

Unit #1: Prehistory

Overview:

- Paleolithic people survived by hunting and gathering, which led to the development of tools and weapons.
- Life became less difficult for Paleolithic people once they discovered fire. Fire provided warmth, light, and cooked food.
- Early people developed spoken language and art during the Paleolithic Age.
- The ice ages were long periods of extreme cold. They were major environmental disturbances that threatened the survival of humans.
- The most recent Ice Age began about 100,000 years ago when thick sheets of ice moved across parts of Europe, Asia, and North America.
- Low sea levels created land bridges, which allowed people to travel from Asia into North America.
- Humans adapted to the Ice Age by eating fatty meals, building shelters, making fur clothing, and using fire.
- Historians call the later period of early human history the Neolithic Age.
- During the Neolithic Age, people shifted from hunting and gathering their food to systematic agriculture.
- Systematic agriculture meant growing and producing food, which led to population growth, established communities, and domesticated animals.
- Some historians consider the Agricultural Revolution the most important event in human history.
- Historians call the later period of early human history the Neolithic Age.
- During the Neolithic Age, people shifted from hunting and gathering their food to systematic agriculture.
- Systematic agriculture meant growing and producing food, which led to population growth, established communities, and domesticated animals.
- Some historians consider the Agricultural Revolution the most important event in human history.

Length of Unit: 3 weeks /
Semester 1

Suggested Books/Resources:

McGraw-Hill: Chapter 3
DVD or youtube about the Iceman of the Alps
Cave drawings
Domestication research report

**Standards/Performance
Expectations Assessed** with
Corresponding Level of Proficiency:

Introductory MS-G.G1.F2

Introductory MS-H.H1.F1

***Developing MS-G.G1.F3**

Introductory MS-H.H1.F2

Introductory MS-G.G1.D1

Developing MS-H.H1.D4

Developing MS-H.H1.D2

Knowledge Acquisition

Students will know...

- How Paleolithic humans adapted to their environments to survive.
- How advances during the Paleolithic made it possible for humans to survive the Ice Ages.
- Why some historians consider the Agricultural Revolution the most important event in human history.
- Why people created permanent settlements when they began to farm
- How technology and roles changed as a result of permanent communities.

Students will be skilled at...

- Analyzing images of Paleolithic and Neolithic shelters, tools and art.
- Writing descriptive paragraphs on how trial and error helped humans survive.
- Connecting farming to daily life.
- Drawing conclusions about why agriculture was a revolution.

Vertical Alignment

WPS 6th Grade Social Studies Curriculum

Introductory MS-G.G1.D2 Introductory MS-H.H1.F4 Developing MS-G.G2.F1 Developing MS-G.G2.D1	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards

Unit #2: Mesopotamia

Overview:

- Mesopotamia is the earliest known civilization. It developed between the Tigris and Euphrates rivers on a fertile strip of land known as the *Fertile Crescent*.
- The fertile valley drew Mesopotamians to build farming communities beginning in about 4000 B.C.
- Farmers developed new irrigation methods to cope with the region's seasonal droughts and flooding.
- Farmers grew extra food, which allowed other people to develop new trades, such as weaving cloth and making pottery and tools.
- Sumerian cities were cut off from their neighbors, so each city developed into a city-state with its own government, agriculture, and economy.
- City-states often went to war with one another over resources and territory.
- Sumerians were polytheistic (believed in many gods). They built large temples called Ziggurats.
- The Sumerian people were divided into social classes and usually remained in the social class into which they were born.
- Mesopotamia has been called the *cradle of civilization*—the beginning of organized human society.
- An important Sumerian invention was cuneiform, a pictographic system of writing to document daily life.
- Sumerians invented the wheel, sailboat, wooden plow, and the potter's wheel and they were the first to make bronze, used to craft stronger tools.
- Sumerians studied mathematics, devised systems for counting, calculations, and time keeping and astronomy, developing a 12-month calendar using the moon's cycle.
- An empire is a group of many different lands under one ruler and through conquest and trade spreads its culture over a wide region.
- Sargon was an ambitious Akkadian ruler who created the world's first empire by conquering other Sumerian city-states one by one.
- Hammurabi became king of the Babylonian Empire by conquering cities controlled by the Amorites. He created a set of laws known as Hammurabi's Code.
- The Assyrians built a large, powerful army that began taking over most of Mesopotamia around 900 B.C.
- The Assyrian army was well trained, disciplined, and used iron weaponry.
- Assyrian kings divided the empire into political districts called provinces, which were connected by roads and governed by officials chosen by the kings.
- The Assyrians built one of the world's first libraries in the empire's capital city of Nineveh.
- King Nabopolassar led the Chaldeans in their revolt against the Assyrians and created the Chaldean Empire with his son, Nebuchadnezzar.
- The capital was Babylon, which became one of the largest, richest, and most beautiful cities of its time.
- Babylon was located on a busy trade route and grew wealthy from the trade of goods.
- The Chaldean Empire declined due to weak rulers, poor harvests, and slow trade. The Persians captured Babylon and made Mesopotamia part of their empire.

