population.</p> <p><b>SS 5.1.1.d</b> Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.</p> <p><b>SS 5.1.1.e</b> Justify the principles of the American Republic.</p> <p><b>SS 5.1.1.f</b> Analyze and contrast forms of government.</p> <p><b>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.</b> (6 indicators)</p> <p><b>SS 5.1.2.a</b> Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.</p>	<p><b>Civics</b></p> <p><b>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.</b> (4 indicators)</p> <p><b>SS 6.1.1.a</b> Analyze the different forms of government through the study of early civilizations.</p> <p><b>SS 6.1.1.b</b> Identify the development of written laws and artifacts.</p> <p><b>SS 6.1.1.c</b> Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p><b>SS 6.1.1.d</b> Investigate important government principles.</p> <p><b>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.</b> (2 indicators)</p> <p><b>SS 6.1.2.a</b> Describe ways individuals participate in the political process.</p> <p><b>SS 6.1.2.b</b> Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p><b>Economics</b></p> <p><b>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.</b> (2 indicators)</p> <p><b>SS 6.2.1.a</b> Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p>	<p><b>Civics</b></p> <p><b>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.</b> (3 indicators)</p> <p><b>SS 7.1.1.a</b> Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p><b>SS 7.1.1.b</b> Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p><b>SS 7.1.1.c</b> Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p><b>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.</b> (3 indicators)</p> <p><b>SS 7.1.2.a</b> Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p><b>SS 7.1.2.b</b> Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p><b>SS 7.1.2.c</b> Explain the roles and influence of individuals, groups, and the media on governments in an</p>	<p><b>Civics</b></p> <p><b>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.</b> (6 indicators)</p> <p><b>SS 8.1.1.a</b> Identify and describe the different systems of government.</p> <p><b>SS 8.1.1.b</b> Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.</p> <p><b>SS 8.1.1.c</b> Examine the development of foundational laws and other documents in the United States government.</p> <p><b>SS 8.1.1.d</b> Evaluate how various United States government decisions impact people, place, and history.</p> <p><b>SS 8.1.1.e</b> Describe how important government principles are shown in American government.</p> <p><b>SS 8.1.1.f</b> Analyze the development and significance of political parties in the United States.</p> <p><b>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.</b> (5 indicators)</p> <p><b>SS 8.1.2.a</b> Demonstrate ways individuals participate in the political process.</p> <p><b>SS 8.1.2.b</b> Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p>



# 6<sup>th</sup> Grade: Ancient & Medieval Worlds



5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.1.2.b</b> Communicate origins of national and state holidays including historical background and significance.</p> <p><b>SS 5.1.2.c</b> Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p><b>SS 5.1.2.d</b> Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p><b>SS 5.1.2.e</b> Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p><b>SS 5.1.2.f</b> Determine how the roles of individuals and groups influence government.</p> <p><b>Economics</b></p> <p><b>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</b> (1 indicator)</p> <p><b>SS 5.2.3.a</b> List examples of how additional education/training improves productivity and increases standards of living.</p> <p><b>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.</b> (1 indicator)</p> <p><b>SS 5.2.4.a</b> Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p><b>SS 5.2.5 Summarize characteristics of economic institutions in the United States.</b> (3 indicators)</p>	<p><b>SS 6.2.1.b</b> Examine how social and governmental decisions impact economic well-being.</p> <p><b>SS 6.2.3 Explain the interdependence of producers and consumers.</b> (2 indicators)</p> <p><b>SS 6.2.3.a</b> Identify producers and consumers for Ancient civilizations.</p> <p><b>SS 6.2.3.b</b> Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p><b>Geography</b></p> <p><b>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b> (2 indicators)</p> <p><b>SS 6.3.1.a</b> Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p><b>SS 6.3.1.b</b> Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p><b>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 6.3.3.a</b> Describe the impact of natural processes on the human and physical environments.</p> <p><b>SS 6.3.3.b</b> Summarize how early humans utilized and adapted to their physical environment.</p>	<p>interdependent society.</p> <p><b>Economics</b></p> <p><b>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.</b> (2 indicators)</p> <p><b>SS 7.2.4.a</b> Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p><b>SS 7.2.4.b</b> Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p><b>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</b> (3 indicators)</p> <p><b>SS 7.2.5.a</b> Define the government’s role in various economic systems.</p> <p><b>SS 7.2.5.b</b> Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p><b>SS 7.2.5.c</b> Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p><b>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.</b> (1 indicator)</p> <p><b>SS 7.2.6.a</b> Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p>	<p><b>SS 8.1.2.c</b> Demonstrate civic engagement.</p> <p><b>SS 8.1.2.d</b> Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p><b>SS 8.1.2.e</b> Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p><b>Economics</b></p> <p><b>SS 8.2.2 Understand personal and business financial management.</b> (2 indicators)</p> <p><b>SS 8.2.2.a</b> Identify skills for future financial success.</p> <p><b>SS 8.2.2.b</b> Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p><b>SS 8.2.4 Justify and debate economic decisions made by North American societies.</b> (3 indicators)</p> <p><b>SS 8.2.4.a</b> Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p><b>SS 8.2.4.b</b> Explain how tax revenues are collected and distributed.</p> <p><b>SS 8.2.4.c</b> Describe the progression of money and its role in early United States history.</p> <p><b>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.</b> (2 indicators)</p> <p><b>SS 8.2.5.a</b> Explain that currency must be</p>





