

**Tunkhannock Area School District
Grade 6_World History/Geography
Curriculum Map**

Part 1

Targeted Standard(s): Common Core

- 7.1 Basic Geographic Literacy
- Geographic Tools
- Location of Places and Regions

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, **and audience**.

Enduring Understandings:

- Students will understand the tools and important concepts of geography.

Essential Questions:

- What are some important features of the Earth’s geography?
- How do Geographers use the five themes to study the earth?

Core Content/Objectives		Instructional Actions	
Concepts	Competencies	Activities/Strategies	Assessment

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What students will know	What students will be able to do	Learning Activities/Differentiation Interdisciplinary Connections	How Learning Will Be Assessed
<ul style="list-style-type: none"> • The five themes of geography • The Geographer’s tools. • Forces that shape the Earth, internal and external. • How climate and weather affects every aspect of life. 	<ul style="list-style-type: none"> • Discover five ways to look at the earth. • Name tools such as maps and globes and tell how they communicate important information about the Earth’s physical features. • Describe what the internal and external forces are that shape the earth. 	<ul style="list-style-type: none"> • Lecture • Read textbook • Desk top map activities • Guided Worksheets • Workbook pages • Notes packet • John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter 	<ul style="list-style-type: none"> • Homework • Individualized Tests • Projects

Materials/Resources/Technology
<ul style="list-style-type: none"> • Textbook- World History • Video streaming • Workbook • Internet, desktop maps

Part 2

Targeted Standard(s): Common Core

- 7.2 The Physical Characteristics of Places and Regions A & B
- 7.3 The Human Characteristics of Places and Regions A-E
- 7.4 The Interaction Between People and Places A&B

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- Students will understand population growth, migration, the definition of culture and the political and economic systems found in the world and be able to relate how that makes us all different.

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does population distribution, migration and population growth affects the different areas of the world? • What is culture? • What are the types of economic and government systems found in the world?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • About population distribution, population density and growth. • What is Culture? • How migration affects the world. • Economics and political systems of the world. 	<ul style="list-style-type: none"> • Compare and contrast population distribution and population density and see how that affects the world. • Describe what culture means. • Differentiate between the different economic and political systems found in the world. 	<ul style="list-style-type: none"> • Lecture • Read textbook • Guided worksheets • Apple activity- students cut up and apple (earth) and learn about how much of the earth is habitable and able to support life. Then they graph the results. • Maps • Collage activity on cultural landscape, global culture, urbanization, cultural change, population distribution • 5 paragraph essay • Workbook pages • Notes packet • John Collins: Type 1, 2, 3 Writing Activities. 10% 	<ul style="list-style-type: none"> • Homework • Individualized Tests • Collage • 5 paragraph essay

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		Summaries to be used within each chapter	
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Materials/Resources/Technology
<ul style="list-style-type: none">• Textbook- World History• Video streaming• Rubric for paragraphs

Part 3

Targeted Standard(s): Common Core

World History

Unit 1- Early Human Societies; Chapter 1- Uncovering the Past and Chapter 2 – The Stone ages and Early Cultures

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.4.6B 8. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Enduring Understandings:

- A knowledge of Earth’s geography is an essential pre-requisite for understanding the relationship between people and their environment.
- The five themes of geography (location, place, regions, movement, and human interaction with the environment) can be used to interpret and evaluate the impact of humans on their environment?
- In the absence of written records, clues to the past have been obtained using variety of non-written sources, including oral legends and artifacts uncovered by archaeologists.

Essential Questions:

- How have geographic factors influenced past decisions and events?
- What are the connections between geography and history?
- How did hunter-gatherers live during the Stone Age?
- How and why did Stone Age people turn to farming?
- What advantages did people gain by settling in one place?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • There is a connection between geography and history. • How hunter-gatherers lived during the Stone Age • How and why farming began • The advantages people gained by settling down in one place • That as people settled in one place early cities began to grow • How and why the first civilizations formed and spread 	<ul style="list-style-type: none"> • Recall what scientist study to learn about prehistory. • Read timelines. • Identify examples of familiar geographic features. • Understand that physical geography affects the development and growth of societies around the world • Differentiate between the Paleolithic Age and the Neolithic Age. • Explain the advantages that of domesticating animals and plants had on the development of early human societies • Recall and cite examples of the earliest civilizations. 	<ul style="list-style-type: none"> • Maps, timelines and charts. • Students create timelines of their lives. • Classroom discussion. • Research in more detail various archaeological discoveries that have helped shape our ideas about pre-historic humans, i.e. the Iceman (in the Alps), Lucy (in Africa), cave paintings of Europe. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • United Streaming video clips. • Guided worksheets. 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.
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<p>Materials/Resources/Technology</p>
<ul style="list-style-type: none"> • <u>Text</u> <i>History of Our World; Human Heritage, World History</i> • Video clips – United Streaming; Discovery.com • Internet, • Library

Part 4

Targeted Standard(s): Common Core

History of Our World

Unit 2 – Mesopotamia, Egypt, and Kush Chapter 3- Mesopotamia and the Fertile Crescent

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.2.6A. Describe the characteristics of places and regions.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities 7.3.6C,
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.

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- 5.2.6.B. Explain how citizens resolve conflicts in society and government.
- 5.4.6.B. Explain the difference between allies and adversaries.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- Geography allowed the earliest civilization to emerge and develop in the river valley of the Tigris and the Euphrates.
- Civilization is characterized by a society with cities, a central government, job specialization, social classes.
- Writing, art and architecture also characterize a civilization.

Essential Questions:

- How have geographic factors allow a civilization to develop in Ancient Mesopotamia?
- What is the importance of the Tigris and Euphrates Rivers?
- How was the first civilization in Mesopotamia similar/different than present day civilizations?
- What achievements/technology did Ancient Mesopotamians contribute to society?
- What cultures/societies ruled the Fertile Crescent?

Core Content/Objectives		Instructional Actions	
Concepts	Competencies	Activities/Strategies	Assessment

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What students will know	What students will be able to do	Learning Activities/Differentiation Interdisciplinary Connections	How Learning Will Be Assessed
<ul style="list-style-type: none"> • Geography made the rise of civilization possible in the Fertile Crescent. • The reasons for the development, rise, and fall of civilizations and empires in the Fertile Crescent. • The monotheism of the Jewish people has ancient roots; it later influenced Christianity and Islam. • The trade of Phoenicians and the Hebrews helped the development of their civilizations and the spread of ideas i.e. the alphabet, monotheism, social justice. 	<ul style="list-style-type: none"> • Describe the geography of Mesopotamia and the Fertile Crescent. • Recall that most early peoples practiced polytheism. • Identify / list what historical accomplishments each society in the Fertile Crescent is known for. • Recognize that Hammurabi’s code was a set of written laws created for the Babylonian Empire. • List the contributions of the Mesopotamian civilizations to other civilizations: i.e. writing, wheel and axle, sailboat, the plow, 12 month calendar, 60 minute hour, etc. • Recognize that the Phoenicians were great sea traders and helped to spread the concept of an alphabet. • Recognize that Hebrews were the first to practice monotheism 	<ul style="list-style-type: none"> • Maps, timelines and charts. • Classroom discussion. • Research in more detail various archaeological discoveries that have helped shape our ideas about civilizations in the Fertile Crescent and the Mediterranean. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • United Streaming video clips. • Guided worksheets. • John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.

Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Text History of Our World; Human Heritage, World History</i> • <i>Nystrom Atlas of World History</i> • Video clips – United Streaming; Discovery.com • Internet

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- Library

Part 5

Targeted Standard(s): Common Core

History of Our World

Unit 2 – Mesopotamia, Egypt, and Kush Chapter; Chapter 4 - Ancient Egypt and Kush

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.

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- 5.2.6.B. Explain how citizens resolve conflicts in society and government.
- 5.4.6.B. Explain the difference between allies and adversaries.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- The geography of the Nile River was essential to the development and growth of the Egyptian civilization.

