

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

World History

Grade: 6

Date of Board Approval: _____, 2018

Planned Instruction

Title of Planned Instruction: World History

Subject Area: Social Studies Grade Level: 6

Course Description:

World History covers the history of man from the beginnings of human society to European exploration and expansion. Throughout the course, students will be involved in learning about the common needs of humans and their diverse development. They will learn about the problems that groups have encountered and their attempts to solve those conflicts.

Students will focus on the path of development of early civilizations and the connection between groups. Stress will be placed on the recognition of how causes have effects and how these causes and effects of the past still affect the world today. The students will develop an awareness of the world's global community and will identify the relationship between their lives and their environment and the lives and environments of others throughout the regions of the world.

The course will focus on the five themes of geography and the effect of geography on the development of a region's economic, political, and social/cultural development.

Students with diverse learning styles will have the opportunity to use a variety of learning methods to attain mastery of the skills and concepts necessary for success. These methodologies include explicit interaction with text, collaboration with peers, guided inquiry, and direct instruction. Technology is integrated whenever appropriate to support and enhance learning.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: David Koretz, Lisa Addio

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Curriculum Map

Marking Period 1:

Overview: Students will learn about early cultures in the Stone Age and conduct a detailed overview of civilizations in the Fertile Crescent.

Marking Period 1 - Goals:

Understanding of:

The five themes of Geography.

- Geography and History
- Prehistory
- The Beginnings of Civilizations

Geography and culture of the Tigris and Euphrates River Valleys

- Geography
- Fertile Crescent Empires
- The Legacy of Mesopotamia
- Mediterranean Civilizations
- Judaism

Marking Period 2:

Overview: Students will learn about the significant features of Ancient Egypt, conduct a detailed overview of civilizations in Ancient India.

Marking Period 2 - Goals:

Understanding of:

Continuation of the five themes of Geography

Geography and culture of the Nile River Valley

- Geography of the Nile
- The Rulers of Egypt
- Egyptian Religion.
- Ancient Egyptian Culture
- The Cultures of Nubia

Geography and culture of the Indus and Ganges River Valleys

- Hinduism in Ancient India
- The Beginnings of Buddhism
- Empires of Ancient India.

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Marking Period 3:

Ancient China and Greece

Overview: Students will study Ancient China, analyze the cultural contributions of classical Greece.

Marking Period 3 - Goals:

Understanding of:

Continuation of the five themes of Geography.

The geography, early civilizations, and culture of China's River Valleys

- Confucius and His Teachings
- Chinese Dynasties
- Achievements of Ancient China

The geography and culture of Ancient Greece.

- The Rise of Greek Civilization
- Religion, Philosophy, and the Arts

Marking Period 4:

Overview – Students study of the Glory of Ancient Greece and study about the rise of the Roman Empire.

Marking Period 4 - Goals:

Understanding of:

Continuation of the five themes of Geography

Continuation of the geography and culture of Ancient Greece.

- Daily Life in Athens
- Athens and Sparta
- The spread of Greek culture
- The Roman Republic
- The Roman Empire

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Unit 1 – Toward Civilization

Big Idea #1: Historical context is needed to comprehend time and space.

Essential Questions:

- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?
- What role does analysis have in historical construction?

Concepts

- Comprehension of the experiences of individuals, society, and how past human experience has adapted builds aptitude to apply to civic participation.
- Historical literacy requires a focus on time and space, and an understanding of the historical context, as well as an awareness of point of view.
- Methods of historical research, critical thinking, problem-solving, and presentation skills provide expertise for effective decision making.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals in interpreting other times, cultures, and place.

Big Idea #2 Historical interpretation involves an analysis of cause and result.

Essential Questions

- How is it possible for different people to interpret an event differently?
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- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationship bearing in mind multiple causations.

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Big Idea #3 - Perspective helps to define the attributes of historical comprehension.