# 6<sup>th</sup> Grade: Ancient & Medieval Worlds



5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.2.5.a</b> Describe the importance of financial institutions to households and businesses.</p> <p><b>SS 5.2.5.b</b> Explain the rules and laws that protect and support consumers.</p> <p><b>SS 5.2.5.c</b> Identify goods and services funded through federal taxes.</p> <p><b>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.</b> (2 indicators)</p> <p><b>SS 5.2.6.a</b> Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p><b>SS 5.2.6.b</b> Explain how trade impacts relationships between countries.</p> <p><b>Geography</b></p> <p><b>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.</b> (3 indicators)</p> <p><b>SS 5.3.1.a</b> Use maps and atlases to locate major human and physical features in the United States.</p> <p><b>SS 5.3.1.b</b> Apply map skills to analyze physical/political maps of the United States.</p> <p><b>SS 5.3.1.c</b> Determine why things are located where they are in the United States.</p> <p><b>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.</b> (2 indicators)</p>	<p><b>SS 6.3.4 Interpret and summarize patterns of culture around the world.</b> (2 indicators)</p> <p><b>SS 6.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.</p> <p><b>SS 6.3.4.b</b> Explain how cultural diffusion occurs.</p> <p><b>History</b></p> <p><b>SS 6.4.1 Analyze patterns of continuity and change over time in world history.</b> (2 indicators)</p> <p><b>SS 6.4.1.a</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS 6.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 6.4.2.a</b> Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p><b>SS 6.4.2.b</b> Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p>	<p><b>Geography</b></p> <p><b>SS 7.3.2 Evaluate how regions form and change over time.</b> (3 indicators)</p> <p><b>SS 7.3.2.a</b> Classify physical and human characteristics of places and regions.</p> <p><b>SS 7.3.2.b</b> Interpret the impact of land and water features on human decisions.</p> <p><b>SS 7.3.2.c</b> Identify how humans construct major world regions and the impact on human societies.</p> <p><b>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 7.3.3.a</b> Explain the impact of natural processes on human and physical environments.</p> <p><b>SS 7.3.3.b</b> Research and describe how humans have utilized and adapted to their physical environment.</p> <p><b>SS 7.3.4 Examine and interpret patterns of culture around the world.</b> (2 indicators)</p> <p><b>SS 7.3.4.a</b> Compare and contrast characteristics of groups of people/settlements.</p> <p><b>SS 7.3.4.b</b> Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p><b>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.</b> (2 indicators)</p>	<p>converted to make purchases in other countries.</p> <p><b>SS 8.2.5.b</b> Recognize how trade barriers impact the prices and quantity of goods.</p> <p><b>Geography</b></p> <p><b>SS 8.3.2 Examine how regions form and change over time.</b> (3 indicators)</p> <p><b>SS 8.3.2.a</b> Evaluate physical and human characteristics of places and regions.</p> <p><b>SS 8.3.2.b</b> Determine the impact of land and water features on human decisions.</p> <p><b>SS 8.3.2.c</b> Identify and justify how humans develop major world regions and the impact on human societies.</p> <p><b>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.</b> (2 indicators)</p> <p><b>SS 8.3.3.a</b> Interpret the impact of natural processes on human and physical environments.</p> <p><b>SS 8.3.3.b</b> Analyze how humans have utilized and adapted to their physical environment.</p> <p><b>History</b></p> <p><b>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.</b> (2 indicators)</p> <p><b>SS 8.4.1.a</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS 8.4.1.b</b> Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p>

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5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.3.2.a</b> Identify criteria used to define regions within the United States.</p> <p><b>SS 5.3.2.b</b> Identify and classify regions and places within the United States using physical and human features.</p> <p><b>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.</b> (3 indicators)</p> <p><b>SS 5.3.3.a</b> Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p><b>SS 5.3.3.b</b> Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p><b>SS 5.3.3.c</b> Examine patterns of resource distribution and utilization in the United States.</p> <p><b>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.</b> (3 indicators)</p> <p><b>SS 5.3.4.a</b> Compare and contrast patterns of culture within the United States over time and space.</p> <p><b>SS 5.3.4.b</b> Compare and contrast population characteristics of the United States.</p> <p><b>SS 5.3.4.c</b> Explain reasons for historical and present day migrations to and within the United States.</p>	<p><b>SS 6.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 6.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p><b>SS 6.4.4 Interpret and evaluate sources for historical context.</b> (2 indicators)</p> <p><b>SS 6.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 6.4.4.b</b> Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 6.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 6.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p> <p><b>SS 6.4.5.b</b> Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 6.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p><b>SS 7.3.5.a</b> Classify the physical or human factors that explain the geographic patterns of world events.</p> <p><b>SS 7.3.5.b</b> Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p><b>History</b></p> <p><b>SS 7.4.1 Compare patterns of continuity and change over time in world history.</b> (2 indicators)</p> <p><b>SS 7.4.1.a</b> Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS 7.4.1.b</b> Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p><b>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 7.4.2.a</b> Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p><b>SS 7.4.2.b</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 7.4.3 Examine historical events from the perspectives of marginalized</b></p>	<p><b>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.</b> (2 indicators)</p> <p><b>SS 8.4.2.a</b> Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p><b>SS 8.4.2.b</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 8.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 8.4.3.b</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</b> (2 indicators)</p> <p><b>SS 8.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 8.4.4.b</b> Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 8.4.5.a</b> Identify areas of inquiry by</p>



