

Deer Valley Unified School District

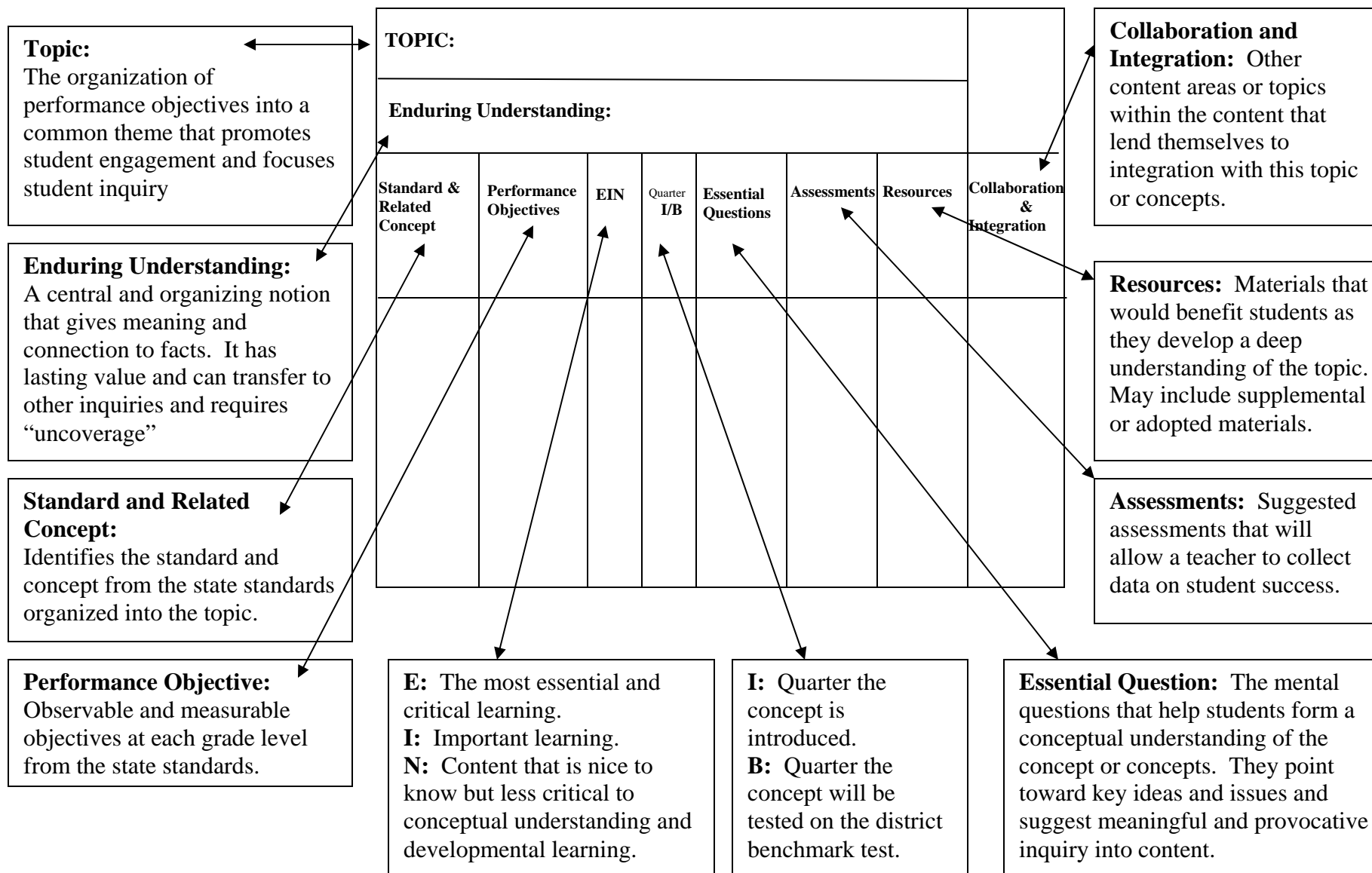
Social Studies Curriculum



Sixth Grade

August 2010

Curriculum Definition Page



Connected Concepts

The following performance objectives can be addressed within each of the early civilization topics as stated:

STRAND 4: GEOGRAPHY

Concept 2: Places and Regions

PO 1. Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2

PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2

PO 3. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5

PO 4. Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims. Connect with: Strand 2 Concept 2

PO 5. Describe the physical and human characteristics of places and regions of a Middle Eastern country studied. Connect with: Strand 2 Concept 2

Concept 4: Human Systems

PO 1. Interpret the demographic structure of places and regions using a population pyramid.

PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.

PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2

PO 4. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions. Connect with: Strand 2 Concept 2, 3, 4

PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women. Connect with: Strand 2 Concept 2

Concept 5: Environment and Society

PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.

PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment. Connect with: Strand 2 Concept 2

PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities. Connect with: Strand 2 Concept 2

PO 4. Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.

Concept 6: Geographic Applications

PO 1. Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions. Connect with: Strand 2 Concept 2

The following performance objectives can be addressed/integrated within ongoing classroom activities:

STRAND 1: AMERICAN HISTORY

Concept 10: Contemporary United States

PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

STRAND 2: WORLD HISTORY

Concept 9: Contemporary World

PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

STRAND 3: CIVICS AND GOVERNMENT

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 1. Describe ways an individual can contribute to a school or community.

