

A PLANNED COURSE FOR:

_____6th Grade Social Studies_____

**Curriculum writing committee:
Cindy Bachmann and Adam Penberthy**

**Grade Level:
6th**

Date of Board Approval: _____2021_____

Course Weighting:

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

Curriculum Map

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

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

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

Time/Credit for the Course: 4 quarters of 45 days each.

Curriculum Writing Committee: Cindy Bachmann and Adam Penberthy

Goals: Students will develop an understanding of:

Marking Period One: The Stone Age and Early Cultures and The Fertile Crescent, Mesopotamia, and the Persian Empire

Module 2: The Stone Ages and Early Cultures

- The first people
 - Scientists Study Remains
 - Hominids and Early Humans
 - Stone Age Tools
 - Hunter Gatherer Societies
- Early human migration
 - People Move Out of Africa
 - People Adapt to New Environments
- Beginnings of Agriculture
 - The First Farmers
 - Farming Changes Societies

Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire

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

Marking Period Two: Kingdom of the Nile and Ancient India

Module 4: Kingdoms of the Nile

- Geography of Early Egypt
 - The Gift of the Nile
 - Civilization Develops in Egypt
 - Kings Unify Egypt
- The Old Kingdom
 - Life in the Old Kingdom
 - Religion and Egyptian Life
 - The Pyramids

- The Middle and New Kingdoms
 - The Middle Kingdom
 - The New Kingdom
 - Work and Daily Life
- Egyptian Achievements
 - Egyptian Writing
 - Egypt's Great Temples
 - Egyptian Art
- Kush and Aksum
 - The Geography of Early Nubia
 - Kush and Egypt
 - Later Kush
 - The Decline of Kush

Module 5: Ancient India

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

Marking Period 3: and Ancient China and Ancient Greece

Module 6: Ancient China

- Geography of Early China
 - China's Physical Geography
 - Civilization Begins
 - China's First Dynasties
- The Zhou Dynasty and New Ideas
 - The Zhou Dynasty
 - Confucius Society
 - Daoism and Legalism
- The Qin Dynasty

- The Qin Emperor's Strong Government
- A Unified China
- The Han Dynasty
 - Han Dynasty Government
 - Family Life
 - Han Achievements
- The Silk Road
 - Expansion of Trade
 - Trade Along the Silk Road

Marking Period 4: Ancient Greece, The Hellenistic World (Lesson 1 Alexander the Great) and Ancient Rome

Module 8: Ancient Greece

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

Module 9: Lesson 1

- Alexander the Great
 - Macedonia Conquers Greece
 - Alexander Builds an Empire
 - Spreading Greek Culture
- Geography and the Rise of Rome
 - The Geography of Italy
 - Rome's Legendary Origins
 - The Early Republic
- The Roman Republic
 - Roman Government
 - Written Laws Keep Order
 - Life in Ancient Rome
 - Growth of Territory and Trade
 - Rome Grows Beyond Italy
- From Republic to Empire
 - Crises Strike the Republic
 - The Call of Change

- Caesar's Rise to Power
- Augustus the Emperor
- The Vast Empire
 - The Empire Expands
 - Trade Increases
 - The Pax Romana
 - Romans Allow Many Religions
- The Fall of Rome
 - Problems Threaten the Empire
 - Barbarians Invade Rome
 - Factors in Rome's Fall
- Rome's Legacy
 - Roman Science and Engineering
 - Architecture and Art
 - Literature and Language
 - The Beginning of Civil Law

“Big Ideas”: [This curriculum has one Essential Question per module and one Big Idea per lesson] The following is the list of Essential Questions.

Essential Question Module #2- Why was the invention of farming revolutionary?

Essential Question Module #3- What factors helped unify early civilizations in Southwest Asia?

Essential Question Module #4- Why were Egyptians able to create such a long-lasting civilization?

Essential Question Module #5- How do India's rich history and culture help affect the world today?

Essential Question Module #6- How do the people, events, and ideas that shaped ancient China continue to influence the world?

Essential Question Module #8- Why might historians consider ancient Greece the first Western civilization?

Essential Question Module #9- What advances did the Greeks make that still influence the world today?

Essential Question Module #10- Was Rome more successful as a republic or as an empire?

