

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: Social Studies</b>	<b>GRADE(S): 6th</b>
<b>UNIT: Ancient Greece and Ancient Rome</b>	<b>TIMEFRAME: 10 weeks</b>

## PA ACADEMIC STANDARDS:

### Civics and Government:

#### **5.1 PRINCIPLES AND DOCUMENTS OF 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.C.** Explain how the principles and ideals shape local, state, and national government.
- Liberty / Freedom
  - Democracy
  - Justice
  - Equality

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

- 5.2.6.B** Explain how citizens resolve conflicts in society and government.
- 5.2.6.D** Explain why participation in government and civic life is important.

### Economics:

#### **6.1 SCARCITY AND CHOICE**

- 6.1.6.A.** Explain how limited resources and unlimited wants cause scarcity.
- 6.1.6.B.** Compare ways that people meet their needs with how they meet their wants.

### Geography:

#### **7.1 BASIC GEOGRAPHIC LITERACY**

- 7.1.6.A.** Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.6.B.** Describe and locate places and regions as defined by physical and human features.

#### **7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS**

- 7.2.6.A.** Describe the characteristics of places and regions.

#### **7.3 HUMAN 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

### History:

#### **8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT**

- 8.1.6.A.** Continuity and change over time using sequential order and context of events.

#### **8.4 WORLD HISTORY**

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- 8.4.6.B.** Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.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

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## NCSS STANDARDS

- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individual, Groups and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civics Ideals and Practices

## UNIT OBJECTIVES:

### Ancient Greece:

- Describe the physical features of ancient Greece and the bodies of water that surround Greece.
- Explain how Greece's physical geography affected the lives of its people.
- Compare and contrast the aspects of life between Sparta and Athens.
- Compare and contrast the Minoans and Mycenaean civilizations and understand the importance of their cultures.
- Describe the religious beliefs of the Ancient Greeks.
- Identify the contributions of significant individuals in ancient Greece.
- Describe the Golden Age of Athens.
- Define and explain the Delian League.
- Explain the importance of the Battle of Salamis.
- Name some of the fields in which Greeks excelled or made significant accomplishments in Greece.
- Describe how the Greek city-states united to defeat Athens.
- Explain how Alexander expanded the empire and spread Greek culture.
- Explain how Alexander used his leadership skills to become emperor.
- Define and describe Hellenistic culture.

### Ancient Rome:

- Explain the legend of Romulus and Remus and their importance to Rome's founding.
- Explain how the Roman's borrowed ways from the Etruscans.
- Describe how Rome's physical contributed to the development of the civilization.
- Describe the system of government in the Roman republic.
- Explain who Hannibal was and identify his achievements.
- Explain the impact of Rome's conquest on the republic.
- Compare and contrast the powers that the plebeians and patricians during the Roman republic.
- List and describe the major achievements that advanced the Roman civilization.
- Explain the significance of Roman rulers in growth and expansion of the Roman Empire.
- Define and explain the Pax Romana.
- Explain how the Christian religion spread throughout the Roman Empire.
- Evaluate the roles of Peter and Paul in the spread of Christianity.
- Explain why Christianity became the main religion in the Roman Empire.
- Evaluate why the Christians were persecuted.
- Explain connections between Judaism and Christianity.
- Explain how Barbarian invasions affected the Roman Empire.
- Define and explain the significance of mercenaries in the Roman Empire.
- Describe the impact of Constantine on the Roman Empire.
- Explain why the eastern half of the Roman Empire survived after the fall of the western half.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## ACTIVITIES:

- Textbook readings
- Book generated activities
- Book section questions

### Suggested Activities:

- Create a map with physical and human features for both Greece and Rome.
- Construct a timeline for each chapter with accurate increments for measuring scale.
- Create Olympic games
- Compare modern and ancient Olympic Games.
- ABC book of Greece
- Research a famous Greek person, dress like them and prepare questions to ask two other Greek people of the time for a round-table discussion.
- 3D architectural buildings of importance to the Greeks/Romans.
- Develop KWL chart for the unit of study.
- Utilize resources to create a project on ancient Greece and Rome.