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5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.3.5 Use geographic skills to interpret issues and events.</b> (2 indicators)</p> <p><b>SS 5.3.5.a</b> Explain the influences of physical and human geographic features on events in the United States.</p> <p><b>SS 5.3.5.b</b> Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p><b>History</b></p> <p><b>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.</b> (1 indicator)</p> <p><b>SS 5.4.1.a</b> Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p><b>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 5.4.2.a</b> Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS 5.4.2.b</b> Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p><b>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.</b> (1 indicator)</p>		<p><b>and underrepresented groups.</b> (2 indicators)</p> <p><b>SS 7.4.3.a</b> Identify how differing experiences can lead to the development of perspectives.</p> <p><b>SS 7.4.3.b</b> Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p><b>SS 7.4.4 Analyze and interpret sources for perspective and historical context.</b> (2 indicators)</p> <p><b>SS 7.4.4.a</b> Compare and contrast primary and secondary sources of history.</p> <p><b>SS 7.4.4.b</b> Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p><b>SS 7.4.5 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 7.4.5.a</b> Construct and answer inquiry questions using multiple historical sources.</p> <p><b>SS 7.4.5.b</b> Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p><b>SS 7.4.5.c</b> Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>using student-generated questions about multiple historical sources.</p> <p><b>SS 8.4.5.b</b> Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.</p> <p><b>SS 8.4.5.c</b> Gather, analyze, and communicate historical information about United States history from multiple sources.</p>



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5 <sup>th</sup> Grade Early U.S. History	6 <sup>th</sup> Grade Ancient and Medieval World	7 <sup>th</sup> Grade Eastern Hemisphere	8 <sup>th</sup> Grade U.S. History
<p><b>SS 5.4.3.a</b> Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p> <p><b>SS 5.4.4 Apply the inquiry process to construct and answer historical questions.</b> (3 indicators)</p> <p><b>SS 5.4.4.a</b> Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.</p> <p><b>SS 5.4.4.b</b> Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p><b>SS 5.4.4.c</b> Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p>			



## Scope and Sequence

	9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
<b>Social Studies</b>	<p><b>History</b></p> <p><b>HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.</b> (3 indicators)</p> <p><b>SS HS.4.1.a (US)</b> Evaluate the cause and effect of historical events on various groups in the United States.</p> <p><b>SS HS.4.1.b (US)</b> Select, record, and interpret key national events in chronological order.</p> <p><b>SS HS.4.1.c (US)</b> Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p><b>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b> (2 indicators)</p> <p><b>SS HS.4.2.a (US)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p><b>SS HS.4.2.b (US)</b> Evaluate the relevancy, accuracy, and</p>	<p><b>Geography</b></p> <p><b>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b> (2 indicators)</p> <p><b>SS HS.3.1.a</b> Determine spatial organization of human settlements in relation to natural features.</p> <p><b>SS HS.3.1.b</b> Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p><b>SS HS.3.2 Evaluate how regions form and change over time.</b> (3 indicators)</p> <p><b>SS HS.3.2.a</b> Analyze physical and human processes that shape places and regions.</p> <p><b>SS HS.3.2.b</b> Examine the importance of places and regions to individual and social identity, and how identities change over space and time.</p> <p><b>SS HS.3.2.c</b> Evaluate the interdependence of places and regions.</p> <p><b>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their</b></p>	<p><b>Economics</b></p> <p><b>SS HS.2.1 Apply economic concepts that support rational decision making.</b> (2 indicators)</p> <p><b>SS HS.2.1.a</b> Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</p> <p><b>SS HS.2.1.b</b> Assess the incentives for investing in personal education, skills, and talents.</p> <p><b>SS HS.2.2 Develop a plan to support short- and long-term goals.</b> (4 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p><b>SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.</b> (2 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p><b>SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.</b> (3 indicators)</p> <p><i>*Personal Finance Course Standard</i></p>	<p><b>History</b></p> <p><b>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.</b> (3 indicators)</p> <p><b>SS HS.4.1.a (WLD)</b> Evaluate the cause and effect of historical events in the world.</p> <p><b>SS HS.4.1.b (WLD)</b> Select, record, and interpret key global events in chronological order.</p> <p><b>SS HS.4.1.c (WLD)</b> Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p><b>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.</b> (2 indicators)</p> <p><b>SS HS.4.2.a (WLD)</b> Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p><b>SS HS.4.2.b (WLD)</b> Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p>	<p><b>Civics</b></p> <p><b>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.</b> (8 indicators)</p> <p><b>SS HS.1.1.a</b> Examine the historical foundation that influenced the creation of the United States Constitution.</p> <p><b>SS HS.1.1.b</b> Evaluate the structure of American constitutional government.</p> <p><b>SS HS.1.1.c</b> Analyze the functions of United States government and its outcomes.</p> <p><b>SS HS.1.1.d</b> Analyze the foundation, structures, and functions of local government and its outcomes.</p> <p><b>SS HS.1.1.e</b> Analyze the foundation, structures, and functions of state government and its outcomes.</p> <p><b>SS HS.1.1.f</b> Analyze the foundation, structures, and functions of supranational organizations.</p> <p><b>SS HS.1.1.g</b> Analyze the roles that political parties have played in the United States.</p>