Essential Questions

- How is it possible for different people to interpret an event differently?
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Concepts

- Comprehension of the experiences of individuals, society, and how past human experience has adapted builds aptitude to apply to civic participation.
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- skills provide expertise for effective decision making.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
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- Contrast multiple perspectives of individuals in interpreting other times, cultures, and place.

Big Idea #4: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions

- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- World history can offer an individual judicious understanding about one's self in the dimensions of time and space.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on world history.
- History demonstrates the diverse cultural heritage of many peoples throughout the world
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World History looks for common patterns that emerge across all cultures.

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- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending past cultures throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history relevant to students in Pennsylvania.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Unit 2 – Ancient Egypt, and India

Big Idea #1: Historical context is needed to comprehend time and space.

Essential Questions:

- How is it possible for different people to interpret an event differently?
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Concepts

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals in interpreting other times, cultures, and place.
- Generate a historical research paper or presentation

Big Idea #2 Historical interpretation involves an analysis of cause and result.

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Competencies

- Articulate the context of a historical event or action.
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- Evaluate cause-and-result relationship bearing in mind multiple causations.
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Big Idea #3 - Perspective helps to define the attributes of historical comprehension.

Essential Questions

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Big Idea #4: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions

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Concepts

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- History demonstrates the diverse cultural heritage of many peoples throughout the world
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- World History looks for common patterns that emerge across all cultures
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending past cultures throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history relevant to students in Pennsylvania.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American individual in world history.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example
- Summarize how conflict and compromise in world history impact contemporary society.

Unit 3 – Ancient China and Greece

Big Idea #1: Historical context is needed to comprehend time and space.

Essential Questions:

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Concepts

- Comprehension of the experiences of individuals, society, and how past human experience has adapted builds aptitude to apply to civic participation.
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Competencies

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- Articulate the context of a historical event or action.
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Big Idea #4: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

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Unit 4 – The Glory of Ancient Greece and Rise of Rome

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Unit 1: The Beginnings of Civilizations

Time Range: 45 days

Grade Level(s): 6th

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?pageId=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

Overview: Students will learn about early cultures in the Stone Age and conduct a detailed overview of civilizations in the Fertile Crescent.

Focus questions:

- How did Stone Age hunter-gatherers develop into civilizations?
- How did the early civilizations of the Fertile Crescent impact the development of civilization?

Goals:

- Students will be able to trace the development of humans from hunter-gatherers through small farming communities into towns and cities which resulted in civilizations.
- Students will understand the achievements and legacy of the peoples of Mesopotamia.

Objectives:

- Investigate the tools used to understand history, and the connections between geography and history. (DOK Level-3)
- Employ CODE essentials for vocabulary (DOK-Level-2)
- Summarize how hunter gatherers lived during the Stone Age and the beginning of farming. (DOK Level-2)

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- 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 civilization in the Fertile Crescent possible; learn about Sumer's first cities; examine the characteristics of Sumerian religion. (DOK Level-4)
- Differentiate between the three most important empires of the Fertile Crescent; find out what categorized the Babylonian and Assyrian Empire. (DOK Level-3)
- Make observations about the importance of Hammurabi's code; find out how the art of writing developed in Mesopotamia. (DOK Level-2)
- Access and analyze how the sea power of the Phoenicians help spread civilization throughout the Mediterranean area; learn about the major events in history of the Israelites. (DOK Level-3,4)
- Connect the basic belief of Judaism with the effect it had on other religions. (DOK -4)

Core activities and corresponding instructional methods:

- Students will define selected vocabulary terms related to the unit.
- Using direct instruction and practice, small group and collaborative learning: student's will employ vocabulary's CODE essential strategies.
- Develop vocabulary builder skills for academic key terms and words prior to instruction: of History, Pre-History, Early Civilization, and Mesopotamia
- Set a purpose for reading, make predictions, and ask questions on History, Pre-History, Early Civilization, and Mesopotamia.
- Independent reading on History, Pre-History, Early Civilization, and Mesopotamia
- Circle of Knowledge- Employ Q-space to shape discussions.
- View the following Discovery Education videos;
 - *Otzi: Ancient Mummy in the Alps.*
 - *World History: Prehistory.*
 - *The Earliest Human Migration.*
 - *Segment- Learning to Make Bronze.*
 - *Let's Look at the World's Religions: Judaism*
 - *The City of Petra*
 - *The Phoenicians Legacy*
 - Mesopotamia: The Development of a Written Language
- Reading for Meaning- Close reading, independent reading, talking to the text.
- Reread for clarification, paraphrase text, summarize, and read ahead for topics of History, Pre-History, Early Civilization, and Mesopotamia.
- Inductive learning: Using main ideas/detail web as a basis for discussion, investigate the tools archaeologists use to understand the past. Connect the influence of Judaism on Christianity and Islam.
- Use a T-Chart to summarize how hunter-gatherers lived during the Stone Age. Make observations about the importance of the legacy of Mesopotamia.

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- Employ the Cause and Effect Flow Chart to understand the relationship that led to the growth of civilizations.
- Develop an outline to facilitate analysis of the geography of Mesopotamia and Sumer/Mediterranean civilizations.
- Using a Venn diagram, compare and contrast the Mesopotamian Empires.
- Learn how to use timelines/Identifying main ideas, using Pearson Successnet Skill Builder

Assessments:

- **Diagnostic:**
 - Classroom discussion, reading readiness guides.
- **Formative:**
 - Guided reading and review exercises, section assessments should include written answers to comprehension and critical thinking questions.
- **Summative:**
 - Chapter assessments that demonstrate understanding and use of academic vocabulary, key concepts, skills for life, and constructed response to critical thinking questions.

Extensions:

- Curriculum-based PSSA and Common Core orientated warm-up questions.
- Reading and interpretation of primary sources and literature readings.

Correctives:

- Chapter 1- Pages 6-15 in reading and vocabulary study guide.
- Chapter 2- Pages 16-31 in reading and vocabulary study guide.

Materials and Resources:

Print texts: History of Our World - The Early Ages, Chapters 1 and 2

Workbook: Reading and Vocabulary Study Guide

Non Print Text: Discovery Education, Map Master skills activities, online textbook skills tutor, other appropriate videos.

Other Resources:

- Teacher developed projects: Life map, Map of Ancient Mesopotamia
- Online textbook resources
- Social Studies Skills Tutor
- Using cartographer tools
- Analyzing special-purpose maps
- Understanding main idea
- Recognizing bias
- Understanding primary and secondary sources
- Map Master Skills Activities

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Unit 2: Ancient Egypt and Ancient India

Time Range: 45 days

Grade Level(s): 6th

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?pageId=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:

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Writing Standards in History and Social Studies:

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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

Overview: Students will learn about the civilizations that developed in the Nile and Indus river valleys. and Wong river valleys, and compare such features as natural environment, urban development, social hierarchy, written language, belief systems, government, and economy.

Focus Questions:

- How did geography affect the development and history of ancient Egyptian civilization?
- What were the achievements of the Maurya Empire and why is it called India's Golden Age?

Goals:

- Students will be able to identify the impact of the Nile, it's delta, and the surrounding desert on the development of ancient Egyptian civilization.
- Describe the accomplishments of Chandragrupta and Asoka and understand how these leaders of the empire led their people into the Golden Age of India.