## ASSESSMENTS:

- Teacher generated projects, quizzes, and tests
- Student created projects

## DIFFERENTIATED INSTRUCTION

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

### Remediation

- Chapter summaries
- Graphic Organizers
- Additional time for tests and assignments.
- Extra support resources provided by teacher.

### Extension

- Challenge resources provided by the textbook.
- Journal writing

## RESOURCES:

- Textbook
- Textbook Resource Kit
- Department videos
- United Streaming
- Brain Pop
- Promethean Resources
- Web Quests
- Rand McNally online atlas
- Google Earth
- Classroom Atlases
- Internet based research

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World History</b>	<b>GRADE(S): 6th</b>
<b>UNIT: Byzantine and Medieval Europe</b>	<b>TIMEFRAME: 6 weeks</b>

## PA ACADEMIC STANDARDS:

### Civics and Government:

#### **5.1 PRINCIPLES AND DOCUMENTS OF 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 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.6.B.** Explain how citizens resolve conflicts in society and government.

#### **5.3 HOW GOVERNMENT WORKS**

**5.3.6.B.** Define and compare the role and structure of local, state, and national governments.

### Economics:

#### **6.1 SCARCITY AND CHOICE**

**6.1.6.A.** Explain how limited resources and unlimited wants cause scarcity.

**6.1.6.B.** Compare ways that people meet their needs with how they meet their wants.

#### **6.3 FUNCTIONS OF GOVERNMENT**

**6.3.6.C.** Explain the cost and benefits of taxation.

### Geography:

#### **7.1 BASIC GEOGRAPHIC LITERACY**

**7.1.6.A.** Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

**7.1.6.B.** Describe and locate places and regions as defined by physical and human features.

#### **7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS**

**7.2.6.A.** Describe the characteristics of places and regions.

#### **7.3 HUMAN 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

### History:

#### **8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT**

**8.1.6.A.** Continuity and change over time using sequential order and context of events.

#### **8.4 WORLD HISTORY**

**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.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## NCSS STANDARDS:

- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individual, Groups and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civics Ideals and Practices

## UNIT OBJECTIVES:

### Byzantine

- Describe how the physical geography and climate of the Byzantine Empire affected how people lived.
- Explain the significance of Constantinople to the Byzantine Empire and how it became the center of trade.
- Demonstrate how the Byzantine Empire was related to the Roman Empire.
- Explain what icons are and describe their role in the split of the Christian church.
- List the major beliefs of Islam.
- Explain what the Quran is and how it affects the daily life of Muslims.
- Explain how the spread of Islam has affected Southwest Asia.
- Evaluate how Islam spread outside the Arabian Peninsula.
- Explain how non-Muslims were treated in the Islamic world.
- Examine how lands were unified to create the Islamic world.

### Medieval

- Explain how the different regions of Europe affect how people live and work.
- Locate and describe how the Ural Mountains served as a natural border between Europe and Asia.
- List and describe the major rivers of Europe.
- Explain how the landforms and climate have affected the regions of Europe.
- Explain who the Vikings were and what they did in Europe.
- Explain how the Domesday Book helped kings rule and how the Magna Carta limited royal power
- Describe the different roles of surfs in feudalism.
- Explain the purpose of craft guilds.
- Explain how feudalism and the manor system affected the lives of the nobility in Medieval Europe.
- Describe how the manor system led to the growth of cities and towns.
- List and explain some of the major events that affected Europe in the late Middle Ages.
- Tell who issued the call for the Crusades and why.
- List and describe some of the major trade goods that traveled over the trade routes.
- Explain what the bubonic plague is and how it affects humans and describe the different theories on how it was brought to Europe.

## ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Textbook readings
- Book generated activities
- Book section questions

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## Suggested Activities:

- Locate and label the specific physical and human features on an outline map of Europe.
- Construct a timeline of Medieval Europe.
- List the contributions of the Middle Ages and compare them to modern times.
- Diagram, label, and explain the feudal system of the Middle Ages.
- Black Plague simulation.
- Design a personal code of arms.
- Assign cooperative groups to design a news reporting system to inform others of developments of the Crusades.
- Create a journal to explain the process of knighthood.

## **ASSESSMENTS:**

- Teacher generated projects, quizzes, and tests
- Student created projects

## **DIFFERENTIATED INSTRUCTION:**

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### Remediation

- Chapter summaries
- Graphic Organizers
- Additional time for tests and assignments
- Extra support resources provided by teacher

### Extension

- Challenge resources provided by the textbook
- Journal writing

## **RESOURCES:**

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World History/Ancient Civilizations</b>	<b>GRADE(S): 6<sup>th</sup></b>
<b>UNIT: Digging up the Past/Beginnings of Human Society, Early Civilization, Modern Southwest Asia, Ancient Egypt and Nubia and Modern Africa</b>	<b>TIMEFRAME: 14 weeks</b>

## PA ACADEMIC STANDARDS:

### Civics and Government:

#### **5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**

**5.2.6.B:** Explain how citizens resolve conflicts in society and government.

### Economics:

#### **6.1 SCARCITY AND CHOICE**

**6.1.6.A.** Explain how limited resources and unlimited wants cause scarcity.

**6.1.6.B.** Compare ways that people meet their needs with how they meet their wants

### Geography:

#### **7.1 BASIC GEOGRAPHIC LITERACY**

**7.1.6.A.** Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

**7.1.6.B.** Describe and locate places and regions as defined by physical and human features.

#### **7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS**

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- Settlement
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- Political activities

### History:

#### **8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT**

**8.1.6.A.** 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 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.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### NCSS STANDARDS:

- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individual, Groups and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civics Ideals and Practices

### UNIT OBJECTIVES:

#### Early Gatherers and Hunters:

- Describe how historians and archaeologists use artifacts to study the past.
- Determine how modern humans populated most regions of the world.
- Evaluate how humans adapted to various environments.
- Synthesize how art and other evidence reveals that human society became more complex.
- List characteristics of the Stone Age.
- Explain how the domestication of crops and animals changed the way people lived.
- Describe how complex cultures developed.
- Describe the artifacts that tell us most about the development of culture.
- Explain how landforms and climate influence culture.

#### Mesopotamia, Babylonia, Assyria, Hebrews, Phoenicians, and Lydians:

- Explain how Mesopotamian civilization began and grew.
- Explain and describe where one of the first civilizations arose.
- Describe the early agricultural techniques used in Mesopotamia.
- Explain the significance of economic surplus and the rise of civilization in Mesopotamia.
- Explain why people in the Fertile Crescent settled in southern Mesopotamia.
- Describe the Sumerian civilization
- Explain the relationship between Sumerian religion and government.
- Explain how Sumerian writing changed over time.
- List and explain the significant achievements in technology and invention in early Mesopotamia.
- Explain how advances in Sumerian civilizations occurred over time.
- Explain who Hammurabi was.
- Evaluate the significance of the Code of Hammurabi.
- List the similarities and differences between the Assyrian and Babylonian cultures.
- Describe the contributions made by the Babylonians to civilization.
- Describe the origin of ancient Israel and its civilizations.
- Examine the origin and significance of Judaism as one of the first monotheistic religions.
- Explain the significance and contributions of the Lydians and the Phoenicians.

#### Modern Southwest Asia:

- Identify the modern countries of southwest Asia.
- Synthesize the change of borders in the early 1900's with Britain's control of the region.
- Evaluate how the gaining of independence, conflict of religions, and oil wealth caused some governmental changes and war.
- Compare how ancient Mesopotamian culture evolved to modern regional traditions and modern global culture.
- Examine how people have dealt with scarcity of resources.
- Examine the different political systems of the Middle East.
- Evaluate the varied standards of living across the region.



