

Boonton School District

Course Title:	World Ancient Civilizations	Grade Level(s):	6th		
Curriculum Area / Level:	Social Studies	Credits:			
Course prerequisites and/or co-requisites:					
Course Description:	<p>The 6th grade social studies course involves studying the development of the major civilizations of the ancient world. We will focus on developing an understanding of social, political, religious, and economic characteristics of the civilizations ranging from the Paleolithic Era through the Empires of Africa. Students will enhance their reading and writing skills as they establish a deeper connection to the daily life of the people in the ancient world.</p>				
Created by:	Susan Barone	Date:	August 2016	BOE Approval:	9/26/16
District Equity Statement:	<p>As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.</p>				

Division of Umbrella & Mini Units

Umbrella Unit 1 Topic / Name: Early Cultures	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 1A. Early People 1B. Development of Agriculture
Umbrella Unit 2 Topic / Name: River Valley Civilizations	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 2A. Ancient Egypt 2B. Ancient Mesopotamia 2C. Ancient India 2D. Ancient China
Umbrella Unit 3 Topic / Name: New Empire	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 3A. Ancient Greece 3B. Ancient Rome 3C. Ancient Arabia 3D. Ancient America
Umbrella Unit 4 Topic / Name: World Interactions	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 4A. Medieval Europe 4B. African Empires

UMBRELLA UNIT 1

UMBRELLA UNIT 1	
Title:	Early Cultures
Duration:	4 Weeks
Essential Questions:	<p>How do people adapt to their environment? What is the connection between the environment and culture? What technological advances did early people develop to survive? Why do some historians consider the Agricultural Revolution the most important event in human history? How do the characteristics and distribution of human population affect human and physical systems?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Chapter Tests Quizzes Benchmarks</p>
Formative Assessments: (Ongoing assessments during the learning period)	<p>Response to verbal and written questions and classroom discussions, graphic organizers, lesson reviews, note taking, homework, classwork, presentations, quizzes, chapter projects, essay writing, DBQ's</p>
Differentiation:	<p>Modifications for approaching grade level, beyond grade level, and English language learner students, grouping students by ability, interest, topic, or learning styles</p>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.8.A.2	<p>Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>

8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 1A	
Title:	Early People
Duration:	2 weeks
Overview:	Exploring the lives of the early people and how their way of life through survival, technological advances, and culture has impacted the way people live.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How Paleolithic humans adapted to their environments to survive.	6.2.8.A.1.a
How advances during the Paleolithic Age made it possible for humans to survive the Ice Ages.	6.2.8.C.1.b
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards

Analyze photographs of shelters used in the Paleolithic Age.	6.2.8.B.1.a, 6.2.8.D.1.c
Use trial-and-error methods to solve a problem.	6.2.8.C.1.b
Write a descriptive paragraph on how trial and error helped humans survive.	6.2.8.C.1.b
Analyze photographs of shelters used in the Neolithic Age.	6.2.8.B.1.a, 6.2.8.D.1.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The way early people lived, worked, and survived.	6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.C.1.a, 6.2.8.C.1.b, 6.2.8D.1.a, 6.2.8.D.1.b, 6.2.8.D.1.c
How early people used and adapted shelter to fit their environment.	6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.C.1.a
Resources Mini Unit 1A:	Textbook “World: Adventures in Time and Place”, atlas, online resources, teacher reproducibles

MINI UNIT 1B	
Title:	Development of Agriculture
Duration:	2 Weeks
Overview:	Examine the way permanent settlements were established in early civilizations and how farming played a prominent role in survival.
Essential Outcomes - Upon completion of this course	Alignment to Standards

students will know (declarative):	
Why some historians consider the Agricultural Revolution the most important event in human history.	6.2.8.C.1.a, 6.2.8.D.1.a
Why people created permanent settlements when they began to farm.	6.2.8.B.1.a
How tools and roles changed as a result of permanent communities.	6.2.8.C.1.b
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Connect farming to their daily lives.	6.2.8.D.1.a
Draw conclusions about why the Agricultural Revolution was a revolution.	6.2.8.C.1.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The connection between farming and survival.	6.2.8.C.1.a
How humans developed new technologies in the face of adversity.	6.2.8.C.1.b
Resources Mini Unit 1B:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