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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)
- Learn about 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)
- 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-Level3-4)
- Make observations about the everyday life of the Ancient Egyptians; Learn about writing in Ancient Egypt; Discover advances made by the Egyptians in science and medicine. (DOK-Level 2)
- Explain the relationship between Nubia and Egypt; Compare the Nubian 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)
- 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 compare his accomplishments with those of Chandragupta; Investigate the Gupta Empire. (DOK-Level 3)

Core Activities in Corresponding Instructional Methods:

- Academic and Content Vocabulary
- Direct instruction and practice, small group/collaborative Learning: employ vocabulary's CODE essential strategies.
- Develop Vocabulary Builder skills for Academic Key Terms and high-use words prior to the introduction of content of Ancient Egypt, Nubia, Ancient India, Hinduism, and Buddhism.
- Build background knowledge using visual sources.
- Set a purpose for reading, make predictions, and ask questions for content of Ancient Egypt, Nubia, Ancient India, Hinduism, and Buddhism.
- Independent reading
- Circle of Knowledge-Employ Q-space to shape discussions
- View the following Discovery Education videos;
 - *Ancient Egypt: The Gift of the Nile*
 - *Elementary Video Adventures: Ancient Times*
 - *Segment- Social Classes*
 - *Culture and Math: The Indus Valley*
 - *Religions of the World: Hinduism*
 - *Let's Look at World Religions: Buddhism*
 - *Segment-Elephant Warriors*

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- Reading for Meaning- Close reading, independent reading, talking to the text.
- Focus on context clues, cause and effect, and main ideas to better understand content of Ancient Egypt, Nubia, Ancient India, Hinduism, and Buddhism.
- Inductive learning: Using the main idea/details web on ancient Egyptian rulers, discuss the qualities of Egyptian pharaohs and compare Egyptian accomplishments during each of the three kingdom periods.
- Hinduism to investigate its history and examine its beliefs.
- Use the t-chart to relate the geography of the Nile River to the development of the communities and trade/analyze Egyptian religious beliefs and practices/make observations about Egyptian achievements.
- Employ the cause and effect flow chart to understand the causal relationship that led to the development of Buddhism.
- Develop an outline to investigate and examine the geography of the Indus and Ganges river valleys.
- Use a Venn diagram or table to compare/contrast the Kingdoms of Nubia/The rulers of the Maurya Empire.

Assessment:

- **Diagnostic:**
 - Classroom discussion, Reading Readiness guide.
- **Formative:**
 - Guided Reading and Review exercises, section assessments should include written answers to comprehension and critical thinking questions.
- **Summative:**
 - Chapter assessments which demonstrate understanding and use of academic vocabulary, skills for life, and constructed responses to critical thinking questions.

Extensions:

- Curriculum-based PSSA and Common Core orientated warm-up questions.
- Videos- with accompanied worksheet. King And I, Exodus.
- Reading and interpretation of primary sources and literature readings.

Correctives:

- Chapter 3- Pages 32-47 in Reading and Vocabulary Study Guide.
- Chapter 4- Pages 48-60 in Reading and Vocabulary Study Guide.

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Materials and Resources:

Print Texts: History of Our World-The Early Ages, Chapters 3-4

Workbook: Reading and Vocabulary Study Guide

Non print texts:

Discovery Education

Map Master Skills Activity

Other Resources:

Teacher developed projects

Learn how to use route map/Reading table/making valid generalizations

Cartouche project

Apple mummification

Interactive text book

Social Studies Skills Tutor

Identifying cause and effect

Making valid generalization

Special-Purpose Maps

Map Master Skills Activity

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Unit 3: Ancient China, Ancient Greece.

Time Range: 45days

Grade Level(s): 6th Grade

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?pageId=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

Overview: Students will learn about the classical civilizations in Ancient China and in Ancient Greece to include cultural contributions daily life, and the rise of the Greece Empire.

Focus Questions:

- Why do people in China today call themselves The Children of Han?
- What were the differences in the beliefs of most Greek citizens and the early Greek philosophers?

Goals:

- Students will trace the development of the Han Dynasty and understand the lasting impact accomplishments had on modern Chinese Society.
- Students will be able to explain how Greek citizens and early Greek philosophers explained natural events.