PO 2. Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States. Connect with: Strand 2 Concept 5

PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). Connect with: Strand 2 Concept 5

“Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.”

The following science standards are assessed in science, but can be integrated with social studies concepts:

STRAND 4: GEOGRAPHY

Concept 3: Physical Systems

(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)

PO 1. Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.

Connect with: Science Strand 3 Concept 1 Evaluate the effects of, and describe how people plan for and respond to natural disasters.

Science Strand 4 Concept 3 Describe how sunlight, water quality, climate, population density and pollution affect quality of life.

Science Strand 6 Concept 1 Describe the composition of and interactions between bodies of water and the atmosphere.

Science Strand 6 Concept 2 Explain the water cycle and factors that affect climate.

*Activity examples marked with an asterisk encourage higher level thinking and may be incorporated into a gifted classroom setting.

The quarter listed under “quarter taught” is a suggested timeline and may change at teacher discretion based on student needs.

Grade 6 Social Studies Common Assessment Units

SS06-DV: Early Humans	SS06-DV: Ancient Peoples	SS06-DV: Early Asia	SS06-DV: European Transitions
Early Humans	Ancient Egypt	Ancient India	Rome
Mesopotamia	Ancient Greece	Ancient China	Middle Ages
African Kingdoms	Ancient America		Renaissance
Research	Research	Research	Research
Mapping	Mapping	Mapping	Mapping

Key Concepts:

Locate physical and human features on a map

Identify differences between a variety of maps and charts

Use the parts of a map/graph to interpret and comprehend its intended meaning

Use the maps and charts in the textbook to help comprehend the historical concept

Create a map, chart, or graph that correctly displays the intended geographical information

Use maps and charts to understand current events

TOPIC: Map Skills (The World in Spatial Terms)

Enduring Understanding:

Knowledge of geography helps us understand the relationships among people, places, and environments over time.

Essential Question(s):

What are the different ways geographical information can be displayed?

What knowledge/tools are needed to correctly interpret or construct a map?

Examples:

Design an ancient map of the Silk Road. Include necessary elements such as a key, compass rose, etc.

*Design a game that uses latitude and longitude for your classmates to play.

Research river systems and make a model of one of the following rivers: Nile, Tigris and Euphrates, Indus, etc. Label the parts: mouth, source, etc. (Science Strand 6, Concept 1, PO2). Also show the locations/landmarks of related ancient civilizations.

Vocabulary

geography

regions

key/legend

physical features

human features

latitude/longitude

Equator

Prime Meridian

scale

elevation

compass rose

cartographer

Grade: 6th

TOPIC: Map Skills (The World in Spatial Terms)						
Knowledge of geography helps us understand the relationships among people, places, and environments over time.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 4 Concept 1: The World in Spatial Terms	PO 1. Construct maps, charts, and graphs to display geographic information.	E	What are the different ways geographical information can be displayed?		Reference Atlas and Geography Handbook in Glencoe text.	Harcourt Basal Story: www.googleearth.com (satellite images) http://earthfromspace.photoglobe.info/spc_nile_delta.html (Picture of Nile Delta from space) http://.nationalgeographic.com/mapmachine/index.html National Geographic Map Machine Integrated with reading Strand Three: Informational Text, Concept 1, PO 7 interpreting graphic features.
	PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	E			Maps, charts, graphs, and diagrams in Glencoe text for each topic. See Page xvii for a complete list.	
	PO 3. Interpret maps, charts, and geographic databases using geographic information.	E	What knowledge/tools are needed to correctly interpret or construct a map?		Current events magazine such as <i>Time for Kids</i> or <i>Scholastic News</i> or Watch www.CNN.com/education/ (student news)	
	PO 4. Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries). Connect with: Strand 2 Concept 2	E				
	PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).	E				
Strand 4 Concept 6: Geographic Applications	PO 2 Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing c					

TOPIC: Historical Research

Key Concepts:

Interpret historical data on charts and maps/connecting information to historical concept

Constructing accurate and relevant historical charts, graphs and maps including timelines

Analyze cause and effect relationships between historical events

Describe the difference between primary and secondary sources

Determining the credibility of sources/understanding bias and how it affects reliability of source

Describe what archeologists study and how they gather and interpret data.

Enduring Understanding:

Interpreting historical information using relevant and accurate sources

Essential Question(s):

What are the different ways historical data can be displayed?

Why is it important to consider the reliability and credibility of historical data before drawing conclusions?

Examples:

Calculate the length of Chinese Dynasties. Record the information in a spreadsheet and create a bar graph of the data.

Write ten questions that can be answered using information from a given chart. Trade your questions with a partner.

*Create a fictitious culture. Choose a location, name, economy, system of government, customs, etc. Make a museum display of your culture including some 3-D artifacts.

Create a cause and effect graphic organizer of the Fall of the Roman Empire, discovery of fire, etc.