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	9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
	<p>completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p><b>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.</b> (2 indicators)  <b>SS HS.4.3.a (US)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (US)</b> Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.</b> (4 indicators)  <b>SS HS.4.4.a (US)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (US)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (US)</b> Determine</p>	<p><b>surroundings.</b> (2 indicators)  <b>SS HS.3.3.a</b> Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.  <b>SS HS.3.3.b</b> Evaluate how humans have utilized and adapted to their physical environment.</p> <p><b>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.</b> (3 indicators)  <b>SS HS.3.4.a</b> Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.  <b>SS HS.3.4.b</b> Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.  <b>SS HS.3.4.c</b> Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p><b>SS HS.3.5 Evaluate issues and/or events using geographic</b></p>	<p><b>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.</b> (4 indicators)  <b>SS HS.2.5.a</b> Summarize the role of competition, markets, and prices.  <b>SS HS.2.5.b</b> Illustrate how markets determine changing equilibrium prices through supply and demand analysis.  <b>SS HS.2.5.c</b> Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.  <b>SS HS.2.5.d</b> Investigate possible causes and consequences of shortages and surpluses.</p> <p><b>SS HS.2.6 Explain how economic institutions impact different individuals and various groups.</b> (3 indicators)  <b>SS HS.2.6.a</b> Explain how various economic institutions have played a role in United States economic policy and practice.  <b>SS HS.2.6.b</b> Calculate and describe the impact of economic indicators.  <b>SS HS.2.6.c</b> Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p><b>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the</b></p>	<p><b>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.</b> (2 indicators)  <b>SS HS.4.3.a (WLD)</b> Identify how differing experiences can lead to the development of perspectives.  <b>SS HS.4.3.b (WLD)</b> Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p><b>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.</b> (4 indicators)  <b>SS HS.4.4.a (WLD)</b> Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.  <b>SS HS.4.4.b (WLD)</b> Evaluate strengths and limitations of a variety of primary and secondary historical sources.  <b>SS HS.4.4.c (WLD)</b> Determine the relationship between multiple causes and effects of events and developments in the past.  <b>SS HS.4.4.d (WLD)</b> Synthesize the relationships among historical events in the world and relevant contemporary issues.</p>	<p><b>SS HS.1.1.h</b> Analyze United States foreign policy issues.</p> <p><b>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.</b> (6 indicators)  <b>SS HS.1.2.a</b> Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.  <b>SS HS.1.2.b</b> Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.  <b>SS HS.1.2.c</b> Engage and reflect on participation in civic activities.  <b>SS HS.1.2.d</b> Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.  <b>SS HS.1.2.e</b> Demonstrate how individuals, groups, and the media check governmental practices.  <b>SS HS.1.2.f</b> Analyze various media sources for accuracy and perspective.</p>