Essential Questions:

- Why was Egypt called the “Gift of the Nile?”
- What are the geographical features (natural barriers) that allowed Egyptian civilization to develop uninterrupted for almost 2000 years?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • That because of the Nile River and the resources it provided for agriculture, Egyptians were able to produce more than enough food to enable the rise of a civilization • That because of the Egypt's geography (natural barriers) it was able to develop mostly uninterrupted for almost 2000 years until it is eventually conquered by Alexander the Great and later the Roman Empire. 	<ul style="list-style-type: none"> • Recognize that the geography of the Nile River changes as it runs its course north to empty into the Mediterranean Sea. • Recognize the value of the discovery of the Rosetta Stone to the translation of hieroglyphics. • Recognize the contribution by Egypt to science and medicine because of their work embalming bodies for their trip to the afterlife. 	<ul style="list-style-type: none"> • Maps, timelines and charts. • Classroom discussion. • Research in more detail various archaeological discoveries that have helped shape our ideas about ancient Egyptian civilization i.e. the Rosetta Stone, pyramids, temples, mummies etc. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • Students will make a cartouche of his/her name in hieroglyphics. • United Streaming video clips. • Guided worksheets. • John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Text History of Our World; Human Heritage, World History</i> • <i>Nystrom Atlas of World History</i> • Video clips – United Streaming; Discovery.com • Internet

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- Library

Part 6

Targeted Standard(s): Common Core

History of Our World

Unit 4 – Foundations of Western Ideas, Chapter 8 - Ancient Greece

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 5.1.6.B. Compare and contrast a direct democracy with a republican form of government.
- 5.2.6.B. Explain how citizens resolve conflicts in society and government.

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- 5.4.6.B. Explain the difference between allies and adversaries.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
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Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
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Enduring Understandings:

- The rugged geography of the Aegean world influenced the search for food supplies, the development of trade, and associated occupations, the establishment of defense systems, and the development of differing political structures of the Greek city-states.

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Essential Questions:

- Who were the early ancestors of the ancient Greeks?
- How did geography affect the development of the Greek city-states economically, socially and politically?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Location and geography where critical to the development of the Greek/Aegean world. • That because of regional geographic isolation, the Greek city-states developed independently of each other. Each with its own traditions, government, and laws. • Athens is the birthplace of • Democracy. • Western civilization has benefited greatly from the contributions of the early Greeks in such fields as politics, science, philosophy, the arts, and athletics. 	<ul style="list-style-type: none"> • Identify the Minoans and the Mycenaeans as the ancestors to the Greeks. • Trace the birth of the “polis,” the Greek city-states, as a result of the disappearance of the Minoan and Mycenaean civilizations and the subsequent “Dark Ages of Greece.” • Identify examples of ancient Greek culture: ie. the myth of the Minotaur, Homer’s epics the <i>Illiad</i> and the <i>Odyssey</i>, the Trojan Horse, the Acropolis and the Parthenon, Zeus and other Greek gods and goddesses, etc. • Recognize that the Greeks were the first to develop the dramatic arts, i.e. tragedy and comedy. 	<ul style="list-style-type: none"> • Maps, timelines and charts. • Classroom discussion. • Compare and contrast the different governments of the Greek city-states using a teacher generated table. • Research in more detail the contributions of the early Greeks i.e. politics, science, philosophy, the arts, and athletics. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • United Streaming video clips. • Guided worksheets. • John Collins: Type 1, 2, 3 Writing Activities. 10% 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.

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		Summaries to be used within each chapter	
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Materials/Resources/Technology
<ul style="list-style-type: none">• <i>Text History of our World; Human Heritage, World History</i>• <i>Nystrom Atlas of World History</i>• Video clips – United Streaming; Discovery.com• Internet• Library

Part 7

Targeted Standard(s): Common Core

History of Our World

Unit 4 – Foundations of Western Ideas, Chapter 9 – The Greek World

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 5.1.6.B. Compare and contrast a direct democracy with a republican form of government.
- 5.2.6.B. Explain how citizens resolve conflicts in society and government.

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- 5.4.6.B. Explain the difference between allies and adversaries.
- RH.6-8.6 Identify aspects of a text the reveal an author's point of view or purpose.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- Although the Greek city-states, sharing a common cultural background would often unite against a common enemy, over-riding geographic and political divisions led to the decline of the Greek city-states.
- Two of the most powerful Greek city-states were Athens and Sparta.

