

## Grade 6 – Social Studies –3rd Nine Weeks

<b>Standard(s): World History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)</b> <b>World History Standards Era 4: Expanding Zones of Exchange and Encounter (300AD-1000 AD)</b> <b>World History Standards Era 5: The Emergence of Europe (1200-1500AD)</b>			
<p><b>Process Standards:</b> <b>Acquiring information</b> involves locating, gathering, and observing, comprehending, organizing and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources. <b>Analysis of data and problem solving</b> involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation. Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural communities and global networks by oral, written, symbolic, visual, and technological means. <b>Historical awareness</b>, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.</p>			
<p><b>Common Core State Standards (CCSS):</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>			
GLE-Eras	Applicable to all Eras	Suggested Activities/Strategies	Resources
<p><b>World History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)</b></p> <p><u><b>Rome</b></u></p> <p><b>History</b></p> <p>6.5.07 Recognize the influence of major religions between both ancient eastern and western cultures.</p> <ul style="list-style-type: none"> <li>✓ Illustrate the placement of major religions on the earth's surface.</li> <li>✓ Compare and contrast elements of Judaism, Christianity, and Islam.</li> <li>✓ Identify the causes and spread of Christianity.</li> </ul> <p>6.5.08 Understand the place of historical events in the context of past, present, and future.</p> <ul style="list-style-type: none"> <li>✓ Understand the origins and social framework of Roman society.</li> </ul> <p>6.5.09 Identify how to use historical information acquired from a variety of sources.</p> <ul style="list-style-type: none"> <li>✓ Explain the political, commercial and cultural uses of Latin and Greek as universal languages of the Roman Empire.</li> </ul> <p>6.5.10 Understand the rise and decline of ancient civilizations.</p> <ul style="list-style-type: none"> <li>✓ Construct time lines to show sequences of important dates and events.</li> <li>✓ Identify cause and effect of events leading to the rise and decline of civilizations.</li> </ul>	<p><b>Culture</b></p> <p>6.1.01 Understand the nature and complexity of culture.</p> <ul style="list-style-type: none"> <li>✓ Define the basic components of culture.</li> <li>✓ Identify how communities reflect the cultural background of their inhabitants.</li> <li>✓ Compare how cultures differ in their use of similar environments and resources.</li> <li>✓ Analyze how human migration and cultural activities influence the character of a place.</li> </ul> <p>6.1.02 Recognize the role of major religions.</p> <ul style="list-style-type: none"> <li>✓ Define religion.</li> <li>✓ Describe the beliefs of the world major religions.</li> <li>✓ Identify the founders of the world's major religions.</li> </ul> <p>6.1.03 Appreciate the relationship between physical environments and culture.</p> <ul style="list-style-type: none"> <li>✓ Identify characteristics of a physical environment that contribute to the growth and development of a culture.</li> <li>✓ Evaluate the effect of technology on a culture.</li> <li>✓ Explain why individuals and</li> </ul>	<p style="text-align: center;"><b>Applicable Teacher Performance Indicators</b></p> <p>6.6.tpi.2. Present information on the significance of individuals from world history. (e.g., costuming, written report, oral report, and diorama).</p> <p>6.6.tpi.7. Analyze differing communities' perception of beauty.</p> <p>6.4.tpi.5. Discuss reasons why individuals combine to form governments.</p> <p>6.4.tpi.7. Discover the importance of leadership in a governance system.</p> <p>6.4.tpi.9. Explain how wealth affects a community's governance system.</p> <p>6.4.tpi.10. Debate the influence of three stages of a governance cycle on a community (i.e., beginnings, status quo, and decline).</p> <p>6.3.tpi.11 Examine the role of transportation networks in transferring of goods and ideas (e.g., Roman road building).</p>	<p><b>Textbook Chapter-Sections:</b></p> <p><u><b>Rome</b></u> 8-1, 8-2, 8-3, 8-4, Chapter 9-all.</p> <p><u><b>Christianity</b></u> Chapter 10 all</p> <p><b>Primary Sources Library-Textbook p. 743 "A Heroic Rescue Attempt"</b></p> <p><b>Safari Montage-Horrible Histories: The Rotten Romans, Roman Cities; Pompeii: The Last Day; Ancient Rome</b></p> <p><b>Nystrom Atlas of World History Student Activities Binder</b> (Available in all middle school libraries) *From Roman Republic to Roman Empire-pp. 39-40 *Height of the Roman Empire-pp. 39-40 *Judaism and Christianity in the Roman Empire-pp. 39-40 *Decline of the Roman Empire-pp. 41-42</p> <p><b>Nystrom Mapping World History Atlas and Activity Map Program</b> (Available in all middle school libraries) *The Roman Republic Expands-pp. 75-78 *Greek and Roman Trade-pp. 79-82</p>