Vocabulary

historical data

primary source

secondary source

cause and effect

time-lines

artifact

archaeologist

historian

bias

credibility

point of view

chart

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Historical Research						
Interpreting historical information using relevant and accurate sources						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 1: Research Skills for History and Strand 2 Concept 1	PO 1. Construct chart, graphs and narratives using historical data.	E	What are the different ways historical data can be displayed?		Glencoe Geography Handbook p. GH 8-13 (Charts)	Various internet sites have examples of primary/secondary source documents for all topics.
	PO 2. Interpret historical data displayed in graphs, tables, and charts	E				
	PO 3. Construct timelines of historical era being studied	E				
	PO 4. Formulate questions that can be answered by historical study and research	E				
	PO 5. Describe the difference between primary and secondary sources.	E	Why is it important to consider the reliability and credibility of historical data before drawing conclusions?		Glencoe Tools of the Historian p. 1-13	
	PO 6. Determine the credibility and bias of primary and secondary sources.	E				
	PO 7. Analyze cause and effect relationship between and among individuals and or historical events.	E				
	PO 8. Describe how archaeological research adds to our understanding of the past.	I				

Key Concepts:

In the Old Stone Age people adapted to their environment and invented many tools

Impact of the Ice Age

Development of technology; specialization (division of labor)

In the New Stone Age people started building communities

Domestication and farming

Move from nomadic lifestyle to civilization; components of civilization/culture

TOPIC: Early Humans

Enduring Understanding:

Humans made great advances from the Paleolithic Age to the Neolithic Age.

Essential Question(s):

What are the benefits of a settled lifestyle versus a nomadic lifestyle?

How did advances between the Paleolithic and Neolithic Ages lead to the development of civilizations and culture?

Examples:

Rank the technology described in text in order of importance. Be prepared to justify/defend your choices.

Using a Venn diagram, compare and contrast the Old and New Stone Age.

Research Paleolithic cave paintings. Create a cave painting and explain on the back what aspect of the Stone Age your painting describes/represents.

As a news reporter, interview the inventor of a new technology in the Stone Age and write an article for the Stone Age News highlighting its impact on society.

Vocabulary

Paleolithic Age (Old)

Neolithic Age (New)

Ice Age

Specialization

Hunter-gatherers

Civilization

Technology

Domesticate

Nomads

Catal Huyuk/Jericho

Agriculture

Irrigation

TOPIC: EARLY HUMANS						
Enduring Understanding: Humans made great advances from the Paleolithic Age to the Neolithic Age						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilization	PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.	E	What are the benefits of a settled lifestyle versus a nomadic lifestyle? <			

TOPIC: Mesopotamia

Key Concepts:

Importance of Tigris and Euphrates River Valley (Fertile Crescent) to the development of civilization in Mesopotamia

Development of Government-Laws of Hammurabi
City-states; Sargon the Great; Nebuchadnezzar

Religion-polytheism

Cultural and Scientific Achievements; development of writing;

Some civilizations developed strong armies and powerful weapons and took control of Mesopotamia (first empires)

Enduring Understanding:

Early river civilizations influenced the development of civilizations in other parts of the world.

Essential Question(s):

How did river valleys influence the development of civilizations in Mesopotamia?

How did government begin in Mesopotamia and how is it different/similar to our government today?

How did the start of civilization (communities) influence cultural development and technological advancements?

Examples:

Write a descriptive paragraph that might be found in a travel brochure describing the beauty of ancient Babylon.

*Discuss how using rivers for irrigation caused conflict between Sumerian city-states. What ways, other than war, might the Sumerians have solved this problem?

Your nomadic group wants to start a civilization. Decide which geographic location you will choose: river site, mountains, desert, or sea coast.

Hold a classroom trial based on Hammurabi's Code. Compare the outcome(s) to our modern court system.

Vocabulary

civilization

city-state

polytheism

irrigation

cuneiform

scribe

Epic of Gilgamesh

empire

Gardens of Babylon

ziggurat

province

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Mesopotamia						Collaboration and Integration
Early river civilizations influenced the development of civilizations in other parts of the world.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors.	E	How did river valleys influence the development of civilizations in Mesopotamia?		Glencoe Text Chapter 1, lessons 2 and 3	
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates-Mesopotamia	E	How did government begin in Mesopotamia and how is it different/similar to our government today?		http://www.faculty.fairfield.edu/jmac/meso/meso.htm good site for ziggurats	
	PO 4. Compare the forms of government of the following ancient civilizations: a. Mesopotamia-laws of Hammurabi	I				
	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilization on later civilizations: a Mesopotamia- laws of Hammurabi	E				
	PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature , theater, mathematics	E				
Strand 3 Concept 3: Functions of Government	PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.	I	How did the start of civilization (communities) influence cultural development and technological advancements?		http://www.mesopotamia.co.uk (The British Museum Site)	
Strand 5 Concept 1: Foundations of Economics	PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2	E				

Key Concepts:

Africa had a vast and varied landscape

West African empires grew rich from trade

East African kingdoms also became rich from trade

Centralized government and traditional African religions developed

African rulers helped spread Islam/Africana and Arabs influence each other

Despite Africa's size, people in different regions of Africa have similar traditions and cultures

TOPIC: African Medieval Kingdoms

Enduring Understanding:

Development and impact of Medieval Kingdoms in Africa

Essential Question(s):

How did Islam influence the development of Medieval Africa?
Why did areas in Africa become centers of commerce?
How did family values influence culture in Medieval Africa?
How did slave trade impact the development of culture?