# 6<sup>th</sup> Grade: Ancient & Medieval Worlds



9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
<p>the relationship between multiple causes and effects of events and developments in the past.</p> <p><b>SS HS.4.4.d (US)</b> Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p><b>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.</b> (5 indicators)</p> <p><b>SS HS.4.5.a (US)</b> Construct meaningful questions about topics in U.S. history.</p> <p><b>SS HS.4.5.b (US)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p><b>SS HS.4.5.c (US)</b> Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p><b>SS HS.4.5.d (US)</b> Synthesize historical information to create new understandings.</p> <p><b>SS HS.4.5.e (US)</b> Communicate inquiry results within a historical context.</p>	<p><b>knowledge and geospatial skills to make informed decisions.</b> (3 indicators)</p> <p><b>SS HS.3.5.a</b> Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p><b>SS HS.3.5.b</b> Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p><b>SS HS.3.5.c</b> Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	<p><b>rule of law in a market economy.</b> (1 indicator)</p> <p><b>SS HS.2.7.a</b> Assess how property rights are defined, enforced, and limited by government</p> <p><b>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.</b> (3 indicators)</p> <p><b>SS HS.2.8.a</b> Examine how governments utilize taxation to provide goods and services to society.</p> <p><b>SS HS.2.8.b</b> Evaluate the effectiveness of government policies altering market outcomes.</p> <p><b>SS HS.2.8.c</b> Critique government policies and regulations in areas of market failure.</p> <p><b>SS HS.2.9 Examine the government’s influence on economic systems through fiscal policy.</b> (2 indicators)</p> <p><b>SS HS.2.9.a</b> Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.</p> <p><b>SS HS.2.9.b</b> Examine the impact of fiscal policy on budget</p>	<p><b>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.</b> (5 indicators)</p> <p><b>SS HS.4.5.a (WLD)</b> Construct meaningful questions that initiate an inquiry.</p> <p><b>SS HS.4.5.b (WLD)</b> Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.</p> <p><b>SS HS.4.5.c (WLD)</b> Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p><b>SS HS.4.5.d (WLD)</b> Synthesize historical information to create new understandings.</p> <p><b>SS HS.4.5.e (WLD)</b> Communicate inquiry results within a historical context.</p>	



# 6<sup>th</sup> Grade: Ancient & Medieval Worlds



	9 <sup>th</sup> Grade U.S. History	10 <sup>th</sup> Grade Human Geography	10 <sup>th</sup> Grade Introduction to Economics	11 <sup>th</sup> Grade Modern World History	12 <sup>th</sup> Grade American Government
			<p>deficits/surpluses and national debt.</p> <p><b>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. (2 indicators)</b></p> <p><b>SS HS.2.10.a</b> Explore comparative advantage among different countries.</p> <p><b>SS HS.2.10.b</b> Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>		

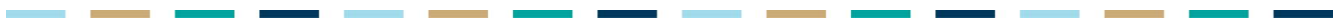




## Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

<b>Learning Goal:</b>		
<b><u>Advanced</u></b> <b>Score 4.0</b>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Exceeds expected course content/grade level standard</li> <li>• Applies skills and strategies in new and unfamiliar situations</li> </ul>	<p style="text-align: center;">Unit standards and indicators as outlined in the pacing guide:</p>
<b><u>Proficient +</u></b> <b>Score 3.5</b>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Demonstrates success toward exceeding course content/grade level standard</li> <li>• Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations</li> </ul>	
<b><u>Proficient</u></b> <b>Score 3.0</b>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Meets expected course content/grade level standard</li> <li>• Retains information and applies skills and strategies in familiar situations</li> </ul>	
<b><u>Basic +</u></b> <b>Score 2.5</b>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> <li>• Partially meets expected course content/grade level standard</li> <li>• Retains information and at times applies skills and strategies in familiar situations</li> </ul>	



<p><b>Basic</b> Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>Partially meets expected course content/grade level standard</li> <li>Retains information and simple processes in familiar situations</li> </ul>	
<p><b>Approaching Basic</b> Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> <li>Partially meets some of expected course content/grade level standard</li> <li>Retains some information and simple processes in familiar situations</li> </ul>	
<p><b>Below Basic</b> Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> <li>Performs below expected course content/grade level on the standard.</li> </ul> <p>Has difficulty retaining information and applying skills and strategies</p>	
<p><b>Failing</b> Score 0</p>	<p>There is <i>insufficient</i> evidence of student learning.</p>	



## Academic Vocabulary

**Six Step Vocabulary**

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)  
*\*Steps 1 and 2 are done at the beginning of the unit*
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)  
*\*Steps 3-5 during the unit*
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)  
*\*Step 6 end of the unit*

TERM	DEFINITION	LOCATION IN PACING GUIDE
agriculture	the business of farming; growing crops and raising animals	Unit 1 – Early Man & Mesopotamia
city-state	the business of farming; growing crops and raising animals	
domesticate	to train a wild animal to be useful to humans	
Fertile Crescent	an arc-shaped region in Southwest Asia, with rich soil	
Irrigation	a means of supplying land with water	
Levee	a wall of earth built to prevent a river from flooding its banks	
Mesopotamia	in ancient times, the geographic area located between the Tigris and Euphrates rivers	
Neolithic Age	the later part of the Stone Age, called the New Stone Age, lasted from around 8000 B.C.E. to 3000 B.C.E.	
nomad	one who moves from place to place with no permanent home	
Paleolithic Age	the first period of the Stone Age, called the Old Stone Age, from about 2 million years ago to around 8000 B.C.E.	
resource	something that can be used to fulfill a need	
silt	fine particles of rock	
<b>Sumer</b>	an area in southern Mesopotamia, where cities first appeared	
Trade	the business of buying and selling or exchanging items	
Accomplished	to complete something successfully	
Afterlife	an existence after death	
Aspects	one part of something	
Authority	the power to influence or command	