Length of Unit: 3 weeks /
Semester 1

Suggested Books/Resources:

McGraw-Hill: Chapter 4.
DVD "Out of Eden"
Birds eye view of a city-state.
Travel poster for "The First Civilization"

**Standards/Performance
Expectations Assessed** with
Corresponding Level of Proficiency:

Introductory MS-CG.CG3.D2

***Introductory MS-H.H1.F2**

Knowledge Acquisition

Students will know...

- How Gilgamesh relates to modern day literature pieces.
- What it was like to live in Sumer

Students will be skilled at...

- Explaining how floods help farmers
- Drawing conclusions about why cities had walls around

WPS 6th Grade Social Studies Curriculum

Introductory MS-PFE.GC.F1 Introductory MS-H.H1.F3 Developing MS-PFE.GC.D1 Developing MS-H.H1.D1 Introductory MS-G.G1.F2 Developing MS-H.H1.D2 *Developing MS-G.G1.F3 Developing MS-H.H1.D3 Introductory MS-G.G1.D1 Developing MS-H.H1.D4 Introductory MS-G.G1.D2 Developing MS-G.G2.F1 Introductory MS-H.H1.F1	• Sumerian ideas and inventions • Themes found in the epic poem genre • How civilization first developed • Contributions made by the Assyrians, Babylonians and Chaldeans	them • Explaining why writing was invented • Describing the location of the Fertile Crescent • Comparing social classes in Sumer • Describe the importance of scribes • Describe the importance of Hammurabi's code • Identify the Hanging Garden of Babylon • Explaining how the Assyrians were overthrown
	Vertical Alignment	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
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Unit #3: Ancient Egypt and Nubia:

Overview:

- The fertile land of the Nile River valley drew settlers as early as 5000 B.C.
- The Nile River and its lush valley contrast sharply with the nearby deserts.
- Deserts isolated and protected Egypt from invaders.
- Ancient Egyptians sailed the Nile for travel and trade.
- Ancient Egyptians used the Nile's predictable flooding for agricultural purposes.
- Farmers developed tools and farming technology, such as irrigation canals.
- Egyptians gathered the papyrus plants and used them to weave objects and to make paper.
- Egyptians developed their own writing systems of symbols that represented objects, ideas, and sounds.
- Egyptian farmers were able to grow a surplus of food, which allowed workers to pursue other occupations, construction to increase, and governments to organize processes.
- Ancient Egyptian history is divided into three time periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom.
- By 4,000 B.C., Egypt was made up of two large kingdoms: Upper Egypt and Lower Egypt.
- King Narmer of Upper Egypt conquered and united all of Egypt into one country in 3,100 B.C.

Length of Unit: 6 weeks /
Semester 1

Suggested Books/Resources:

3-D map of the Upper Nile River valley.

Writing their own name in hieroglyphics to hang on their lockers.

McGraw-Hill: Chapter 4

**Standards/Performance
Expectations Assessed** with
Corresponding Level of Proficiency:

Introductory MS-CG.CG3.D2

***Introductory MS-H.H1.F2**

Introductory MS-PFE.GC.F1

Introductory MS-H.H1.F3

Developing MS-PFE.GC.D1

Developing MS-H.H1.D1

Introductory MS-G.G1.F1

Developing MS-H.H1.D2

Introductory MS-G.G1.F2

Developing MS-H.H1.D3

Knowledge Acquisition

Students will know...

- Why the Nile River was important to ancient Egyptians
- Characteristics of ancient Egyptian religion and society
- Factors that led to the rise and fall of the ancient Egyptian empire
- How Egypt influenced other kingdoms

Students will be able to...