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- Alexander the Great (son of Philip of Macedonia) was able to conquer a large part of the known world.
- The Hellenistic Period was a period in ancient time after the death of Alexander the Great when Greek culture spread throughout the Mediterranean World; not because of conquest, but as a result of the effectiveness of Greek methods used throughout all levels of society, i.e. business, law, money (coins), language, philosophy, education, medicine, arts and literature, etc.

Essential Questions:

- Why was slavery common in the Greek city-states?
- What geographic and political divisions eventually led to the decline of the Greek city-states?
- Why did Greek culture spread throughout the Mediterranean World after the death of Alexander the Great?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The polis was the geographic and political center of Greek life. • Athens and Sparta were the two most powerful Greek city-states. • Athens was the birthplace of democracy. • Slavery was common in the Greek city-states because without the labor of slaves Greek citizens (Greek men) would not have the opportunity to participate in government, the arts, or in Sparta's case the army. • That Alexander the Great (son of Philip of Macedonia) 	<ul style="list-style-type: none"> • Identify Athens as the birthplace of democracy. • Characterize life in the city-state of Sparta. • Compare and contrast the city-states of Athens and Sparta. • Recognize that the growth of democracy in Athens and its dominance of the Delian League intensified the rivalry among city-states leading to the Peloponnesian War. • Recognize that the Greek city-states were first unified under the control of Philip of Macedonia. • Recognize that Alexander the Great (son of Philip of Macedonia) was able to conquer a large part of the known world at the time because of his strong personality, military prowess, and weakness in the governments of the rest of the world. • Recognize that the Hellenistic Period was a period in ancient time after the death of Alexander the Great when Greek culture spread throughout the 	<ul style="list-style-type: none"> • Maps, timelines and charts. • Classroom discussion. • Compare and contrast the different governments of the Greek city-states using a teacher generated table. • Research in more detail the contributions of the daily life Greeks - specifically the city-states of Athens and Sparta. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.

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<p>was able to conquer a large part of the known world at the time because of his strong personality, military prowess, and weakness in the governments of the rest of the world.</p> <ul style="list-style-type: none"> The Hellenistic Period was a period in ancient time after the death of Alexander the Great when Greek culture spread throughout the Mediterranean World, not because of conquest but as a result of the effectiveness of Greek methods. used throughout all levels of society, i.e. business, law, money (coins), language, philosophy, education, medicine, arts and literature, etc. 	<p>Mediterranean World, not because of conquest but as a result of the effectiveness of Greek methods.</p> <ul style="list-style-type: none"> Recognize that geographic and political divisions eventually led to the decline of the Greek city-states and their conquest by the Romans. 	<ul style="list-style-type: none"> United Streaming video clips. Guided worksheets John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> <i>Text History of our World; Human Heritage, World History</i> <i>Nystrom Atlas of World History</i> Video clips – United streaming; Discovery.com Internet Library

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Part 8

Targeted Standard(s): Common Core

History of our World

Unit 5 The Roman World, Chapter 10 - The Roman Republic

Chapter 9, The Glory of Ancient Rome

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 5.1.6.B. Compare and contrast a direct democracy with a republican form of government.

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- 5.2.6.B. Explain how citizens resolve conflicts in society and government.
- 5.4.6.B. Explain the difference between allies and adversaries.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- Rome’s origins are a small city on the Tiber River, yet because of its location at the center of the Mediterranean World it evolves into a republic and eventually a great empire.
- Because of the conquest of its neighbors (with the subsequent use of slaves) and the expansion of its territory, the economy and government of the Roman Republic changed leading to the fall of the republic and the emergence of an empire.