TERM	DEFINITION	LOCATION IN PACING GUIDE
Canaan	a land northeast of Egypt, settled by the ancient Israelites, from about 1800 B.C.E. to 70 C.E.	
diverse	a group of people or elements with obvious differences between one another	
Egypt	a nation in northeast Africa, first settled around 3100 B.C.E.	
factors	something that influences or causes a result	
Hatshepsut	the first woman pharaoh of ancient Egypt	
hieroglyphs	writing that uses pictures as symbols	
Jordan River	a river in southwestern Asia that flows from the Lebanon Mountains, south through the Sea of Galilee, into the Dead Sea	
Kush	a society along the Nile River, south of Egypt, from about 2000 B.C.E. to 350 B.C.E.	
Mediterranean Sea	a body of water north of Africa	
neutral	not taking sides or getting involved in disagreements	
Nile River	the longest river in the world, flowing through eastern Africa to a delta in northeastern Egypt around 3100 B.C.E.	
noble	of high birth or rank	
occupied	to take up or fill	
peasants	a person who does farm work for wealthy landowners	
Periods	a length of time	
Pharaohs	a ruler of ancient Egypt	
physical geography	the natural features on Earth's surface, such as landforms and bodies of water	
Ramses II	an ancient Egyptian pharaoh, known as "Ramses the Great"; skilled as a military leader; and responsible for building many monuments, including the temple at Abu Simbel	
reign	the period of time someone rules, usually royalty	
rigid	stiff; unable to bend	
roles	a position based on socially expected behavior	
social classes	a group in a society that is ranked by factors such as wealth, property, and rights	



TERM	DEFINITION	LOCATION IN PACING GUIDE
social pyramid	a social structure in the shape of a pyramid, with layers representing social classes of different rank	
status	importance	
structures	something that has been built	
supreme	the highest ruling level	
topography	the shape and elevation of surface features, such as mountains or deserts, of a place	
treaty	a written agreement by which two or more states agree to peaceful relations	
vegetation	the plants of a place or region	
Abandon	to leave someone or something without intending to return	Unit 3 – Ancient Greece
Accurately	correctly, without any mistakes	
Acropolis	the hill above a Greek city, on which temples were built	
Aegean Sea	an arm of the Mediterranean Sea, east of Greece	
Agora	a marketplace in ancient Greece	
Alexander the Great	the ruler of a vast empire that extended from Macedonia to India in the 300s B.C.E.	
Alexandria	a city in Egypt, founded in 332 B.C.E. by Alexander the Great; also, an ancient center of learning	
Allies	a country that is friendly to another country in times of war	
Appreciate	to be aware of the worth and importance of something or someone	
Approached	to move closer to someone or something	
Aristocrat	a member of the most powerful class in ancient Greek society	
Aristotle	a great Greek philosopher; a tutor of Alexander the Great; and the author of works on logic, science, and politics	
Assembly	a group of citizens, in an ancient Greek democracy, with the power to pass laws	
Athens	a city-state of ancient Greece that was first to have a democracy; also known as the birthplace of Western civilization; the capital of present-day Greece	
Capable	having the ability or skill necessary to do something well	
Cavalry	soldiers who ride on horses	
Citizens	a person who has certain rights and duties in a city-state or nation	



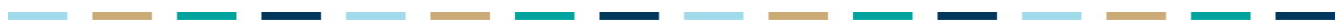
TERM	DEFINITION	LOCATION IN PACING GUIDE
Colonies	a settlement under the control of a usually distant country	
Columns	a tall, upright structure used to support a building. Some columns have carved decorations on them.	
Conducted	to carry out an activity in a particular way	
Consulting	to get an opinion and information from someone	
Convinced	to persuade someone that something is true	
Council of 500	in Athens, a group of 500 citizens chosen to form a council responsible for running the day-to-day business of government	
Council of Elders	a small group of Spartans who made all the important governing decisions	
Customs	a practice that is common to people of a particular group or region	
Darius	great Persian king who ruled from about 522 to 486 B.C.E.	
Dedicated	assigned to a particular purpose	
Democracy	a government in which power is held by the people, who exercise power directly or through elected representative	
Drama	the art of writing, acting in, and producing plays	
Eliminate	to completely remove or put an end to something	
Geometry	the branch of mathematics involving points, lines, planes, and figures	
Hellespont	a long, narrow body of water between Europe and the present-day country of Turkey	
Hostile	to act in a way that is unfriendly and angry toward a particular person or object	
Ignored	to knowingly not pay attention to something or someone	
Initial	occurring first, or at the beginning	
Insisted	firmly and repeatedly stating a point of view	
Involved	to be a part of something	
Latitude	a measure of how far north or south a place on Earth is measured from the equator	
Longitude	a measure of how far east or west a place on Earth is from an imaginary line that runs between the North and South Poles	
Macedonia	an ancient kingdom located north of Greece	