Objectives:

- Employ CODE essentials for vocabulary (DOK-Level-2)

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- 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-Level1-4)

Core Activities and Corresponding Instructional Methods:

- Academic and Content Vocabulary
- Direct instruction and practice, small group/collaborative learning: employ vocabulary's CODE essential strategies.
- Develop vocabulary builder skills for academic key terms and high-use words prior to the introduction of content on Ancient China, Confucius, and Ancient Greece.
- Build background knowledge using visual text sources on Ancient China, Confucius, and Ancient Greece.
- Set a purpose for reading, make predictions, and ask questions on Ancient China, Confucius, and Ancient Greece.
- Independent reading
- Circle of Knowledge- employ Q-space to shape discussion.
- View the following Discovery Education videos;
 - *Journals Through History: Ancient China: Contributions to the World*
 - *Journals Through History: Ancient China: From Dynasty to Destiny*
 - *China's Great Wall*
 - *China: From Past to Present: The Silk Road, the Great Wall, and Changes in Government*
 - *Discovering Ancient Greece (1500-100 B.C.)*
 - *The Parthenon: Design and Architecture*
- Reading for meaning- Close reading, independent reading, talking to the text.
- Focus on sequence, compare and contrast, word analysis, and main idea to better understand content of Ancient China, Confucius, and Ancient Greece.
- Analyze the geography of China's river valleys and their effect on Ancient Chinese civilization/Recognize the impact of Confucius on Chinese society.
- Develop an outline to investigate the achievements of Ancient China.
- Use a Venn Diagram or table to compare/contrast the Qin and Han Dynasties.

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- Use the T-chart to examine the rise of Greek civilizations/Make observations about the daily life in ancient Greece/Analyze the spread of Greek culture.
- Develop an outline to explore and examine the religion philosophy and art in Ancient Greece.
- Learn how to draw conclusions, analyze primary sources, synthesize information, and compare and contrast using Pearson Successnet Skill Builder.
- Employ interactive textbook to investigate the connections between geography and history- ancient China/Qin and Han Empires/The Silk Road; Ancient Greece

Assessment:

- **Diagnostic:**
 - Classroom discussion
 - Reading Readiness guides
- **Formative:**
 - Guided Reading and Review exercises
 - Section assessments should include written answers to comprehension and critical thinking questions.
- **Summative:**
 - Chapter assessment which demonstrate understanding and use of academic vocabulary, key concepts, skills for life, and constructive response to critical thinking questions.

Extensions:

- Curriculum based PSSA and Common Core orientated warm-up questions
- Videos- with accompanied worksheet. Mulan, Hercules.
- Reading and interpretation of primary sources and literature reading

Correctives:

- Chapter 5 complete Pages 61 through 73 in Reading and Vocabulary Study Guide
- Chapter 6 complete Pages 74 through 80 in Reading and Vocabulary Study Guide

Materials and Resources:

Print texts: History of Our World- The Early Ages Chapter 6 and 7

Workbook: Reading and Vocabulary Study Guide

Non print text: Discovery Education

Segment China's Great Wall

China From Past to Present: The Silk Road

Culture and Math: The Greeks

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The Parthenon: Design and Culture

Teacher created projects

Other Resources:

Ancient China Menu of Activities

Map of China and geography around it

Confucius' sayings-meaning/drawing

Greek pocket folder myth

Pop-up Book on Greek society

Interactive Textbook Social Studies Skills Tutor: Comparing and contrasting, sequencing

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Unit 4: Ancient Greece and Rome

Time Range: 45days

Grade Level(s): 6th Grade

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?pageId=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

Overview: Students will learn about the classical civilizations of Rome to include cultural contributions, daily life, the rise and fall of Ancient Greece and the Roman Empire.

Focus Questions:

- What were the differences and similarities between the lives of the Spartans and the Athenians?
- How are the Roman Republic and the Roman Empire different?
- What problems led to the fall of the Roman Empire?

Goals:

- Students will differentiate between the warlike nature of the Spartan city-states and the Athenian focus on democracy, philosophy, and the arts.
- Students will investigate the nature of government and control within the Roman Republic compared to the Roman Empire.
- Identify the relationship of the Roman Empire that led to its demise.