Examples:

Participate in the web based activity: "Trekkling to Timbuktu: Trade in ancient West Africa (Edsitement/MarcoPolo)

Griots or storytellers helped pass on the oral history of Medieval Africa. Share a story with the class that describes a tradition in your family.

* Interpret a proverb from Ghana. Relate the proverb to modern times. Why do you think ancient proverbs translate to modern times?

Vocabulary

plateau

griot

Ghana

Mali

Timbuktu

Songhai

clan

Makkah (Mecca)

Sultan

Swahili

Islam

Axum (Ethiopia)

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TOPIC: African Medieval Kingdoms						
Enduring Understanding: Development and impact of Medieval Kingdoms in Africa						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 3: World in Transition	PO 2. Describe the development of the Medieval kingdoms of Africa (i.e., Ghana, Mali, Songhai): a. Islamic influences b. mining of gold and salt c. centers of commerce Connect with: Strand 5 Concept 1	I	How did Islam influence the development of Medieval Africa?		Glencoe text Chapter 13 http://africa.mrdonn.org/lessons.html#Fables (African Fables)	
Strand 3 Concept 5: Government Systems of the World	PO 1. Describe the structure of the following governments: d. monarchy Connect with: Strand 2 Concept 2, 4, 5	I	Why did areas in Africa become centers of commerce?		http://edsitement.neh.gov/view_lesson_plan.asp?id=502	
Strand 5 Concept 1: Foundations of Economics	PO 5. Explain how trade promoted economic growth throughout world regions. Connect with: Strand 2 Concept 3 Strand 2 Concept 4	I	How did family values influence culture in Medieval Africa? How did slave trade impact the development of culture?			

Key Concepts:

Egyptian civilization began in the fertile Nile River Valley, where natural barriers discouraged invasions and the yearly floods helped with farming.

Egyptians were divided into social classes based on wealth and power.

Around 3100 BC, Upper and Lower Egypt united. Egypt was ruled by pharaohs. (theocracy)
Each pharaoh influenced Egypt in a different way.

Egyptians were polytheistic, believed in an afterlife, built pyramids as tombs, and developed hieroglyphic writing.

Ancient Egypt civilization was divided into three kingdoms. During the new kingdom, pharaohs expanded the empire by

South of Egypt, the people of Kush grew wealthy from trade.

TOPIC: Ancient Egypt

Enduring Understanding:

Ancient Egyptians developed a unique culture that influenced other ancient civilizations and has continued to intrigue modern cultures as well.

Essential Question(s):

How did the Nile River impact the development of Egyptian civilization?

How did religion affect the daily lives of the Egyptians?

How did religion bring about some of the advances made by the Egyptians?

Examples:

Write a summary paragraph of the steps of mummification or building a pyramid.

Fractured fairy tale: rewrite a fairy tale by changing the setting to ancient Egyptian times.

Research hieroglyphics and design a cartouche of your name.

*Design a help wanted poster asking for someone to fill in for an Egyptian god or goddess. Include evidence of research about your subject.

Vocabulary

Nile River

cataracts

delta

Sahara Desert

dynasty

pharaoh

deity

theocracy

pyramid

polytheism

hieroglyphics

papyrus

Deer Valley Social Studies Quarterly Scope

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<p>TOPIC: Ancient Egypt</p> <p>Enduring Understanding: Ancient Egyptians developed a unique culture that influenced other ancient civilizations and has continued to intrigue modern cultures as well.</p>						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia and China: a. Farming methods b. domestication of animals, division of labor, geographic factors.	E	How did the Nile River impact the development of the Egyptian civilization?		Glencoe Text Chapter 2 http://ancienthistroy.Mrdonn.org/AncientEgypt.html (Egypt)	Harcourt Trophies: <i>Pyramids</i> p. 304-325
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations b. Nile-Egypt	I			http://africa.mrdonn.org/kush.html (Kush)	Leveled Readers: <i>Journey to the Pyramids</i>
	PO 4. Compare the forms of government of the following ancient civilizations: b. Egypt-theocracy	I	How did religion affect the daily lives of the Egyptians?			<i>What's Cooking, Khufu</i>
	PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations: b. Egypt-belief in an afterlife	I				<i>Egyptian Adventure</i>
	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilization on later civilizations: b. Egypt-mummification, hieroglyphs, papyrus	E	How did religion bring about some of the advances made by the Egyptians?			
	PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature, theater, mathematics, philosophy)	I				

	PO 9. Identify the roles and contributions of individuals in the following ancient civilizations: e. Egypt (Hatshepsut, Ramses, Cleopatra)	I				
Strand 3 Concept 5: Government Systems of the World	PO 1. Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy	I				
Strand 5 Concept 1: Foundations of Economics	PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2	I				
	PO 4. Compare how money, as opposed to barter, facilitates trade.	I				
	PO 5. Explain how trade promoted economic growth throughout world regions. Connect with: Strand 2 Concept 3 Strand 2 Concept 4	I				

Key Concepts:

Significance between geography and the development of city-states, the impact of trade, and the fighting of wars.