TERM	DEFINITION	LOCATION IN PACING GUIDE
Medical	relating to the practice and treatment of medicine	
Monarchy	a government in which the ruling power is in the hands of one person	
Muscles	body tissue that connects bones and provides strength	
Myths	a traditional story that helps explain a culture's beliefs	
Navy	the part of a nation's military that fights at sea	
Obtain	to get something, usually by making an effort or working for it	
Oligarchy	a government in which the ruling power is in the hands of a few people	
Panathenaic Games	athletic events, including horse races and chariot races, held as part of the festival called Panathenaea, honoring the goddess Athena	
Parthenon	the temple built on the acropolis above Athens, honoring the goddess Athena	
Participate	to take part in something, such as a game or activity	
Peloponnesian War	(431 to 404 B.C.E.) the war fought between Athens and Sparta that involved other city-states	
Peloponnesus	a peninsula forming the southern part of the mainland of Greece	
Peninsula	a body of land that is surrounded on three sides by water	
Pericles	a great leader who developed Athens's culture, democracy, and power during its Golden Age	
Persian Empire	a vast empire in the 400s B.C.E. that ruled over lands in Africa, the Middle East, and Asia	
Persian wars	(490–479 B.C.E.) the period of fighting waged between the Persian Empire and the allied Greek city-states for control of land in Greece	
Principle	a strong belief on the right way to act	
Reforms	to improve a system or organization	
Relied	to depend on something or someone	
Reluctantly	to have hesitation or an unwillingness to do something	
Required	to have to do something based on a rule or command	
Reversed	to act or decide in a way that is the opposite of what has been established	
Selected	to choose from a group, based on a liking for one over another	
Socrates	a great ancient Greek philosopher who taught by asking his students thought-provoking questions	



TERM	DEFINITION	LOCATION IN PACING GUIDE
Sparta	a city-state of ancient Greece, known for its military oligarchy	
Theories	a proposed explanation for something	
Tyranny	government in which absolute ruling power is held by a person who is not a lawful king	
Volume	the amount of space an object fills	
Xerxes	son of Darius, and ruler of Persia from 486 to 465 B.C.E.; eventually defeated by the Greeks at the end of the Persian wars	
civil war	a war between groups in the same country	Unit 4 – Ancient Rome
Colosseum	a large arena in Rome where gladiator contests and other games and sporting events were held	
constitution	a set of basic laws	
consul	one of two chief leaders in Rome	
dictator	a ruler with absolute power	
patron	a person who promotes artistic activities by paying for new works and supporting artists	
plebeian	in the Roman Republic, one of the common people	
Punic Wars	a series of wars fought between Rome and Carthage for control of the Mediterranean	
Renaissance	a great flowering of culture based on classical Greek and Roman ideas that began in Italy around 1300 and spread throughout Europe	
republic	a form of government in which leaders are elected to represent the people	
Senate	a group of 300 men elected to govern Rome	
veto	to refuse to approve proposals of government	
apprentice	a person who works for a master in a trade or craft in return for training	
authority	the power to influence or command	
Bubonic Plague	a deadly contagious disease caused by bacteria and spread by fleas; also called the Black Death	
Charlemagne	the leader of the Franks from 768 to 814 C.E., who unified most of the Christian lands of Europe into a single empire	
charter	a written grant of rights and privileges by a ruler or government to a community, class of people, or organization	
chivalry	the medieval knight's code of ideal behavior, including bravery, loyalty, and respect for women	





TERM	DEFINITION	LOCATION IN PACING GUIDE	
Christianity	the religion based on the life and teachings of Jesus		
clergy	the body of people, such as priests, who perform the sacred functions of a church		
Common Law	a body of rulings made by judges or very old traditional laws that become part of a nation's legal system		
Democratic	ruled by the people. In a democracy, citizens elect representatives to make and carry out laws.		
feudalism	the economic and political system of medieval Europe in which people exchanged loyalty and labor for a lord's protection		
fief	land granted by a lord to a vassal in exchange for loyalty and service		
function	the use or purpose of something		
guild	an organization of people in the same craft or trade		
Habeas Corpus	the legal concept that an accused person cannot be jailed indefinitely without being charged with a crime		
hierarchy	a system of organization with lower and higher positions		
Hundred Years' War	a series of battles fought between France and England from 1337 to 1453		
Magna Carta	a written legal agreement signed in 1215 that limited the English monarch's power		
Model Parliament	a governing body created by King Edward I that included some commoners, Church officials, and nobles		
Natural Law	the concept that there is a universal order built into nature that can guide moral thinking		
persecuted	to cause a person to suffer because of his or her beliefs		
pilgrimage	a journey to a holy site		
reign	the period of time someone rules, usually royalty		
religion	a set of spiritual beliefs, values, and practices		
Religious Order	a brotherhood or sisterhood of monks, nuns, or friars		
serf	a peasant who could not leave the lord's land on which he or she was born and worked		
survive	to continue to exist		
Appliqué	a technique in which shaped pieces of fabric are attached to a background fabric to form a design or picture		Unit 6 – West African Kingdoms
Call and Response	a song style in which a singer or musician leads with a call, and a chorus responds		
Convert	a song style in which a singer or musician leads with a call, and a chorus responds		