Textbook and Supplemental Resources:

Houghton Mifflin Harcourt: Ancient Civilizations Volume 1-2 Copyright 2018

Ancient Civilizations Guided Reading Workbook

Digital research and resources through Houghton Mifflin Harcourt

Curriculum Plan

Marking Period 1

Module 2 and Module 3 *The Stone Age and Early Cultures and The Fertile Crescent, Mesopotamia, and the Persian Empire*

Grade Level(s): 6th

Time Range: 45 days

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

PACS History and Social Studies Standards Addressed:

<http://www.pdesas.org/Page?pagelid=11>

PACS- 8.1.4.A, 8.1.5.A, 8.1.6.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, M8.1.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.W.B, 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A, 8.4.4.B, 8.4.5.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.9.C, 8.4.12.C, 8.4.0W.C, 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D

PA Academic Standards:

8.4.6.A, 8.4.6.B, 8.4.6.C, 8.4.6.D, 7.1.6.A, 7.2.6.A, 7.2.6.B, 7.3.6.A, 7.3.6.C, 7.3.6.D, 7.3.6.E, 7.4.6.A, 7.4.6.B

Reading Standards in History and Social Studies:

CC.8.5.6-8.A, CC.8.5.6-8.B, CC.8.5.6-8.C, CC.8.5.6-8.D, CC.8.5.6-8.E, CC.8.5.6-8.F, CC.8.5.6-8.G, CC.8.5.6-8.H, CC.8.5.6-8.I, CC.8.5.6-8.J

Writing Standards in History and Social Studies:

CC.8.6.6-8.A, CC.8.6.6-8.B, CC.8.6.6-8.C, CC.8.6.6-8.D, CC.8.6.6-8.E, CC.8.6.6-8.F, CC.8.6.6-8.G, CC.8.6.6-8.H, CC.8.6.6-8.I

Anchors:

Reading: R.6.A.2.1, R.6.A.2.2, R.6.A.2.3, R.6.A.2.4, R.6.A.2.5, R.6.A.2.6

Eligible Content

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

Objectives:

- Investigate the tools used to understand history, and the connections between geography and its importance to civilizations. (DOK Level-3)

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

Core Activities and Corresponding Instructional Methods:

1. Using the lessons in the Modules students will preview each lesson, identify and define the vocabulary, analyze the timeline and use the online sequencing activity to reinforce timeline activities.
2. Read through the lesson, teacher lead or digital lead. Discuss content of lesson including main ideas and draw conclusions about the lessons content. Answer the reading check questions throughout the lesson.
3. Using online resources, view videos supplied for the assigned lesson and create small group discussions to make connections between written content and video content.
4. Read the Lesson Summary in the Guided Reading Workbook then answer the questions that follow. Complete the challenge activity. Students will discuss their answers in small groups.
5. Using the online assigned document to investigate topics specific to the lesson.
6. Explore the online interactive map tool to answer higher order thinking questions.
7. Review vocabulary and key thoughts in preparation for the lesson quiz.
8. Elaborate on Sumerian and Phoenician writing, assign a project using Phoenician alphabet and an activity with cuneiform writing.

Assessments:

Diagnostic: pre-test, question and answer session, class discussion, brainstorming

Formative: teacher generated worksheets, class discussion, question and answer

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

Marking Period 2

Module 4 and Module 5 Kingdoms of the Nile and Ancient India

Grade Level(s): 6th

Time Range: 45 days

Eligible Content:

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

Objectives:

- Differentiate how the geography of the Nile changes as the river runs its course and relate it to the types of communities that first appeared along the Nile, and how the Nile was used for trade. (DOK-Level 3)
- Employ CODE essentials for vocabulary. (DOK-Level-2)
- Connect the history of kingship in Ancient Egypt; compare Egypt's accomplishment during each of the three kingdom periods; understand what categorized the rule of Egypt during the New Kingdom. (DOK-Level 2 - 3)
- Investigate Egyptian gods and goddesses and analyze how they relate to the Egyptians belief in the afterlife and how and why the Pharaohs tombs were built. (DOK-Level 3-4)
- Make observations about the everyday life of the Ancient Egyptians; Learn about writing in Ancient Egypt; Discover advances made by the Egyptians in science, art and medicine. (DOK-Level 2)
- Explain the relationship between Kush, Aksum and Egypt; Compare the Kush Kingdoms centered in Kerma, Napata, and Meroe. (DOK-Level 3)
- Relate India's geographic setting to the life in the Indus River Valley; examine the rise of a new culture in the Indus and Ganges river valleys. (DOK-Level 3)
- Assess the makeup of the Vedic Society in comparison to the Harrapan Civilization. (DOK-Level 3)
- Investigate the development of Hinduism in India. (DOK-Level 3)
- Explain how the events in the life of the Buddha led to the development of his teachings; compare how Buddhism was received inside and outside India. (DOK-Level3)
- Learn about the rise of the Mauryan Empire; Study Asoka's leadership, and identify his accomplishments with those of Chandragupta; Investigate the Gupta Empire. (DOK-Level 3)
- Discover achievements of India in science, art and medicine. (DOK-Level 2)