UMBRELLA UNIT 2	
Title:	River Valley Civilizations
Duration:	16 Weeks
Essential Questions:	<p>How does geography influence the way people live?</p> <p>What makes a culture unique?</p> <p>Why does conflict develop?</p> <p>Why do civilizations rise and fall?</p> <p>How do religions develop?</p> <p>How do new ideas change the way people live?</p> <p>How do governments change?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Chapter Tests</p> <p>Quizzes</p> <p>Benchmarks</p>
Formative Assessments: (Ongoing assessments during the learning period)	Response to verbal and written questions and classroom discussions, graphic organizers, lesson reviews, note taking, homework, classwork, presentations, quizzes, chapter projects, essay writing, DBQ's
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21ST CENTURY LIFE AND CAREER (STANDARD 9)	
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9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 2A	
Title:	Ancient Egypt
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient Egypt, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Why the Nile River was important to the Ancient Egyptians.	6.2.8.B.2.a
Characteristics of Ancient Egyptian religion and society.	6.2.8.D.2.a
Factors that led to the rise and fall of the Ancient Egyptian empire.	6.2.8.D.2.c
How Egypt influenced other kingdoms.	6.2.8.D.2.d

Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Compare information on population of the Fertile Crescent and Nile River Valley.	6.2.8.B.2.b
Describe a main agricultural product and its economic effect on ancient Egyptian life.	6.2.8.C.2.a, 6.2.8.D.2.d
Analyze how the Nile River affected Egyptian life.	6.2.8.B.2.a, 6.2.8.B.2.b
Analyze how belief in the afterlife influenced ancient Egyptian life.	6.2.8.D.2.a
Describe ancient Egyptian social classes.	6.2.8.A.2.a, 6.2.8.D.2.a
Organize information on a pharaoh's responsibilities.	6.2.8.A.2.a, 6.2.8.D.2.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How people, places, and ideas change over time.	
Cultures are held together by shared beliefs and common practices and values.	6.2.8.A.2.a, 6.2.8.C.2.a, 6.2.8.D.2.c, 6.2.8.D.2.d
The multitude of ways the Egyptians depended on the Nile River to advance and survive.	6.2.8.B.2.a, 6.2.8.B.2.b
Resources Mini Unit 2A:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

MINI UNIT 2B	
Title:	Ancient Mesopotamia
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient Mesopotamia, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How civilizations developed in Mesopotamia.	6.2.8.B.2.a, 6.2.8.D.2.c
What it was like to live in Sumer.	6.2.8.B.2.a, 6.2.8.D.2.a
The Sumerian ideas and inventions that have been passed on to other civilizations.	6.2.8.C.2.a, 6.2.8.D.2.c
Why Babylon was an important city in the ancient world.	6.2.8.D.2.d
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain how floods sometimes helped the farmers of Mesopotamia.	6.2.8.B.2.a, 6.2.8.B.2.b
Draw conclusions about why the Sumerians built cities with walls around them.	6.2.8.B.2.a, 6.2.8.C.2.a
Analyze why the Sumerians invented a writing system.	6.2.8.D.2.b
Describe where the Fertile Crescent is located.	6.2.8.B.2.b

Compare the social classes of Sumer.	6.2.8.A.2.a, 6.2.8.D.2.a
Describe why scribes were important in Sumerian Society.	6.2.8.D.2.b
Find the main reason why Hammurabi's Code was important.	6.2.8.C.2.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How people, places, and ideas change over time.	
Cultures are held together by shared beliefs and common practices and values.	6.2.8.A.2.a, 6.2.8.D.2.c
The importance of the Fertile Crescent and how it made life possible.	6.2.8.B.2.a
Resources Mini Unit 2B:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

MINI UNIT 2C	
Title:	Ancient India
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient India, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How the Indus Valley civilization developed.	6.2.8.B.2.a, 6.2.8.B.2.b