Minoans and Mycenaeans were two early civilizations. Athens and Sparta were two powerful city-states; concept of polis

Significance of the Persian Empire and the Persian war.; Significance of the Peloponnesian war

Government: causes and effects of move from tyranny to oligarchy to democracy and back to dictatorship

During the Golden Age, Greek thinkers, writers, and artists contributed many new ideas; impact of mythology on Greek culture and its lasting influence

Hellenistic era and spread of Greek culture through trade and the conquests of Alexander the Great

TOPIC: **Ancient Greece**

Enduring Understanding:

Recognize how the many legacies of ancient Greece have impacted history and the modern world

Essential Question(s):

How did city-states influence the concept of citizenship?
How did government change as Greek civilization developed?
What elements of Greek society have had a significant and lasting impact on the World?
Who were the people who had a significant impact on major events and accomplishments of the ancient Greeks?

Examples:

Research and plan an ancient Olympic Games. Assign groups to different city-states and participate in the events.

Select a Greek myth to rewrite into a skit that your group can perform for the class.

Design your own Greek temple based on Greek architecture and geometry principles.

Hold a classroom debate: Which city-state is a better place to live: Athens or Sparta?

Vocabulary

polis

colonies

tyrant

oligarchy

democracy

helots

Philosopher/sophist

myth

epic

oracle

legacy

Hellenistic Era

Deer Valley Social Studies Quarterly Scope

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TOPIC: Ancient Greece						
Enduring Understanding: Recognize how the many legacies of ancient Greece have impacted history and the modern world						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2 : Early Civilizations	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations : a. Mesopotamia (i.e., laws of Hammurabi) b. Egypt (i.e., mummification, hieroglyphs, papyrus) c. China (i.e., silk, gun powder/fireworks, compass) d. Central and South America (i.e., astronomy, agriculture) PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome: a. democracy b. republics/ empires Connect with: Strand 3 Concept 5 PO 8. Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations. Connect with:-Strand 4 Concept 2, 4, 5 Strand 5 Concept 2 PO 9. Identify the roles and contributions of individuals in the following ancient civilizations: a. Greece and Greek empires (i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great) Egypt (i.e., Hatshepsut, Ramses,	I	How did government change as Greek civilization developed?		Glencoe Text Chapter 4 Chapter 5	Harcourt Trophies: <i>Look Into The Past: The Greeks The Romans</i> P. 326-349
		E	What elements of Greek society have had a significant and lasting impact on the World?		Check out books of Greek mythology from the library.	Leveled Readers: <i>Blast From The Past Building The Past The Birth of Drama</i>
		E	Who were the people who had a significant impact on major events and accomplishments of the ancient Greeks?			<i>The Skill of Pericles</i> p. 350-371 <i>Pericles and the First Democracy Greetings Ancient Greece</i> <i>Jason and the Quest of the Golden Fleece</i>
		I				Plan a “Greek and

Key Concepts:

The invention of farming led to the rise of civilization in the Americas

Civilizations in the Americas adapted to their environment and made good use of their resources

The Maya adapted to life in a rainforest and built a culture based on their religion

The Aztec built an empire based on conquest and war

The Inca set up a highly organized government and society

Many different Native American cultures also developed

TOPIC: Early Civilizations of the Americas

Enduring Understanding:

Many diverse cultures thrived in the Americas

Essential Question(s):

How did early American civilizations adapt to their environment?

How did the interactions of these civilizations influence the future development of the Americas?

Examples:

Design a ceremonial mask

Jigsaw: Each student will research a different civilization & design study guides, & activities to create learning centers.

Debate: The Inca required everyone in their society to do a specific job. Do you think this is a good idea for society?

Design an ABC book about the Americas

Vocabulary

Mesoamerica

Maya

Inca

Aztec

glaciers

Olmec

Teotihuacán

Toltec

monopoly

Mound Builders

Anasazi/Hohokam

confederacy

Grade: 6th

TOPIC: American History- Early Civilizations of the Americas						
Enduring Understanding: Many diverse cultures thrived in the Americas						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 2: Early Civilizations	PO 1. Describe the characteristics of hunting and gathering societies in the Americas. PO 2. Describe factors (i.e., farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies. PO 3. Describe the cultures of the Mogollon, Anasazi, and Hohokam-a. location, agriculture, housing, arts and trade networks b. how these cultures adapted to and altered their environment. PO 4. Describe the Adena, Hopewell and Mississippian mound-building cultures. PO 5. Describe the achievements and features (i.e., mathematics, astronomy, architecture, government, social structure, arts and crafts) of the Mayan, Aztec and Incan civilizations PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:	N N I N E E N	How did early American civilizations adapt to their environment? How did the interactions of these civilizations influence the future development of the Americas?		Glencoe text Chapter 16 http://incas.mrdonn.org/empire.html Incas http://mayas.mrdonn.org/dailylife.html (Mayans) http://k12west.mrdonn.org/aztecs.html (Aztecs)	
Strand 2 Concept 2: Early Civilizations	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:					
Strand 3 Concept 5: Government Systems of the World	d. Central and South America - astronomy, agriculture Connect with: Strand 5 Concept 2 PO 1. Describe the structure of the following governments: a. theocracy					

Concepts:

The importance of the Indus River and other geographic features to the settlement of India

Aryans conquered India and introduced new ideas and technology

The caste system divided people into social groups

Influence of Hinduism on daily life

Influence of Buddhism on daily life; impact of theocracy on society and culture

Early India had two great empires: Maurya and Gupta

TOPIC: Early India

Enduring Understanding:

People of early India contributed many ideas that have continued to influence modern society

Essential Question(s):

How did climate and geography influence the 1st settlement in India?