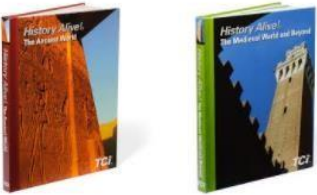

TERM	DEFINITION	LOCATION IN PACING GUIDE
Efficient	functioning in the best way, with very little or no waste	
Folktales	a story that is passed down orally and becomes part of a culture's tradition	
Genealogies	an account of the line of ancestry within a family	
Geometric	having a form composed of one or a number of simple shapes, such as triangles, squares, or circles	
Ghana	a medieval civilization and empire in West Africa	
Griot	a talented poet-musician of the Mande people, who tells stories, sings songs, and recites poems to share history	
Jenna-jeno	an ancient West African city built along the Niger River	
Kente	a traditional form of cloth produced in West Africa	
Mali	a West African empire ruled by the Mande that became a major crossroads of the Islamic world	
Mansa Musa	the first West African ruler to practice Islam devoutly	
Matrilineal	a family line traced through the mother	
Niger River	the longest river in West Africa, and a kind of trading highway in early times	
Nok	a people living in West Africa in the 500s B.C.E. who mastered ironworking	
Oral Traditions,	learning and cultural ideas passed down orally, from one generation to the next	
Patrilineal	a family line traced through the father	
Sahara	a large, hot desert in North Africa that covers about 3.5 million square miles	
Sahel	a zone of semidesert, south of the Sahara, where short grasses, small bushes, and a few trees grow	
Savanna	a vegetation zone of tall grasses and scattered trees, with a long rainy season	
Smelting	the process of melting ore to produce iron or other metals from it	
Songhai	a people who broke away from the empire of Mali and eventually built their own vast empire in West Africa	
Terra-Cotta	a baked clay used to make pottery, tiles, and sculptures	
textiles	a woven cloth	
Tran-Saharan Trade	trade between peoples north and south of the Sahara	
alliance	a group of countries, city-states, or other entities who agree to work together, usually for common defense or trade	Unit 7 - Mesoamerica



TERM	DEFINITION	LOCATION IN PACING GUIDE
ayllus	an Incan clan (group of related families), the basic unit of Incan society.	
Aztecs	a Mesoamerican people who built an empire in central Mexico that flourished from 1428 to 1519 C.E.	
causeway	a solid earthen roadway built across water or low ground	
Ceremonial centers	a large plaza in a city center, surrounded by temples and palaces, where religious rituals and other public ceremonies took place	
communal	shared by a community or group	
conformity	uniform behavior according to a set of social or cultural rules or beliefs	
divine	related to or coming from a god or gods	
hereditary	passed on from parent to child; inherited	
hieroglyphic	writing that uses pictures as symbols	
Inca	people of a culture in the Andes Mountains of South America that arose in the 1400s C.E. and lasted until 1532	
Mayas	the people of an important Mesoamerican civilization that lasted from about 2000 B.C.E. to 1500 C.E.	
mercenary	a professional soldier who is paid to fight for another country or group	
Mesoamerica	the region extending from modern Mexico through Central America	
oracle	a person through whom a god or spirit is believed to speak about the future	
plaza	a public square or open area in a city where people gather	
polygamy	having more than one spouse at one time	
rituals	relating to a ceremony, such as a religious ceremony	
sacrifices	a gift of an animal for slaughter to honor the gods	
semidivine	half-human and half-god	
slash-and-burn agriculture	a farming technique in which vegetation is cut away and burned to clear land for growing crops	
social pyramid	a social structure in the shape of a pyramid, with layers representing social classes of different rank	
Tenochtitlán	the capital city of the Aztec Empire	
ward	a political unit within a city, often a neighborhood	



## District Adopted Resources

<b>Student Textbook</b>	
History Alive! Ancient World and Medieval Times (2011) ISBN: TB-8995-8	
<b>Teacher Manuals</b>	
All TCI teacher resources are located online. To access your resources please visit:  <a href="http://www.teachtci.com">www.teachtci.com</a>	
<b>Materials</b>	
<p><b>Each teacher should have a classroom set of TCI Placards</b></p> <p>History Alive! Ancient World (2011) ISBN: 906-0</p> <p>History Alive! Ancient World (2011) ISBN: 921-3</p> <p>All TCI teacher resources are located online. To access your resources please visit: <a href="http://www.teachtci.com">www.teachtci.com</a></p>	
<b>Online Resources</b>	
<p>Online Resources from Publisher: <a href="http://www.teachtci.com">www.teachtci.com</a></p>	
<b>Supplemental Resources</b>	
Empty space for supplemental resources	

**Textbook replacements**

Textbooks that have been lost or damaged should be replaced annually by individual schools. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.



### Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA [www.movlic.com/](http://www.movlic.com/) provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001<sup>[1]</sup><sub>SEP</sub>

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.