The origins of the caste system in India.	6.2.8.D.2.a
Fundamental concepts of Hinduism and Buddhism.	6.2.8.D.2.a
The contributions of Indian culture to literature, art, math, and science.	6.2.8.C.2.a, 6.2.8.D.2.d
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Recognize why people settle by rivers.	6.2.8.B.2.a, 6.2.8.B.2.b
Describe early civilizations in India.	6.2.8.A.2.a, 6.2.8.B.2.b, 6.2.8.D.2.c, 6.2.8.D.2.d
Recall the names of the castes in India.	6.2.8.D.2.a
Identify key terms in Hindu beliefs.	6.2.8.D.2.a
Analyze religious concepts.	6.2.8.D.2.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How people, places, and ideas change over time.	
The ways in which religion can influence a society's beliefs and values.	6.2.8.D.2.a, 6.2.8.D.2.d
How the ways in which their religion affected life in India through beliefs in the caste system and afterlife.	6.2.8.D.2.a, 6.2.8.D.2.d
Resources Mini Unit 2C:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

MINI UNIT 2D	
Title:	Ancient China
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient China, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How geography shaped the development of China's civilization.	6.2.8.B.2.a
Why Shang rulers were able to remain powerful.	6.2.8.C.2.a, 6.2.8.D.2.c, 6.2.8.D.2.d
The ways society and government were influenced by Chinese thinkers.	6.2.8.D.2.c, 6.2.8.D.2.d
What changes the Qin emperor made to unite China.	6.2.8.C.2.a, 6.2.8.D.2.c, 6.2.8.D.2.d
How life improved under Han rulers.	6.2.8.D.2.c, 6.2.8.D.2.d
How China and the rest of the world benefited from the Silk Road.	6.2.8.B.2.b, 6.2.8.D.2.d
Why Buddhism became popular in China.	6.2.8.D.2.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Compare and Contrast Huang Valley civilizations with other river valley civilizations, including those along the Tigris-Euphrates, Nile, and Indus rivers.	6.2.8.B.2.b, 6.2.8.D.2.c

Identify how the philosophy of Confucius affected society and government.	6.2.8.A.2.a
Describe Confucianism.	6.2.8.D.2.a
Predict what life was like in the Qin dynasty, and the Han dynasty, based on images from each.	6.2.8.B.2.a, 6.2.8.B.2.b
Identify geographical features along the Silk Road.	6.2.8.B.2.a, 6.2.8.B.2.b
Apply the concepts of monopoly and competition to the economics of trade along the Silk Road.	6.2.8.C.2.a, 6.2.8.D.2.c, 6.2.8.D.2.d
Discuss how increased trade benefits civilization.	6.2.8.C.2.a, 6.2.8.D.2.d
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How people, places, and ideas change over time.	
The movement of people, goods, and ideas causes societies to change over time.	6.2.8.D.2.c
The rise and fall of dynasties based on the developments and rule of many influential emperors.	6.2.8.D.2.c, 6.2.8.D.2.d
Resources Mini Unit 2D:	Textbook “World: Adventures in Time and Place”, atlas, online resources, teacher reproducibles

UMBRELLA UNIT 3	
Title:	New Empire
Duration:	16 Weeks

Essential Questions:	<p>How does geography influence the way people live? Why do people form governments? How does conflict develop? How do governments change? What are the characteristics of a leader? Why do civilizations rise and fall? How do religions develop? How do new ideas change the way people live?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Chapter Tests Quizzes Benchmarks</p>
Formative Assessments: (Ongoing assessments during the learning period)	<p>Response to verbal and written questions and classroom discussions, graphic organizers, lesson reviews, note taking, homework, classwork, presentations, quizzes, chapter projects, essay writing, DBQ's</p>
Differentiation:	<p>Modifications for approaching grade level, beyond grade level, and English language learner students, grouping students by ability, interest, topic, or learning styles</p>
TECHNOLOGY STANDARD (STANDARD 8)	
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21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 3A	
Title:	Ancient Greece
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient Greece, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How Geography affected the early Greeks.	6.2.8B.3.a, 6.2.8.B.3.b
How Greek culture spread to other parts of the world.	6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e
The different types of government that developed among the Greek city-states.	6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e
Why Sparta became a military society.	6.2.8.A.3.b
What characteristics made Athens unique.	6.2.8.D.3.c
How the Persians successfully ruled their large empire.	6.2.8.A.3.a
What it was like to live in Athens during the rule of Pericles.	6.2.8.A.3.b

Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain how the geography affected the settlement of Greece.	6.2.8B.3.a, 6.2.8.B.3.b
Describe the characteristics of tyranny, oligarchy, and democracy.	6.2.8.A.3.c, 6.2.8.A.3.d, 6.2.8.A.3.e
Explain differences between Sparta and Athens.	6.2.8.B.3.b
Identify location of Persian Empire.	6.2.8.B.3.a
Explain how the Greeks won the Persian Wars.	6.2.8.D.3.e
Explain differences between Athenian democracy and American democracy.	6.2.8.A.3.e
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The value that a society places on individual rights is often reflected in that society's government.	
People, places, and ideas change over time.	
The similarities between the two major city-states in the greek culture, Athens and Sparta.	6.2.8.C.3.b, 6.2.8.D.3.a
Resources Mini Unit 3A:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

MINI UNIT 3B	
Title:	Ancient Rome
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient Rome, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The effect geography had on the Rise of Rome.	6.2.8.B.3.a, 6.2.8.B.3.b
How Rome gained control of the Mediterranean region.	6.2.8.C.3.a, 6.2.8.C.3.b
The rivalry that led to the Punic Wars.	6.2.8.D.3.e
Why the Byzantine Empire became powerful.	6.2.8.D.3.c
Why Christianity spread in the Roman Empire.	6.2.8.D.3.d
The reasons for the decline of the Roman Empire.	6.2.8.D.3.b
The causes of the split of the Christian Church into eastern and western branches.	6.2.8.D.3.e
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain how geographical features contributed to the settlement and growth of Rome.	6.2.8.B.3.a
Describe the empire's economy.	6.2.8.C.3.a, 6.2.8.C.3.b
Identify the events and people that led to the establishment of the Roman Empire.	6.2.8.D.3.a, 6.2.8.D.3.c, 6.2.8.D.3.e

Synthesize the geographic theme of movement and its importance to spreading Christianity in the Roman Empire.	6.2.8.B.3.a
Analyze the split of the Christian Church.	6.2.8.D.3.e
Identify the causes of the Roman Republic's decline.	6.2.8.D.3.b
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Conflict can lead to change.	
Leaders can bring about change in a society.	
Reasons for the fall of the mighty Roman Empire due to its overwhelming size and its constant need to defend itself from invasions.	6.2.8.D.3.b
Resources Mini Unit 3B:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

MINI UNIT 3C	
Title:	Ancient Arabia
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient Arabia, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How physical geography influenced Arab civilization.	6.2.8.B.4.d

The teachings of Muhammad.	6.2.8.D.4.a
How Islam provides guidance to its followers.	6.2.8.D.4.a
How an empire was created with the spread of Islam.	6.2.8.D.4.a
What life was like in the Islamic world.	6.2.8.D.4.a
What contributions Muslims have made in mathematics, science, and the arts.	6.2.8.D.4.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Discuss the significance of key components of Islam.	6.2.8.D.3.d
Distinguish the methods of how Islam was spread through various events and people.	6.2.8.D.3.d
Discuss the role that prayer plays in the lives of Muslims.	6.2.8.D.3.d
Identify the contributions made by Muslims.	6.2.8.D.3.d
Explain how discoveries and inventions affected the lives of Muslims.	6.2.8.D.3.e
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Religion can influence a society's beliefs and values.	
People, places, and ideas change over time.	
How religion shaped the region, specifically the 5 pillars of Islam.	6.2.8.D.3.e

Resources Mini Unit 3C:	Textbook “World: Adventures in Time and Place”, atlas, online resources, teacher reproducibles

MINI UNIT 3D	
Title:	Ancient America
Duration:	4 Weeks
Overview:	Analyzing the unique way of life of Ancient America, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How geography defined the ways people settled in the Americas.	6.2.8.B.1.a, 6.2.8.C.1.a
How early peoples arrived and settled in the Americas.	6.2.8.B.1.a, 6.2.8.C.1.a
What role farming played in civilizations.	6.2.8.D.1.a
How the Maya created their civilization in the rainforests of Meso America.	6.2.8.B.4.f, 6.2.8.C.4.a
How the Aztec built their society in central Mexico.	6.2.8.B.4.f, 6.2.8.C.4.a
How the Inca organized their government and society.	6.2.8.B.4.f, 6.2.8.C.4.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe how geography influenced migration from Asia to the Americas.	6.2.8.B.4.f