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Objectives:

- Employ CODE 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:

- Academic and Content Vocabulary
- Direct instruction and practice, small group/Collaborative Learning: employ vocabulary's CODE essential strategies.
- Develop Vocabulary Builder skills for academic key terms and high-use words prior to introduction of content of Athens, Sparta, The Roman Republic, and The Roman Empire.
- Set a purpose for reading, make predictions, and ask questions about Athens, Sparta, The Roman Republic, and The Roman Empire.
- Independent reading
- Circle of knowledge- Employ Q-space to shape discussion
- Reading for meaning- close reading, independent reading, talking to the text.
- Focus on sequence, compare and contrast, word analysis, and main idea to better understand content using Pearson Successnet Skill Builder.
- View the following Discovery Education videos;
 - *Living History: Living in Ancient Greece*
 - *Segment Four: Spartan Warriors*
 - *Conquerors: Alexander the Great*
 - *Rise of the Roman Empire*
 - *Living History: Living in the Roman Empire*
 - *Engineering the Impossible: Rome*
 - *Ancient Rome: Struggles for Power*

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- Inductive learning: using the main ideas/detail web on Roman Society, investigate how Romans of different social classes lived.
- Use the T-chart to examine the rise of Greek civilization/make observation about the daily life in ancient Greece/Analyze the spread of Greek culture.
- Employ the cause and effect flow chart to understand the causal relationship that led to the development of the city-states of Athens and Sparta/Of the rise and decline of the Roman Empire/The rise of Christianity/The fall of the Roman Empire.
- Develop an outline to explore and examine the key attributes of the Roman Empire.
- Identify the key attributes of the Roman Empire.
- How to draw conclusions, analyze primary sources, synthesize information, and compare and contrast using Pearson Successnet Skill Builder.
- Create Gladiator cut out.
- Create archaeological artifact.
- Create own country.
- Interactive textbook
- Employ interactive textbook to investigate connection between geography and history
The Glory of Ancient Greece/Greece and the Persian Empire/The Empire of Alexander
The Great/The Roman Empire/The spread of Christianity/Invasions of the Roman Empire
- Activity on politics in Sparta/Activity on Greek culture/Activity on geography of Rome and the Roman Empire/Activity on the spread of Christianity and the fall of the Roman Empire
- Employ Social Studies Skills Tutor: drawing conclusions, analyze primary sources, synthesize information, compare and contrast.

Assessments:

- **Diagnostic:**
 - Classroom discussion
 - Reading Readiness Guides.
- **Formative:**
 - Guided Reading and Review exercises.
 - Section assessment should include comprehension and critical thinking questions.
- **Summative:**
 - Chapter assessment which demonstrate understanding and use of academic vocabulary, key concepts, skills for life, and constructed responses to critical thinking questions.

Extensions:

- Curriculum based PSSA and Common Core orientated warm-up questions
- Videos- appropriate, with accompanied worksheet.
- Reading and interpretation of primary sources and literature readings

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Correctives:

- Chapter 7 complete pages 81-90 in Reading and Vocabulary Study Guide
- Chapter 8 complete pages 91-97 in Reading and Vocabulary Study Guide

Materials and Resources:

Print Texts: History of Our World- The Early Ages, Chapters 7 and 8

Workbook: Reading and Vocabulary Study Guide

Non-Print Text: Discovery Education

Other Resources:

Discovery Education

Discovering Ancient Greece

Segment: Spartan Warriors

Conquerors: Alexander the Great

Engineering The Impossible: Rome

The Roman Aqueducts

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Primary Textbook(s) Used for this Course of Instruction

Textbook: History of Our World – The Early Ages

ISBN 10#: 0-13-203773-4

Textbook Publisher & Year of Publication: Prentice Hall 2008

Curriculum Textbook is utilized in 6th Grade World History

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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.

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: _____