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### Egypt and Nubia:

- Explain how often and when the Nile flooded.
- Describe the route of the Nile.
- List some of the technology the Egyptians used to adapt to the annual flooding of the Nile.
- List the ways the Nile was both beneficial and disastrous to the Egyptian civilization.
- Explain how understanding the flooding of the Nile helped Egyptian civilization thrive and last for thousands of years.
- Describe and explain the importance of Pharaohs and pyramid building in ancient Egypt.
- Explain who unified upper and lower Egypt and when.
- Explain how we decode hieroglyphics.
- Evaluate the similarities and differences between Egyptian and Sumerian culture.
- Explain why trade was important to Egypt's economy.
- Compare and contrast the geography of Egypt and Nubia.
- Describe the interactions between the Egyptians and the Nubians.

### Modern Africa:

- Examine the climates and geographic features of Africa.
- Describe how scarcity of resources has caused hardship.
- Evaluate settlement patterns.
- Determine how the spread of major religions affected the region's culture.
- Evaluate how European colonization affected modern Africa.
- Synthesize information to determine why areas of Africa are more developed than others.

### **ACTIVITIES:**

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Textbook readings
- Book generated activities
- Book section questions

### Suggested Activities:

- Complete the appropriate labeling of an outline map of Mesopotamia and the Fertile Crescent
- Complete activities using maps, charts, and time lines.
- Diagram, label and explain the class system of Ancient Egypt
- Egypt Quest-within a group, create five projects pertaining to Egypt: group mascot poster, detailed map of Egypt, Mummification process and hieroglyphics, travel brochures, inner workings of a pyramid with a report.
- Write messages using cuneiform or hieroglyphics.
- Activities representing mummification process

### **ASSESSMENTS:**

- Teacher generated projects, quizzes, and tests.
- Student created projects.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### **DIFFERENTIATED INSTRUCTION:**

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

#### Remediation

- Chapter summaries
- Graphic Organizers
- Additional time for tests and assignments.
- Extra support resources provided by teacher.

#### Extension

- Challenge resources provided by the textbook.
- Journal writing

### **RESOURCES:**

- Textbook
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- Google Earth
- Classroom Atlases
- Internet based research

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

<b>COURSE: World History</b>	<b>GRADE(S): 6th</b>
<b>UNIT: Map Skills</b>	<b>TIMEFRAME: 2 Weeks</b>

## PA ACADEMIC STANDARDS:

### Geography:

#### 7.1 BASIC GEOGRAPHIC LITERACY

- 7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.6.B. Describe and locate places and regions as defined by physical and human features.

#### 7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

- 7.2.6.A. Describe the characteristics of places and regions.

## NCSS STANDARDS:

- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups and Institutions

## UNIT OBJECTIVES:

- Describe ways to use latitude and longitude to study Earth.
- Identify the five themes of geography.
- Identify different parts of a map.
- Explain how to use standard map features to read maps.
- Identify different kinds of maps.
- Explain the kind of information that each type of map shows.
- Identify major land and water forms.
- Estimate distance, calculate scale, and distinguish other geographic relationships, such as, population density and spatial distribution patterns.

## ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Textbook readings
- Book generated activities
- Book section questions

### Suggested Activities

- Design a personal time line.
- Construct a thematic map using the 5 elements of an appropriate map: scale, key, compass rose, longitude/latitude, title.
- Create a scaled map of the classroom, complete with position of the classroom within the school.
- Using the 5 themes of geography(location, place, human environment interaction, movement, region) create either a powerpoint, poster, travel broshure, or any other teacher approved project.
- Construct a world map.
- Complete activities using maps, charts, and time lines.

## ASSESSMENTS:

- Teacher generated projects, quizzes, and tests.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## **DIFFERENTIATED INSTRUCTION:**

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

### Remediation

- Chapter Summaries
- Graphic Organizers
- Additional time for tests and assignments
- Extra Support resources provided by teacher

### Extension:

- Challenge resources provided by the textbook
- Journal writing

## **RESOURCES:**

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