Show and explain how early peoples arrived and settled in the Americas.	6.2.8.B.4.f
Compare farming in the Americas with farming in the early river valley civilizations.	6.2.8.C.4.a
Analyze why farming was the basis of civilization.	6.2.8.C.4.a
Identify and describe aspects of culture from the Maya, Aztec, and Inca civilizations.	6.2.8.C.4.a
Analyze how the different societies of North American peoples lived.	6.2.8.B.4.f
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
People, places, and ideas change over time.	
Cultures are held together by shared beliefs and common practices and values.	
The cultural differences between the Meso American civilizations.	6.2.8.B.4.f, 6.2.8.C.4.a
Resources Mini Unit 3D:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

UMBRELLA UNIT 4	
Title:	World Interactions
Duration:	4 Weeks
Essential Questions:	<p>Why does conflict develop?</p> <p>What is the role of religion in government?</p> <p>What are the characteristics that define a culture?</p> <p>How do governments change?</p> <p>Why do people trade?</p> <p>How does religion shape society?</p> <p>How do religions develop?</p> <p>Why do people make economic choices?</p>
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9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 4A	
Title:	Medieval Europe
Duration:	3 Weeks
Overview:	Analyzing the unique way of life of Medieval Europe, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How the geography of Europe shaped the development of cultures.	6.2.8.B.4.b
The achievements of European Kings and Emperors.	6.2.8.A.4.a
The role of the Church in Medieval Europe.	6.2.8.A.4.a, 6.2.8.D.4.a
What feudalism was and why it became an important social structure.	6.2.8.A.4.c

Why the Magna Carta is important.	6.2.8.A.4.c
What the crusades were and how they started.	6.2.8.D.4.b
The role that architecture, education, literature, and religion played in medieval life.	6.2.8.A.4.b
About the the Black Death and its effect on medieval life.	6.2.8.B.4.f, 6.2.8.D.4.c
Why the city-states of Italy became centers of culture during the Renaissance.	6.2.8.B.4.a
How the teachings of Protestant reformers shaped the western world.	6.2.8.D.4.a, 6.2.8.D.4.b
How the Reformation influenced England its American colonies.	6.2.8.D.4.a, 6.2.8.D.4.b
How wars of religion affected Europe.	6.2.8.D.4.a, 6.2.8.D.4.b, 6.2.8.D.4.c
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Discuss and analyze the balance of power between the pope and Charlemagne.	6.2.8.A.4.a, 6.2.8.D.4.a
Explain feudalism.	6.2.8.A.4.b
Compare and contrast the lives of knights and peasants.	6.2.8.A.4.a, 6.2.8.D.4.a
Analyze why the Magna Carta was needed.	6.2.8.A.4.c
Explain the causes and effects of the Crusades.	6.2.8.D.4.b
Explain how the rise of strong governments contributed to an increase in trade, banking, and	6.2.8.B.4.b, 6.2.8.C.4.a

business, and how this in turn affected building and learning.	
Discuss who ruled the city-states of Italy and how they achieved that power.	6.2.8.A.4.a
Describe humanism.	6.2.8.A.4.c
Explain why the Church was pressured to reform.	6.2.8.D.4.a, 6.2.8.D.4.b
Describe how European monarchs used religion to their advantage.	6.2.8.D.4.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Religion can influence a society's beliefs and values.	
Cultures are held together by shared beliefs and common practices and values.	
The rich landscape of Medieval culture, through the use of banks, the creation of the Magna Carta, and the Renaissance arts and architecture.	6.2.8.A.4.c, 6.2.8.C.4.a, 6.2.8.D.4.a
Resources Mini Unit 4A:	Textbook "World: Adventures in Time and Place", atlas, online resources, teacher reproducibles

MINI UNIT 4B	
Title:	African Empires
Duration:	1 Week
Overview:	Analyzing the unique way of life of African Empires, through identifying characteristics of their geography, religion, social structure, and history.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How Africa’s geography influenced trade in the region.	6.2.8.B.4.a
What types of trade took place in Africa.	6.2.8.B.4.a, 6.2.8.B.4.b
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Analyze how trade affected Africa’s development.	6.2.8.B.4.b, 6.2.8.B.4.c
Analyze maps and visuals to interpret information about trade and Africa.	6.2.8.B.4.b, 6.2.8.B.4.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
People, places, and ideas change over time.	
Location and trade play a major role in the development of a civilization.	6.2.8.B.4.b, 6.2.8.B.4.c
Resources Mini Unit 4B:	Textbook “World: Adventures in Time and Place”, atlas, online resources, teacher reproducibles