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Essential Questions:

- What is a republic and why did Rome choose this type of government?
- How did Rome become the most powerful force in the Mediterranean World?
- How does the use of slaves affect the economy and politics of the Roman Republic?
- What effect did the assassination of Julius Caesar have on the Republic?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Rome begins as an independent city on the Tiber River on what is now known as the Italian Peninsula. • Rome evolves from a small city state with a king to a republic in which citizens select their leaders, and eventually an empire. • Rome conquers neighboring peoples on the Italian peninsula and expands its territory to include most of the lands surrounding the Mediterranean Sea. • In the early days of the Republic, Rome had a strong economy based on the small 	<ul style="list-style-type: none"> • Locate ancient Rome on the Italian peninsula and recognize its central location in the Mediterranean World. • Understand that ancient Rome evolves from a small settlement ruled by kings into a republic and ultimately into an empire. • Characterize life of the average Roman citizen. • Compare and contrast the Roman republic and the Roman Empire. • Recognize that the use of slaves created poor economic conditions for the average Roman citizen. • Recognize that even though there were reformers who tried to improve the poor economic and corrupt political conditions in the Roman Republic, their actions were temporary at best. • Recognize that the assassination of Julius Caesar triggers a civil war and results in the establishment of an empire. • Recognize the Greek influence on Rome, including religion, architecture, and ideas about government. 	<ul style="list-style-type: none"> • Map, timelines and charts. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • Classroom discussion. • Research in more detail the daily life of Romans, the origins of Rome and its development from republic to empire. • United Streaming video clips. • Guided worksheets • John Collins: Type 1, 2, 3 Writing Activities. 10% 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.

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<p>farms of the middle-class Roman.</p> <ul style="list-style-type: none"> • Because its conquests slavery becomes common in the Roman Republic, but with the labor of slaves many middle-class Romans are unemployed. • The small farms are bought up by the patricians and turned into latifundias (large estates); Roman farmers are forced to seek work in the cities, but there is little work for them there. • Most Roman citizens become dependent on the government for their existence, [free bread, subsidized housing, public baths, free entertainment (gladiatorial games), etc.] • Reformers (politicians and generals) try to shore up the economy and reform the government but create few long-lasting improvements. • Julius Caesar (general, politician, and reformer) declares himself dictator for life and is assassinated by a group of Senators on the floor of the Roman Senate. • The assassination of Caesar brings about civil war and the 	<ul style="list-style-type: none"> • Recognize that the roots of Western civilizations justice system are in Roman law. 	<p>Summaries to be used within each chapter</p>	
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<p>establishment of the Roman Empire.</p> <ul style="list-style-type: none"> • In the early years of the Empire, Rome was a benevolent ruler of the conquered peoples, which lead to the period of <i>Pax Romana</i> or Roman Peace. • Rome borrowed many ideas from the Greeks and used them to build and organize their world. • Roman law was used throughout the empire and was passed onto other cultures including our own. 			
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <u>Text</u> <i>History of our World; Human Heritage, World History</i> • <i>Nystrom Atlas of World History</i> • Video clips – United Streaming; Discovery.com • Internet • Library

Part 9

Targeted Standard(s): Common Core

History of Our World

Unit 5 The Roman World, Chapter 11 – Rome and Christianity

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 5.1.6.B. Compare and contrast a direct democracy with a republican form of government.
- 5.2.6.B. Explain how citizens resolve conflicts in society and government.

- 5.4.6.B. Explain the difference between allies and adversaries.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H.
- Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- At the height of its glory, Rome was the center of known world. Wealth, goods, ideas and people flocked to the city. To be a Roman citizen was a matter of pride; with citizenship being expanded to the conquered peoples. Pax Romana (Roman Peace) permeates most of the “known world.”
- In the early years of the empire, Christians (followers of Jesus Christ) are persecuted by the Roman government, but Christianity spreads via the infrastructure of the Roman Empire and will eventually become the official religion of the empire.
- Poor government (bad leadership), an unstable economy (high unemployment, no source of new wealth), and empire that has become too large to protect and govern effectively (Germanic tribes attacking the borders) are major reasons for the fall of the Roman Empire.

Essential Questions:

- What advantages did people gain by living in and becoming citizens of the Roman Empire?
- How does Christianity, (outlawed and persecuted in the early Roman Empire), spread throughout the empire and eventually become the official religion of the empire?