- Compare populations of the Fertile Crescent and the Nile River Valley
- Describe a main agricultural product and its economic effect on ancient Egypt
- Analyze how a belief in the afterlife influenced ancient Egyptian life
- Describe ancient Egyptian social classes
- Organize information about a pharaoh's job
- Describe how an empire is built
- Analyze Egyptian art
- Identify how Kush and Egypt influenced each other

Vertical Alignment

WPS 6th Grade Social Studies Curriculum

*Developing MS-G.G1.F3 Developing MS-H.H1.D4 Introductory MS-G.G1.D1 Introductory MS-G.G1.D2 Developing MS-G.G2.F1 Introductory MS-H.H1.F1	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
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Unit #4: Ancient Greece

Overview:

- Greece is a peninsula and includes many islands.
- Much of the land in Greece is mountainous.
- Farming, fishing, and trade were important economic activities for the early Greeks.
- Many Greek communities were separated by mountains and valleys, and as a result, they considered themselves separate countries.
- The Minoan civilization developed on the island of Crete.
- It was the first civilization to develop in the Aegean region.
- The Minoans traded goods, such as pottery and stone vases, with Egypt and Syria.
- The Minoan civilization ended around 1450 b.c.
- The Mycenaeans lived on mainland Greece; they later controlled the Aegean Sea region.
- Mycenaean kingdoms fought each other, and by 1100 b.c., the civilization had ended.
- After the Dorians invaded the mainland, Greece went through a period known as a Dark Age.
- The Hellenes, or Greeks, returned to the mainland and trade increased. The Greeks adopted an alphabet from Phoenician traders.
- Starting around 700 b.c., farmers were unable to grow enough food for Greece's increasing population.
- Greek people formed colonies along the coasts of the Mediterranean Sea and the Black Sea.
- The colonies grew food and provided resources to the people in Greece.
- As trade increased, Greek merchants began using coins to trade for goods.
- The political unit of early Greece was the city-state, which was like an independent country.
- The Greeks developed the concept of citizenship.
- Only men who were born in the city-state and owned land could be citizens.
- People felt a strong loyalty to their own city-states, which divided the Greeks and created conflict between the city-states.
- Ancient Greece had one-person rule for many years: first by the king, then by tyrants.
- Around 650 b.c., tyrants seized power from the nobles and ruled many city-states.
- Most people supported the tyrants but wanted to have a say in the government.
- Around 500 b.c., many city-states changed their government to either a democracy or an oligarchy.
- Sparta invaded nearby city-states for resources and enslaved the people living there.
- To prevent revolts, Sparta became a military society that required all males to train for battles.
- The Sparta government was an oligarchy; leaders opposed education, fearing it could lead to unrest.
- Spartan leaders resisted change; they prevented citizens from traveling, except for military purposes, and used iron bars instead of coins for trade, which led to Sparta's isolation.
- Athens valued education; boys were taught math and drawing in schools, and girls were taught household duties at home.
- Solon ended farmers' debts and opened the courts and assembly to all male citizens.
- Leaders who took over after Solon made further reforms to improve life for Athenians.
- Although Athens became more democratic, women, enslaved people, and foreign-born men were not allowed to participate in the government.
- Athens became a powerful city-state after the Persian Wars ended.
- Athens was a direct democracy, a type of government in which all citizens vote on government matters.
- Pericles made Athens a more democratic city-state during his leadership of more than 30 years.
- Under Pericles's rule, Athens became the economic and cultural center of Greece.
- The daily lives of Athenians were shaped by their economic class and by gender.
- Athenian men worked as farmers, artisans, and merchants; Athenian women tended the household and children.
- Despite being a democracy, Athens, like most ancient civilizations, relied on the work of enslaved people.
- Since farming did not provide enough food for the large city-state, Athens relied heavily on trade.