Core Activities and Corresponding Instructional Methods:

1. Using the lessons in the Modules students will preview each lesson, identify and define the vocabulary, analyze the timeline and use the online sequencing activity to reinforce timeline activities.

2. Read through the lesson, teacher lead or digital lead. Discuss content of lesson including main ideas and draw conclusions about the lessons content. Answer the reading check questions throughout the lesson.
3. Using online resources, view videos supplied for the assigned lesson and create small group discussions to make connections between written content and video content.
4. Read the Lesson Summary in the Guided Reading Workbook then answer the questions that follow. Complete the challenge activity. Students will discuss their answers in small groups.
5. Use the online assigned document to investigate topics specific to the lesson.
6. Explore the online interactive map tool to answer higher order thinking questions.
7. Review vocabulary and key thoughts in preparation for the lesson quiz.
8. Elaborate on Egyptian and Indian culture, assign a project using the foundations of Egypt and or India that represents their Geography, religion, leaders and achievements.

Assessments:

Diagnostic: pre-test, question and answer session, class discussion, brainstorming

Formative: teacher generated worksheets, class discussion, question and answer

Summative: Lesson quizzes and projects for Modules 4 and 5. Module 4 and 5 Exams

Marking Period 3

Module 6 and Module 8 Ancient China and Ancient Greece

Grade Level(s): 6th

Time Range: 45 days

Eligible Content

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

Objectives

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

Core Activities and Corresponding Instructional Methods:

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

7. Review vocabulary and key thoughts in preparation for the lesson quiz.
8. Elaborate on Chinese and Greek culture, assign a presentation project choosing a person, event, or influential cultural advancement and explain how the person, event or cultural advancement influenced and affected Chinese or Greek society.

Assessments:

Diagnostic: pre-test, question and answer session, class discussion, brainstorming

Formative: teacher generated worksheets, class discussion, question and answer

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

Marking Period 4

Module 9 and Module 10 The Hellenistic World and Ancient Rome

Grade Level(s): 6th

Time Range: 45 days

Eligible Content

- Alexander the Great
- The Hellenistic Kingdoms
- Hellenistic Achievements
- Geography and the Rise of Rome
- The Roman Republic
- From Republic to Empire
- A Vast Empire
- The Fall of Rome
- Rome's Legacy

Objectives:

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

Core Activities and Corresponding Instructional Methods:

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

5. Using the online assigned document to investigate topics specific to the lesson.
6. Explore the online interactive map tool to answer higher order thinking questions.
7. Review vocabulary and key thoughts in preparation for the lesson quiz.
8. Elaborate on Greek and Roman Civilizations by analyzing the collapse of each civilization. Using the content learned in this unit create a cause and effect timeline analyzing the rise and fall of Greek or Roman Civilizations.

Assessments:

Diagnostic: pre-test, question and answer session, class discussion, brainstorming

Formative: teacher generated worksheets, class discussion, question and answer

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

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Ancient Civilizations

Textbook ISBN #: ISBN 10: 0544669215 ISBN 13: 9780544669215

Textbook Publisher & Year of Publication: 2019

Curriculum Textbook is utilized in (title of course):

6th Grade Social Studies

Checklist to Complete and Submit:
(Scan and email)

- ___ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- ___ The primary textbook form(s).
- ___ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name_____

First Reader/Reviewer Signature_____ **Date**_____

Second Reader/Reviewer Printed Name_____

Second Reader/Reviewer Signature _____ **Date**_____