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- What economic, political and military reasons cause the fall of the Roman Empire?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The Roman society had many levels; patricians, plebeians, foreigners, slaves. • Women, girls, slaves and slaves that had gained their freedom were not counted as citizens. • There were great differences in the daily life of the wealthy ruling class of Rome and the average poor Roman. • Conditions of the poor Romans often lead to riots and unrest in the streets of Rome. • Christianity spreads and is welcomed by the poor in Rome even as it is persecuted and its followers are persecuted, jailed, and killed for their beliefs. • Bad government, an empire too large to govern, a poor economy, and foreign attacks 	<ul style="list-style-type: none"> • Locate the boundaries of the Roman Empire. • Understand that natural boundaries such as the Sahara Desert to the south, the Atlantic Ocean to the west. The Danube River to the north etc. help to maintain a governable empire. • Recognize that the population in the Roman Empire was diverse. • Recognize that the extremes between the lives of the wealthy and those of the average Roman lead to unrest and dissatisfaction of the Roman public. • List three main reasons for the fall of the Roman Empire: bad government, poor economy, foreign attacks. • Recognize that Christianity is a monotheistic religion based on the teachings of Jesus Christ and rooted in Judaism. • Recognize the spread of Christianity throughout the Roman Empire and its effects on all the peoples of Europe. 	<ul style="list-style-type: none"> • Map, timelines and charts. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit • Classroom discussion. • Research in more detail the daily life of Romans, the origins of Christianity and its spread throughout the empire. • United Streaming video clips. • Guided worksheets • John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.

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<p>on the borders lead to the fall of Rome.</p> <ul style="list-style-type: none"> • Rome’s capital moves from the ancient city of Rome to Constantinople. • Christianity becomes the official religion of the empire and spreads throughout all of Europe. Via the infrastructure of the Roman Empire. • With the decline of the Roman Empire in Western Europe the Germanic tribes moved into the areas once ruled by Rome. 			
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <u>Text</u> <i>History of our World; Human Heritage, World History</i> • <i>Nystrom Atlas of World History</i> • Video clips – United Streaming; Discovery.com • Internet • Library

Part 10

Targeted Standard(s): Common Core

History of our World

Unit 6 – Islamic and African Civilizations, Chapter 12 - The Islamic World

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 5.1.6.B. Compare and contrast a direct democracy with a republican form of government.
- 5.2.6.B. Explain how citizens resolve conflicts in society and government.

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- 5.4.6.B. Explain the difference between allies and adversaries.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- Constantine becomes the first Christian ruler of the Roman Empire. He moves the capital of the empire from Rome to the imperial capital of Byzantium (later named Constantinople) Because of its location on the Straits of the Bosphorus, Constantinople was able to control trade, gain great wealth, and continue to flourish for nearly another 1000 years as.
- Justinian (great Byzantine Emperor) collected and summarized centuries of Roman Laws to form Justinian Code which becomes the basis for the legal systems of most modern European countries.

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- Muhammad was the founder of the religion of Islam and became its prophet. His followers became known as Muslims. In 656, Islam splits into two groups, Shiites and Sunnis.
- After Muhammad’s death, Islam spread westward. From about 800-1100 there was a golden age of Muslim culture. The work of Muslim mathematicians enabled later scientists to make discoveries in astronomy, physics, and chemistry, and Muslim writers created lasting works of literature.

Essential Questions:

- Why was the eastern Roman Empire able to flourish while the empire in the west declined and eventually fell to invaders by 476?
- What effect does the code of law created by Justinian have on modern day Europe?
- How does the rise of a new religion, Islam, affect the people of three continents: Asia, Africa and Europe?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The decline of the Roman Empire in western Europe led the Christian emperor, Constantine to move the capital of Rome to the imperial capital of Byzantium. • Byzantium is later renamed Constantinople. • Because the eastern Roman Empire is the crossroads trade between Asia, Europe and Africa; it maintains its wealth and is able to flourish long after the western Roman Empire has fallen. 	<ul style="list-style-type: none"> • Explain why Constantine moved the capital of the Roman Empire to Byzantium • Explain why the eastern Roman Empire was able to survive and flourish while the western Roman Empire crumbled and fell to invaders. • Recognize that the Justinian Code of laws is the basis for the legal system of the western world. • Identify Muhammad as the profit and founder of Islam. • Identify the cultural and scientific contributions of Muslim mathematicians, scientists, and artists. 	<ul style="list-style-type: none"> • Map, timelines and charts. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • Classroom discussion. • Research in more detail the origins of Islam and its spread from the Arabian peninsula to Africa, Europe and Asia. • United Streaming video clips. 	<ul style="list-style-type: none"> • Projects • Presentations • Homework • Quizzes • Tests • Essays.