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- The Delian League was a group of city-states who joined together to defend themselves against outside threats.
- Sparta did not join the Delian League and became a rival of Athens. Wars broke out.
- Athens weakened as disease claimed many Athenians; where as Sparta built up its navy after trading territory for gold from Persia.
- Sparta became the ruler of the Greek empire after defeating Greece in the Peloponnesian War.
- The ancient Greeks believed in many gods and goddesses who lived on Mount Olympus.
- Greek gods and goddesses had human qualities, such as physical and emotional characteristics.
- Zeus was the king of the Olympian gods; all Greeks worshipped Zeus as the chief god.
- The ancient Greeks believed that the oracle could predict their future.
- Greek literature has had a large influence on European and American literature.
- The epic stories the Illiad and Odyssey by Homer portrayed Greek values.
- Aesop's fables are stories that teach a lesson; morals from the fables are still quoted today.
- Greeks wrote many dramas, which were stories performed on a stage; these included comedies and tragedies.
- Four famous Greek drama writers were Aeschylus, Sophocles, Euripides, and Aristophanes.
- The content of dramas often promoted intellectual curiosity and portrayed Greek values.
- Greek drama continues to influence how people are entertained today.
- Greek art and architecture is now referred to as classical.
- Greek works showed the ideal beauty of reason, balance, harmony, and the human body.
- Greeks used mathematical formulas to design and construct their art and architecture.
- The ancient Greeks valued philosophy, which means "love of wisdom."
- The Sophists, a group of traveling teachers, taught academic subjects, public speaking, and debate.
- Socrates, a philosopher, believed in absolute truth and asking questions to find answers.
- Plato and Aristotle were also Greek thinkers who studied science and government; both men influenced contemporary society.
- Herodotus and Thucydides were early Greek historians who focused on making sure their accounts of events were accurate.
- Greek scientists believed in rational explanations for natural phenomena and that numbers governed the universe.
- Hippocrates was a Greek doctor who believed that natural causes led to disease; he is considered the "father of medicine."
- Alexander's armies spread Greek culture and values to the places they conquered. This time period is called the Hellenistic Era.
- After Alexander died, his empire was divided into four kingdoms.
- Alexandria became the largest city in the Mediterranean world.
- Greek culture continued to spread as Greeks and Macedonians settled in conquered lands.
- The four Hellenistic kingdoms shared the Hellenistic culture, but were often in conflict.
- Rome was a Greek city-state on the Italian peninsula.
- The Greeks tried to stop Rome's growing power; however, Rome eventually took control of Greece.

Length of Unit: 4-6 weeks /
1st-2nd semester.

Suggested Books/Resources:

McGraw-Hill: Chapters 7 and 8
Model of a Greek temple/STEM project
Identifying historical places and landmarks on maps of Greece
A variety of dvd's about ancient Greece and Hellenism.

**Standards/Performance
Expectations Assessed** with
Corresponding Level of Proficiency:

Knowledge Acquisition

Students will know...

Students will be able to...

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Introductory MS-CG.CG3.D2 *Introductory MS-H.H1.F2 Introductory MS-PFE.GC.F1 Introductory MS-H.H1.F3 Developing MS-PFE.GC.D1 Developing MS-H.H1.D1 Introductory MS-G.G1.F2 Developing MS-H.H1.D2 *Developing MS-G.G1.F3 Developing MS-H.H1.D3 Introductory MS-G.G1.D1 Developing MS-H.H1.D4 Introductory MS-G.G1.D2 Developing MS-G.G2.F1 Introductory MS-H.H1.F1	• How geography affected the early Greeks • How the Minoan and Mycenaean civilizations developed • How Greek culture spread to other parts of the world • Different governmental forms that developed in Greek city-states • Why Sparta became a military society • How Athens developed • How Athens defeated the Persians • What it was like to live in Athens during its Golden Age • Ideas expressed by the Greeks in their literature, drama, art and architecture • Greek beliefs about history, science and philosophy • Information about Alexander the Great, Hellenism and the spread of Greek culture	• Explain how geography affected ancient Greece • Identify similarities and differences between ancient Greece and modern U.S.as related to Democracy • Explain differences between Athens and Sparta • Describe the characteristics of different governmental forms in ancient Greece • Identify characteristics of life in Athens and Sparta • Organize information about Greek religion • Describe ancient Greek philosophy • Describe Alexander's military achievements • Explain Hellenism • Identify contributions of the Hellenistic Era
	Vertical Alignment	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
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Unit #5: Ancient Rome and Byzantium

Overview:

- Italy's location, mild climate, and fertile land attracted settlers. Between 2,000–500 B.C., Rome was settled by the Latins, Greeks, and Etruscans.
- Rome was built on seven hills along the Tiber River, making it easy to defend.
- The Greeks introduced the Greek alphabet, sculpture, and olive and grape farming to Rome.
- The Etruscans transformed Rome from a village with straw huts to one with temples, streets, and public squares.
- The Romans rejected Etruscan rule and set up a republic.
- For the first 200 years, the Roman Republic fought many wars and built a strong army with advanced weaponry and new military strategies.
- In every conquered region, the Romans built military towns and a network of roads used by the armies.
- The Romans ruled fairly over the conquered people, which helped the Romans gain control of most of Italy.
- Roman government: the consul (administrative and military), the praetors (judicial), and the Senate and the Assembly of Centuries (legislative).
- Conflict between the social classes threatened the collapse of the empire and resulted in the Council of Plebs.
- Cincinnatus, a farmer, fulfilled his civic duty when he was called to rule as dictator during an emergency.
- In 451 B.C., Rome created its first written code of laws, the Twelve Tables. The Roman *rule of law* is the basis of the United States legal system.
- From 264 B.C. to 146 B.C., three Punic Wars were fought between Rome and Carthage to gain control of the Mediterranean region.
- During the second Punic War, Carthage's general Hannibal and his army took elephants over the Alps and into Italy.
- Rome won all three of the Punic Wars, expanding its territory and power following each war.
- After the Punic Wars, Rome conquered Greece and acquired a province in Asia.
- Plebeian farmers, unable to compete against large farming estates, went out of business.
- The unemployed moved into cities, but enslaved people there did most of the work; a "bread and circuses" policy was used to try to calm rebellions.
- Plebeians joined armies as paid soldiers and pledged loyalty to army generals, who gained more power than the government.
- General Sulla named himself dictator of Rome; conflict raged in Rome for the next 50 years.
- Julius Caesar formed a partnership with two other army generals to rule Rome, called First Triumvirate.
- After the death of one of the triumvirate, Caesar used his army to gain control of all of Italy and declared himself dictator for life.
- Caesar brought peace and reforms to Rome, creating more jobs, granting citizenship, and designing a 365-day calendar.
- Caesar's enemies, led by senators Cassius and Brutus, feared his growing power and killed him.
- Caesar's nephew, Octavian, and two army generals won the civil war that broke out after Caesar's death and formed the Second Triumvirate in 43 B.C.
- Octavian became supreme ruler of Rome; the Roman Republic ended.
- Many Romans favored a representative republic as taught by Cicero; however, Octavian persuaded the Roman Senate to give him complete power.
- Octavian became the first emperor of Rome and took the title of Caesar Augustus.
- Augustus brought an era of peace to Rome, called *Pax Romana*, which lasted nearly 200 years.
- The Roman Empire was divided into provinces, each with its own governor, and borders were established along natural physical features.
- Augustus created a permanent army of 150,000 soldiers, developed programs to help poor people, and reformed Rome's legal system and tax laws.
- After Augustus's death, some emperors governed the Roman Empire effectively, but others were cruel.
- After Nero's death, violent rebellion erupted in the Roman Empire. Vespasian became emperor in A.D. 69 and crushed opposition to Roman rule.
- A series of five "good emperors" helped Rome grow and prosper through public works programs and social and economic reforms. The Roman Empire grew to be one of the largest empires in history.
- By A.D. 212, every free person in the empire was considered a Roman citizen. A network of paved roads was built throughout the empire. Trade flourished and agriculture became a major part of Rome's economy.
- Rome was one of the largest cities in the ancient world and had a population of more than a million people by about A.D. 1.
- Rome's population was made up of wealthy, poor, and enslaved people.
- Family was central to Roman life; though large, patriarchal families gradually shifted to smaller families with more shared rights.

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- Only males of wealthy families went to school, and only women of wealthy families gained rights.
- Roman art, writing, theater, architecture, and science were influenced by the Greeks.
- Romans learned about the anatomy of the human body from the works of the Greek doctor Galen.
- Roman art and literature showed both the virtues and the flaws of gods and people.
- Roman advances in engineering and architecture influenced future generations.
- After the Roman Empire was divided in A.D. 395, the eastern half became the Byzantine Empire.
- Under Emperor Justinian, the Byzantine Empire's territory expanded, laws improved, and art flourished.
- Constantinople's location between the Black Sea and the Aegean Sea helped it become a wealthy center of trade and culture.
- Roman ideas influenced the early Byzantine Empire but faded as Greek and other cultures blended to form the Byzantine civilization.
- The Emperor Justinian and his wife Theodora ruled the Byzantine Empire at the height of its power.
- Justinian and Theodora created the Justinian Code, a simplified code of laws; most of today's western legal systems are based on the Justinian Code.
- The Byzantine emperors built many churches and other buildings and supported the arts.
- The Byzantine Empire lost most of its western land after Justinian died.