How did the ideas of Hinduism and Buddhism affect the daily lives of early people in India?

What unique contributions did the warriors, thinkers, and scientists of early India give to the world?

Examples:

Design a pictograph that you would use to represent your business and make an Indus Valley clay seal.

Hold a classroom simulation based on the Vedic Caste system.

*As a group, speculate reasons for the end of the Indus Valley river civilizations in 1700 BC. (This topic is still debated by scholars today.)

Vocabulary

Indus River/ Ganges River

Harrapa/Mohenjo-Daro

subcontinent

monsoon

Himalaya Mountains

Aryans

caste

Hinduism

polytheism

theocracy

pilgrim

Sanskrit

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: India						
People of early India contributed many ideas that have continued to influence modern society						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia and China: a. Framing methodsb. domestication of animals, division of labor, geographic factors.	E	How did climate and geography influence the 1 st settlement in India?		Glencoe Text Chapter 6 http://k12east.mrdonn.org/India.html	
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: Indus- India	E	How did the ideas of Hinduism and Buddhism affect the daily lives of early people in India?		http://www.mnsu.edu/emuseum/prehistory/india/index.shtml website about Harrapa	
Strand 2 Concept 3: World In Transition	PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs and beliefs) of major religions (i.e., Hinduism, Buddhism, Judaism, Christianity and Islam)	I	What unique contributions did the warriors, thinkers, and scientists of early India give to the world?		http://www.ancientindia.co.uk/menu.html British museum site about India	
Strand 5 Concept 1: Foundations of Economics	PO 3. Explain why specialization improves standards of living.	I				
	PO 5. Explain how trade promoted economic growth throughout world regions.	I				

Key Concepts:

Importance of Huang He River to the development of civilization; isolation caused by mountains and deserts

China was ruled by dynasties. New ideas and inventions were developed during each dynasty.

Government in early China was influenced by the Mandate of Heaven and the division of society into three social classes.

Three different philosophies began in early China: Confucianism, Daoism, and Legalism.

Civil war and unrest encouraged people to turn to Buddhism.

The Silk Road improved trade and connected lands as far away as Greece and Rome.

TOPIC: Early China

Enduring Understanding:

Chinese dynasties each contributed ideas and inventions that influenced later civilizations and encouraged further development of new technology.

Essential Question(s):

How was each dynasty different?

How did philosophers influence society in early China?

What Chinese inventions led to further advancements in other societies?

How did the silk road encourage spread of Chinese culture?

Examples:

Study Chinese pictographs and calligraphy. Design a poster that compares and shows the history of writing in the different civilizations studied.

Write five questions that a reporter who lived at the same time as Confucius might have asked him about Confucianism and his concept of duty.

*Mulan Mystery. Did Mulan really exist? Research to form your own opinion. Why would records of her existence be destroyed?

Hold an "Invention Convention" by assigning groups to represent different dynasties and asking them to select the invention they believe is most important from their dynasty. Meet as a class and share and discuss choices.

Vocabulary

Huang He River

dynasty

aristocrat

Pictograph/ideograph

bureaucracy

mandate

Confucianism

Daoism

Legalism

Social class

Great Wall of China

emperor

TOPIC: Early China						
Enduring Understanding: Chinese dynasties each contributed ideas and inventions that influenced later civilizations and encouraged further development of new technology.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors Connect with: Strand 4 Concept 2, 4,6 Strand 5 Concept 1 PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: c. Huang He - China Connect with: Strand 4 Concept 1, 2, 4, 5 PO 4. Compare the forms of government of the following ancient civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy c. China – dynasty Connect with: Strand 3 Concept 3, 5 PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations: c. China – ancestor worship PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:	E E I I E	How was each dynasty different? How did philosophers influence society in early China? What Chinese inventions led to further advancements in other societies? How did the silk road encourage spread of Chinese culture?		Glencoe Text Chapter 7 http://k12east.mrdonn.org/China.html <i>The Ballad of Mulan</i> http://utd500.utdallas.edu/l~hairston/mulan.html Website about Mulan with ballad for teacher use.	Harcourt Trophies: <i>Ancient China</i> p. 282-303 Leveled Readers <i>Chinese Silk Traders</i> <i>The Ancient Chinese Secret of Silk</i> <i>The Four Treasures</i> Encourage students to try the Chinese game of GO. Paint Chinese calligraphy in art

	<p>c. China – silk, gun powder/fireworks, compass</p> <p>Connect with: Strand 5 Concept 2</p> <p>PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy).</p> <p>Connect with: Strand 4 Concept 2, 4, 5</p> <p>Strand 5 Concept 2</p> <p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:</p> <p>d. China (e.g., Qin Shi Huan Di, Confucius)</p> <p>Connect with: Strand 3 Concept 5</p>	<p>E</p> <p>N</p> <p>I</p>				
Strand 3 Concept 5: Government Systems	<p>PO 1. Describe the structure of the following governments:</p> <p>a. theocracy</p> <p>b. dictatorship</p> <p>c. republic</p> <p>d. monarchy</p> <p>e. democracy</p> <p>f. anarchy</p> <p>Connect with: Strand 2 Concept 2, 4, 5</p>	I				
Strand 5 Concept 1: Foundations of Economics	<p>PO 5. Explain how trade promoted economic growth throughout world regions.</p> <p>Connect with: Strand 2 Concept 3</p> <p>Strand 2 Concept 4</p>	E				

Concepts:

Geography played an important role in the rise of civilization in the Mediterranean region.