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<ul style="list-style-type: none"> • Emperor Justinian consolidates Roman laws into a code that is the basis of law in modern day Europe and the United States. • Muhammad is the prophet and founder of the religion of Islam, (the second largest religion in the world today). • The Golden Age of Islam produced important contributions to math and science that enabled later scientists to make discoveries in astronomy, physics, and chemistry. 		<ul style="list-style-type: none"> • Guided worksheets • John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Text History of our World; Human Heritage, World History</i> • <i>Nystrom Atlas of World History</i> • Video clips – United Streaming; Discovery.com • Internet • Library

Part 11

Targeted Standard(s): Common Core

History of Our World

Unit 8 – Renewal in Europe, Chapter 17 – The Early Middle Ages, Chapter 18 – The Later Middle Ages

Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

Civics and Government:

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 5.2.6.B. Explain how citizens resolve conflicts in society and government.
- 5.4.6.B. Explain the difference between allies and adversaries.

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- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively.

Reading

- CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Enduring Understandings:

- The Middle Ages are a period in European history between end of ancient times, about A.D. 500 to the beginning of modern times 1500 A.D
- The Middle Ages are characterized by system of governing called Feudalism and the organization of the economy called the Manor System. Power belonged to those who controlled the land.
- The Crusades were military expeditions launched by European Christians to bring Jerusalem, a city sacred to Christians, Jews and Muslims, under Christian control.
- By the late Middle Ages, large parts of Europe were unifying under a single king, rather than the existing patchwork of small fiefdoms. Gradually these kingdoms evolve into nations.

**Tunkhannock Area School District
Grade 6_World History/Geography
Curriculum Map**

Essential Questions:

- What types of governments were formed in European societies during the Middle Ages?
- What was the daily life like in these societies of Medieval Europe?
- Why was “the Church” so powerful so powerful in the Middle Ages
- How did the belief system of Christian Europe affect history?
- How did the small kingdoms of Europe evolve into nations?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • How land and power were divided under feudalism. • How the manor system worked. • What life was like for the peasants and serfs of medieval Europe. • Why the Catholic Church was so important and powerful during the Middle Ages. • The connection between the increase in trade and the growth of towns and a middle class. • The role of culture and learning during the Middle Ages. 	<ul style="list-style-type: none"> • Explain how the division of land under feudalism created a system in which vassals and lords of lesser power would promise to follow the more powerful lord’s laws, raise an army, and fight for him. • Describe what a manor was like and explain how it met the needs of the people. • Explain that the Catholic Church was not just a religious power but a political and economic power as well, through its collection of taxes and its control over large plots of land. • Recognize the cause and effects of the Crusades on Europe. • Identify the factors that led to nation building in the later Middle Ages. • List the affects of the Hundred Years war on Europe, England and France. 	<ul style="list-style-type: none"> • Map, timelines and charts. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • Classroom discussion. • Research in more detail the origins of Europe’s emerging nations. • Research the purpose of an insignia on the shield of a medieval knight. • United Streaming video clips. • Guided worksheets 	<ul style="list-style-type: none"> • Projects: each student will create his/her own shield using symbols relating to his/her own uniqueness • Presentations • Homework • Quizzes • Tests • Essays.

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Curriculum Map**

<ul style="list-style-type: none"> • The causes of the crusades and the effects the Crusades had on life in Europe. • The forces that led to nation building in Europe (including England). • How the Hundred years War affect England and France. 		<ul style="list-style-type: none"> • John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Text History of our World; Human Heritage, World History</i> • <i>Nystrom Atlas of World History</i> • Video clips – United Streaming; Discovery.com • Internet • Library

Part 12

Targeted Standard(s): Common Core

History of Our World

Unit 8 – Renewal in Europe, Chapter 19 – The Renaissance and Reformation

History of Our World Text

Chapter 16, Exploration Europe and Asia *

Chapter 17, Exploration: Europe, the Americas, and Africa *

* Chapters covered for enrichment during the last two weeks of the school year.