Length of Unit: 4-6 weeks / 2nd semester.

Suggested Books/Resources:

Roman Expansion Map, All Roads Lead to Rome project.
DVD The Eruption of Mount Vesuvius.
Chapters 11 and 12 in McGraw-Hill.

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency:

Introductory MS-CG.CG3.D2
***Introductory MS-H.H1.F2**
Introductory MS-PFE.GC.F1
Introductory MS-H.H1.F3
Developing MS-PFE.GC.D1
Introductory MS-H.H1.F4
Introductory MS-G.G1.F1
Developing MS-H.H1.D1
Introductory MS-G.G1.F2
Developing MS-H.H1.D2
***Developing MS-G.G1.F3**
Developing MS-H.H1.D3
Introductory MS-G.G1.D1
Developing MS-H.H1.D4
Introductory MS-G.G1.D2
Developing MS-G.G2.F1

Knowledge Acquisition

Students will know...

- The effects that geography had on the rise of Rome
- How Rome gained control of the Mediterranean region
- How conflict between social classes led to changes in Rome's government
- How the Punic Wars began
- The decline of the Republic
- The beginning of the Empire
- The reasons the Empire declined
- Why the Byzantine Empire became powerful

Students will be able to...

- Explain how geography contributed to the growth of Rome
- Discuss Roman social classes and their problems
- Describe the Punic Wars
- Identify the causes of the fall of the Roman Republic
- Determine the impact of Julius Caesar
- Identify the reasons the Roman Empire was formed
- Determine the impact of Augustus Caesar
- Describe the empire's economy
- Identify what life was like in Rome
- Discuss the impact of Germanic invaders
- Identify the legacy of ancient Rome to us today
- Identify the Byzantine Empire and its cultural impact
- Discuss the roles of Justinian and Theodora

Vertical Alignment

Prerequisite Knowledge/Skills/Standards

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Future Knowledge/Skills/Standards

Introductory MS-H.H1.F1		
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Unit #6: Middle Ages in Europe

Overview:

- The Middle Ages is a period of about 1,000 years between ancient and modern times.
- Europe is a large peninsula with many smaller peninsulas. Most of Europe's lands were close to seacoasts or other waterways, which encouraged trade, economic growth, and exploration.
- Rivers in Europe served as transportation to the seas, as well as barriers between lands.
- Mountain ranges separate different parts of Europe, which kept some peoples isolated in small, independent groups.
- King Clovis of the Franks converted to Catholicism; in the 700s, the Franks defeated the Muslims, ensuring Christianity as Europe's major religion.
- In 800, the pope made Emperor Charlemagne the ruler of the largest kingdom in Western Europe.
- Vikings sailed from Scandinavia and raided European coasts; Muslims from Northern Africa and Magyars from Hungary invaded parts of France and Italy.
- To unite Germany, Duke Otto was elected king; in 962, the pope named him ruler of the Holy Roman Empire.
- Missionaries traveled to spread Christianity throughout Europe.
- Monks and nuns taught, invented, and provided medical care.
- The church and political rulers disagreed over who had final authority until they signed an agreement called the Concordat of Worms in 1122.

Length of Unit: 2-3 weeks / 2nd semester

Suggested Books/Resources:

McGraw-Hill: Chapter 19
 DVDs "Castle" and "Cathedral" by David MacCauley
 The Luttrell Psalter youtube video
 Project and essay as students assume the identity of a person from the Middle Ages

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency

Introductory MS-CG.CG3.D2
***Introductory MS-H.H1.F2**
Introductory MS-PFE.GC.F1
Introductory MS-H.H1.F3
Developing MS-PFE.GC.D1
Introductory MS-H.H1.F4
Introductory MS-G.G1.F2
Developing MS-H.H1.D1
***Developing MS-G.G1.F3**
Developing MS-H.H1.D2

Knowledge Acquisition

Students will know...

- How the geography of Europe shaped the development of cultures
- The achievements of European leaders
- The Role of the Church in medieval Europe and the conflicts experienced by the Catholic church
- What feudalism was and its importance
- What the Magna Carta is
- What the Crusades were
- About the Black Death
- The effects of the Hundred Years' War
- The role that architecture, education, literature, and religion played in medieval life.

Students will be able to...

- Describe Charlemagne
- Explain Feudalism
- Compare the lives of peasants and knights
- Analyze the Magna Carta
- Explain the Crusades and the effects of it
- Discuss problems and changes during the Middle Ages (the crusades, Black Death etc.)