After defeating the Carthaginians, Rome took control of the entire Mediterranean region. During the Roman republic, the right to vote was expanded.

The Roman Republic, weakened by civil wars, became an empire under the rule of Augustus.

The Roman Empire had a time of unity known as the *Pax Romana*. Advances such as Roads and aqueducts helped the empire prosper.

Political, social, economic, and military problems all led to the Fall of the Roman Empire.

After the conflict and confusion of fall of Rome, people found order and unity in Christianity.

The Byzantines developed a new civilization based on Greek, Roman, and Christian ideas.

TOPIC: Rome

Enduring Understanding:

The events that occurred during ancient Roman times and the legacies left behind have influenced many western beliefs including government, law, science and architecture, language, and the arts.

Essential Question(s):

What were the strengths/weaknesses of the Roman Republic?
What were the strengths/weaknesses of the Roman Empire?
Who are the people that influenced major events in ancient Rome?
What advancements made during this time have influenced our lives today?

Examples:

Prepare a skit depicting a special news report of the Ides of March and the Death of Julius Caesar.

*Write a diary from the point of view of an influential person in Roman history. Include at least five historical facts/events.

Create a drawing showing the literal vs. figurative meanings of an idiom based on ancient Rome. (Stabbed in the back, all roads lead to Rome, etc.)

Publish a "Roman Living Magazine" that features articles on how to host a Roman dinner party.

Vocabulary:

Apennines/Tiber River

Mediterranean Sea

Republic/empire

Plebeians/patricians

Carthage/Hannibal

Consul/dictator

Punic Wars

Aqueduct

Gladiators

Twelve Tables

Inflation/barter

Constantinople

Deer Valley Social Studies Quarterly Scope

TOPIC: Rome						
Enduring Understanding: The events that occurred during ancient Roman Times and the legacies left behind have influenced many western beliefs including government, law, science and architecture, language, and the arts.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome: c. democracy d. republics/ empires Connect with: Strand 3 Concept 5	E	What were the strengths/weaknesses of the Roman Republic?		Glencoe Text Chapters 8 and 9	Harcourt Trophies
	PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature , theater, mathematics	I	What were the strengths/weaknesses of the Roman Empire?			<i>Look Into The Past The Greeks The Romans p.326-349</i>
	PO 9. Identify the roles and contributions of individuals in the following ancient civilizations c. Rome (e.g., Julius Caesar, Augustus	I	Who are the people that influenced major events in ancient Rome?			Leveled Readers: Blast From The Past Building The Past The Birth of Drama
	PO 10. Describe the transition from the Roman Empire to the Byzantine Empire: a. “decline and fall” of the Roman Empire b. Empire split in eastern and western regions c.capital moved to Byzantium/Constantinople	I	What advancements made during this time have influenced our lives today?			Roman Numeral lesson in Saxon math
Strand 3 Concept 3: Functions of Government	PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government. Connect with: Strand 2 Concept 2	I				

Key Concepts:

Comparing five world religions: origins, founders, teachings, traditions, customs, beliefs, symbols, changes over time

When Rome's government adopted Christianity in A.D. 300, it helped the new religion to spread.

The religion of Islam originated in Arabia. Muslims conquered, or converted people throughout the Middle East and Mediterranean.

Connecting China and Japan to the Middle Ages: The Silk Road and effect on trade; geographic isolation of Japan and Buddhism.

New ideas influenced government: feudalism, Magna Carta, Parliament

Impact of the Crusades and the inquisition

Devastation caused by the plague and war in the Late Middle Ages

TOPIC: The World in Transition (Middle Ages)

Enduring Understanding:

The Middle Ages is the transition to the advancements of the Renaissance Age.

Essential Question(s):

What was the impact of feudalism on Europe?

Examples:

Using a computer application, create a table that compares the five world religions. Use it to write a 5 paragraph compare/contrast essay.

Design a map of your own Medieval Manor based on feudalism. Include a legend with symbols to identify key features.

Research the knight's code of chivalry. Relate what you have learned to modern times by writing your own code of chivalry. Decorate your code with calligraphy and an illuminated letter.

Research Heraldry and design your own Coat of Arms using symbols related to you and your family.