*Geography:

- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.
- 7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.6.A. Describe and explain the effects of the physical systems on people within regions.
- 7.4.6.B. Describe and explain the effects of people on the physical systems within regions.

*History:

- 8.1.6.A. Explain continuity and change over time using sequential order and context of events.
- 8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C. Explain how continuity and change have impacted world history.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

*Economics:

- 6.4.6.A. Explain why people specialize in the production of goods and services and divide labor.

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***Civics and Government:**

- 5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 5.2.6.B. Explain how citizens resolve conflicts in society and government.
- 5.4.6.B. Explain the difference between allies and adversaries.

Reading

- CC.8.5.6-8.C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing

- CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Enduring Understandings:

- The Renaissance began in Italy because its geography encouraged trade and the development of large trade cities.
- Ancient ideas inspired humanism and helped transform the literature of Italy.
- The Renaissance flourishes, art develops new techniques that produce beautiful works of art and the renaissance spreads northward into the rest of Europe.
- Martin Luther opposes practices of the Catholic Church; such as, the selling of indulgences. He challenges the authority and teachings of the Church and touches of the Reformation which spreads to many parts of Europe.
- At the start of the Renaissance, several European countries began to expand their interest and involvement in the wider world.
- Portugal led the way and Spain follows seeking new ocean routes to the East. Other peoples such as the Dutch and the British follow.
- Large areas in the Americas were easily conquered because the Native Americans had inferior weapons and were susceptible to deadly European diseases.
- The Spanish and Portuguese colonized South America and much of southern North America.
- England, France and the Netherlands sought colonies in North America, with England being the most successful.

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Essential Questions:

- What was the Renaissance?
- What were the beliefs and values of people in these societies during the Renaissance?
- How did the physical geography affect the development and growth of societies in Europe?
- How did the belief system of the Reformation affect the historical accomplishment during this time period? (The late Middle Ages)
- How did the beliefs and values of the Europeans during the 1400s contribute to exploration of the wider world?
- What five European countries **established colonies in the Americas?**

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Why Italy was the birthplace of the Renaissance • How literature and art was transformed during the Renaissance • How the Renaissance spread from Italy to the north • Key artists and writers of the Renaissance • The developments that led to the Reformation and the effects of Martin Luther's ideas in Europe • There were other religious movements of the 1500s in Europe • The Catholic Church responds to the Reformation with reforms of its own. These include the establishment of 	<ul style="list-style-type: none"> • Explain why the Renaissance began in Italy. • Recognize that ancient ideas inspired humanism and influenced the literature and art of the Renaissance. • Recognize some of the great artists and writers of the Renaissance. • Understand that the ideas and new techniques of the Renaissance in Italy spreads northward to the rest of Europe. • Martin Luther was the first of several reformers who challenged the practices and beliefs of the Catholic Church during the 1500s. • Identify other religious movements of the 1500s. • Realize the effects of on the Reformation on the Catholic Church as well on the societal, political, and historical atmosphere of the time. 	<ul style="list-style-type: none"> • Law Day field trip. Connects the American justice system with its roots in Roman Law – see February/ March curriculum maps. ** • Map, timelines and charts. • Study Guides for each chapter and section that include relevant and specific vocabulary, written short answer responses to essential questions on information covered in chapter and/or unit. • Classroom discussion. • Research in more detail the origins of Islam and its spread from the Arabian peninsula to Africa, Europe and Asia. 	<ul style="list-style-type: none"> • Projects: each student will create his/her own shield using symbols relating to his/her own uniqueness. • Presentations • Homework • Quizzes • Tests • Essays.

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<p>the Jesuits, a religious group who worked to educate people and spread the Catholic faith.</p>		<ul style="list-style-type: none"> • United Streaming video clips. • Guided worksheets • John Collins: Type 1, 2, 3 Writing Activities. 10% Summaries to be used within each chapter • ** All sixth grade student participate in mock trials are conducting at the Wyoming County Courthouse. 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • <i>Text History of our World; Human Heritage, World History</i> • <i>Nystrom Atlas of World History</i> • Video clips – United Streaming; Discovery.com • Internet • Library