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| **History of Our World**  **Key Ideas and Details** | 6.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources  6.RH.2 Determine the central ideas of information of primary or secondary source; provide and accurate summary of the source distinct from prior knowledge or opinions  6.RH.3 Identify key steps in a text’s description of a process related to history/social studies | \*I will define how geography made the rise of civilization in the Fertile Crescent possible Knowledge  \*I will learn read about Sumer’s first cities  \*I will examine the characteristics of Sumerian religion  \*I will learn explain about the three most important empires of the Fertile Crescent  \*I will characterize the Babylonian and Assyrian empires  \*I will investigate the achievements of the Persian Empire  \*I will analyze the importance of Hammurabi’s Code  \*I will summarize how the art of writing developed in Mesopotamia  \*I will explain how the sea power of the Phoenicians helped spread civilization throughout the Mediterranean area  \*I will differentiate the major events in the history of the Israelites  \*I will explain the basic beliefs of Judaism  \*I will conclude what effect Judaism has had on other religions | Comprehension  Application  Analysis  Evaluation | History of Our World Text (Prentice Hall)  Section Quiz 1, 2, 3, 4, 5  Assessments 1, 2, 3, 4, 5 and/or Authentic Assessments  Graphic Organizer; ELL Strategies  Technology (Smart Board – Internet Links) [www.PHSchool.com](http://www.PHSchool.com); [www.vimeo](http://www.vimeo); [www.nationalgeographic.com](http://www.nationalgeographic.com); [www.historychannel.com](http://www.historychannel.com)  [www.youtube.com](http://www.youtube.com)  History of Our World Teaching Resources | Section 1  scribe  Fertile Crescent  city-state  polytheism  myth  Section 2  empire  Babylon  caravan  bazaar  Zoroastrianim  Section3  code  Hammurabi  Cuneiform  Section 4  alphabet  monotheism  famine  exile  Section 5  covenant  Moses  prophet  diaspora |
| **History of Our World**  **Craft and Structure** | 6.RH.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies  6.RH.5 Describe how a text presents information  6.RH.6 Identify aspects of a text that reveal an author’s point of view or purpose  \*I will determine, describe and apply vocabulary in text | \*I will determine, describe and apply vocabulary in text  \*I will identify the author’s point of view or purpose | Knowledge  Comprehension  Application |  | Continued Academic Vocabulary:  Section 1; 2; 3; 4; 5 |
| **History of Our World**  **Integration of Knowledge and Ideas** | 6.RH.7 Integrate visual information with other information in print and digital texts  6.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text  6.RH.9 Analyze the relationship between a primary and secondary source on the same topic | \*I will apply visuals to learning.  \*I will distinguish between fact opinion and make judgment  \*I will analyze between primary and secondary sources. | Analysis  Synthesis  Evaluation | History of Our World Text (Prentice Hall)  Section Quiz 1, 2, 3, 4, 5  Assessments 1, 2, 3, 4, 5 and/or Authentic Assessments  Graphic Organizer; ELL Strategies  Technology (Smart Board – Internet Links) [www.PHSchool.com](http://www.PHSchool.com); [www.vimeo](http://www.vimeo); [www.nationalgeographic.com](http://www.nationalgeographic.com); [www.historychannel.com](http://www.historychannel.com)  History of Our World Teaching Resources |  |
| **Writing**  **Text Types and Purposes**  **Speaking and Listening Collaboration**  **Comprehension and Collaboration**  **Language Standards 6-8**  **Knowledge of Language**  **Vocabulary Acquisition and Use** | 6.W.1 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selections, organization, and analysis of relevant content.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples  6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one,) in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening   1. Vary sentence patterns of meaning, reader/listener interest, and style 2. Maintain consistency in style and tone   6.L.4 Determine or clarify the meaning of unknown and multiple-meaning and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phase  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) | I will analyze the main points  I will apply key terms to explain the topic  I will collaborate with my peers  I will demonstrate language skills  I will apply context clues | Analysis  Synthesis  Evaluation  Synthesis  Knowledge  Comprehension  Application  Knowledge  Comprehension  Application  Analyze | Note Taking – Composition Books  Peers  Composition Books/Notes  Peers  Composition Books  Peers  Composition Books | Continued Academic Vocabulary:  Section 1; 2; 3; 4; 5 |