Christianity C. 9 & 10;
Judaism C. 3
Islam C. 11,
Buddhism and Hinduism C. 6

Medieval China C. 12
Medieval Japan C. 14

Holy Roman Empire

missionaries

feudalism

Vassal/fief/knights

Chivalry

guilds

Crusades

Heresy/excommunicate

Anti-Semitism

plague

TOPIC: The World in Transition: The Middle Ages						
Enduring Understanding:						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Concept 3: World in Transition	<p>PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam. Connect with: Strand 4 Concept 2, 4</p> <p>PO 3. Describe the culture and way of life of the Arab Empire:</p> <ul style="list-style-type: none">a. Muslim religion (i.e., Mohammad, Mecca)b. extensive trade and banking networkc. interest in science (i.e., medicine, astronomy)d. translation and preservation of Greek and Roman literature <p>Connect with: Strand 5 Concept 1</p> <p>PO 4. Describe the Catholic Church's role in the following activities during the Middle Ages:</p> <ul style="list-style-type: none">a. Crusadesb. Inquisitionc. educationd. governmente. spread of Christianity <p>PO 5. Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p> <p>PO 6. Describe the trade routes that</p>				<p>Glencoe Text:</p> <p>Chapter 3 The Ancient Israelites Chapter 10 The Rise of Christianity Chapter 11 Islamic Civilization</p> <p>Chapter 12 China in the Middle Ages Chapter 14 Medieval Japan Chapter 15 Medieval Europe</p> <p>http://worldhistory.mrdonn.org/middleages.html</p>	origami

	<p>established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.</p> <p>Connect with: Strand 4 Concept 2, 4 Strand 5 Concept 1</p> <p>PO 7. Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.</p> <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4,5 Strand 5 Concept 1</p>					
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Key Concepts:

During the Renaissance, new values and new art developed in wealthy Italian city-states.

During the Reformation, Religious reformers broke from the Catholic Church and began a new movement that came to be known as Protestantism.

Catholics and Protestants fought religious wars across Europe.

Europeans began to explore overseas in the 1400's causing a commercial revolution.

During the Scientific Revolution, ideas and discoveries gave Europeans a new way to understand the universe.

During the Enlightenment, new ideas began to influence and change government and society.

TOPIC: Renaissance/Reformation/Enlightenment

Enduring Understanding:

The cultural and scientific contributions during the Middle Ages lead to the modern age of civilization.
Influential people of science, art, and philosophy had an impact on change in Europe and throughout the world.

Essential Question(s):

What impact did the Renaissance, Reformation and Age of Enlightenment have on the culture of Europe and America?

Examples:

Divide students into groups to create centers that emphasize a specific science concept and its history.

Create a Who's Who Book of the Renaissance. Choose 10 historical figures-write brief biographies of each.

Study a specific Renaissance artist and make your own sketches and journal of their work.

Create a Renaissance festival. Students will work in small groups creating a booth that promotes characteristics of the time period.

Vocabulary

Renaissance

diplomacy

humanism

Reformation

denomination

theology

Export/import

colony

commerce

invest

Separation of powers

Monarchy/absolutism

Grade: 6th

TOPIC: Renaissance, Reformation, Age of Enlightenment						
Enduring Understanding:						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe: a. rebirth of Greek and Roman ideas b. new ideas and products as a result of trade. c. the arts d. science Connect with: Strand 3 Concept 5, Strand 4 Concept 2, 4, 5 Strand 5 Concept 1, 2	E	What was the impact of feudalism on Europe?		Glencoe Text Chapter 17 Chapter 18	Hold a Renaissance Festival
Strand 2 Concept 4: Renaissance and Reformation	PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation: a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther Connect with: Strand 3 Concept 1 Strand 4 Concept 4	I	What impact did the Renaissance, Reformation and Age of Enlightenment have on the culture of Europe?			
Strand 2 Concept 5: Encounters and Exchange Strand 3 Concept 5: Government Systems of the World	PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society: a. Scientific Revolution – Copernicus, Galileo, Newton b. natural rights – life, liberty, property c. governmental separation of powers vs. monarchy d. religious freedom e. Magna Carta	I				

<p>Concept 1: Foundations of Government</p> <p>PO 1. Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.</p> <p>Connect with: Strand 2 Concept 4, 5</p>						
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TOPIC:
Economics-Personal Finance

Key Concepts:

Define needs, wants, scarcity, opportunity costs, and trade-offs

What influences our needs and wants (limited resources, scarcity)

Compare the use of money to bartering

Define and compare the costs and benefits of credit

Understand the effects of interest

Recognize factors that are considered when lending money

Enduring Understanding:

There are positive and negative consequences to the economic decisions people make.

Essential Question(s):

What factors influence our choices when making decisions?
What are the positive and negative outcomes from borrowing/lending money?
Is using money different than bartering?

Examples:

Devise a class reward system based on points. Use to demonstrate opportunity costs, trade-offs, needs and wants.

Participate in a simulation such as an auction that demonstrates an economic principle.
Example: Popcorn Economics (see website <http://ecedweb.unomaha.edu>)

Junior Achievement, Exchange City, guest speaker from bank, stock market simulation

Calculate the interest borrowed on an amount of money for a purchase such as a car or TV over a period of time. Create a line graph of the data. (math)

Vocabulary

economics

resources

scarcity

opportunity costs

Trade-offs

barter

credit

lender

borrower

interest

wants

needs

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Economics Enduring Understanding: There are consequences to the decisions made that impact personal finance.						Quarter this will be taught: on-going
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 5 Concept 1: Foundations of Economics	PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others. PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.	I	What factors influence our choices when making financial decisions? What are the positive and negative outcomes from borrowing/lending money? How does using money differ from bartering?			ECONED LINK www.econedlink.org/lessons (MarcoPolo) AZ Council on Economic Education www.azecon.com
		I N				
Strand 5 Concept 5: Personal Finance	PO 1. Compare the cost and benefits of using credit. PO 2. Explain how interest is the price paid to borrow money. PO 3. Describe the factors lenders consider before lending money.					