| Strand 3: Civics / Government  **Concept 4: Rights, Responsibilities, and Roles of Citizenship** | **S3C4.*PO 1****. Describe ways an individual can contribute to a school or community.* |  |  |  |  |
|  | **S3C4.*PO 2****. Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.*  Connect with: Strand 2 Concept 5 |  |  |  |  |
|  | **S3C4.PO 3**. Describe the importance of citizens being actively involved in the democratic process (e.g.,voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).  Connect with: Strand 2 Concept 5 |  |  |  |  |
| Strand 3: Civics / Government  **Concept 5: Government Systems of the World** | **S3C5.PO 1.** Describe the structure of the following governments:  theocracy  dictatorship  republic  monarchy  democracy  anarchy  Connect with: Strand 2 Concept 2, 4, 5 |  |  |  |  |
| **Strand 4: Geography**  **Concept 1: The World in Spatial Terms** | **­­­­­­­­­­­­­ S34C1.PO 1.** Construct maps, charts, and graphs to display geographic information. |  |  |  |  |
|  | **P S34C1.O 2.** Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images. |  |  |  |  |
|  | **S34C1.PO 3.** Interpret maps, charts, and geographic databases using geographic information. |  |  |  |  |
|  | **S34C1.PO 4.** Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.  Connect with: Strand 2 Concept 2 |  |  |  |  |
|  | **S34C1.PO 5.** Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied). |  |  |  |  |
| Strand 4: Geography  **Concept 2: Places and Regions** | **PO 1.** Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).  Connect with: Strand 2 Concept 2  **PO 2.** Describe the factors that cause regions and places to change.  Connect with: Strand 2 Concept 2  **PO 3.** Describe the interactions of people in different places and regions.  Connect with: Strand 2 Concept 3, 4, 5  **PO 4.** Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.  Connect with:  Strand 2 Concept 2  **PO 5.** Describe the physical and human characteristics of places and regions of a Middle Eastern country studied.  Connect with:  Strand 2 Concept 2 |  |  |  |  |
| Strand 4: Geography  **Concept 3: Physical Systems**  (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) | **PO 1**. Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.  **Connect with:**  **Science Strand 3 Concept 1**  Evaluate the effects of, and describe how people plan for and respond to natural disasters.  **Science Strand 4 Concept 3** Describe how sunlight, water quality, climate, population density and pollution affect quality of life.  **Science Strand 6 Concept 1** Describe the composition of and interactions between bodies of water and the atmosphere.  **Science Strand 6 Concept 2** Explain the water cycle and factors that affect climate. |  |  |  |  |
| Strand 4: Geography  **Concept 4: Human Systems** | **PO 1.** Interpret the demographic structure of places and regions using a population pyramid. |  |  |  |  |
|  | **PO 2**. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions. |  |  |  |  |
|  | **PO 3**. Analyze the causes and effects of settlement patterns.  Connect with:  Strand 1 Concept 2  Strand 2 Concept 2 |  |  |  |  |
|  | **PO 4**. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions.  Connect with: Strand 2 Concept 2, 3, 4 |  |  |  |  |
|  | **PO 5.** Identify cultural norms that influence different social, political, and economic activities of men and women.  Connect with: Strand 2 Concept 2 |  |  |  |  |
| Strand 4: Geography  **Concept 5: Environment and Society** | **PO 1**. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration. |  |  |  |  |
|  | **PO 2**. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.  Connect with: Strand 2 Concept 2  . |  |  |  |  |
|  | **PO 3.** Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.  Connect with: Strand 2 Concept 2 |  |  |  |  |
|  | **PO 4.** Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe |  |  |  |  |
| Strand 4: Geography  **Concept 6: Geographic Applications** | **PO 1.** Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.  Connect with: Strand 2 Concept 2 |  |  |  |  |
|  | ***PO 2****. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.* |  |  |  |  |
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