Introductory MS-G.G1.D1 Developing MS-H.H1.D3 Introductory MS-G.G1.D2 Developing MS-H.H1.D4 Developing MS-G.G2.F1 Developing MS-G.G2.D1 Introductory MS-H.H1.F1	Vertical Alignment	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
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Unit #7: Economics

Overview:

- In order to make goods and offer services, people need resources.
- There are four major kinds of resources: land, labor, capital, and entrepreneurship. Technology may also be considered a resource.
- The laws of supply and demand affect how much of any good or service will be produced and what it will cost.
- Scarcity and opportunity cost affect supply and demand.
- Economic systems organize the way societies manage their resources as well as supply and demand.
- A traditional economy is based on custom. Many hunter-gatherer groups had traditional economies.
- In a command economy, the government decides what goods will be made and who will receive them. Ancient Mesopotamia and Egypt had command economies.
- In a market economy, each person makes individual choices about what to make, sell, and buy. The United States economy is a market economy.
- Countries trade with each other when each can benefit from the exchange.
- Exports are goods shipped out of a country and sold in another country. Imports are goods a country buys from other countries.
- Barter is when goods and services are exchanged for other goods and services; no money is used.
- Conflict and geography can create barriers to trade. In the modern world, globalization has increased ties among the world's economies.

Length of Unit: 2-3 weeks / 2nd semester.

Suggested Books/Resources:

The World in a Chocolate Bar, (the candy bar project)

Lesson 2-2 in McGraw-Hill

Videos over how chocolate bars are made TedED "The Story of Chocolate"

The movie - Charlie and the Chocolate Factory

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency:

Introductory MS-PFE.PF.F1

Introductory MS-H.H1.F3

Introductory MS-PFE.PF.F2

Introductory MS-H.H1.F4

Developing MS-PFE.E.D1

Introductory MS-PFE.GC.F1

***Developing** MS-PFE.GC.D1

Developing MS-G.G2.D1

Knowledge Acquisition

Students will know...

- Basic principles of economics and trade

Students will be able to...

- Identify basic economic systems
- Explore the role of trade in world history
- Compare and contrast the advantages and disadvantages of trade

Vertical Alignment

Prerequisite Knowledge/Skills/Standards

-

Future Knowledge/Skills/Standards

Unit #8: Ancient India and China

Overview:

- India is a subcontinent, which is a part of the continent of Asia.
- India is separated from the rest of Asia by mountain systems, including the Himalaya; the southern two-thirds of India is part of the Deccan Plateau.
- The three main rivers of India are the Indus, the Ganges, and the Brahmaputra.
- Seasonal winds called *monsoons* greatly affect the climate and agriculture in India.
- About 5,000 years ago, the first settlements were built along the Indus River.
- Ruins of the former cities of Mohenjo-Daro and Harappa reveal much about Indus culture.
- The cities had advanced features such as paved streets, indoor bathrooms, and garbage chutes.
- Archaeologists have learned that most Indus Valley people lived in farming villages, made metal tools and clay pottery, and traded with other civilizations.
- Around 1900 B.C., the people of the Indus Valley began to abandon their cities and villages.
- Aryans migrated to India and mixed with the descendants of the Indus Valley people; together they created a new culture.
- The Aryans made iron tools, farmed the land, and built irrigation systems.
- Aspects of Aryan culture, such as the Sanskrit language and reading of the Vedas, were important.
- The Aryans settled along the Ganges River; most were farmers, but some were workers specializing in weaving and carpentry.
- The Aryans created *varnas*, which were four social classes, and believed that people were members of the social class into which they were born.
- In ancient India, extended families lived together in one household, parents arranged marriages for their children, and men had more rights and privileges than women.
- Chinese civilization began along the Huang He (Yellow River) and later the Chang Jiang (Yangtze River), due to the rich soils provided for farming.
- Although China has fertile river valleys, mountains and desert make up much of the landscape, and only 10 percent of the land can be farmed.
- The mountains and desert made a physical and cultural barrier, isolating China.
- China's isolation led it to develop a unique culture and a strong sense of independence.
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- China's isolation led it to develop a unique culture and a strong sense of independence.
- The Zhou dynasty, which ruled after the Shang, lasted for more than 800 years and is China's longest-ruling dynasty.
- The kings ruled under a Mandate of Heaven and with the help of a bureaucracy and a strong army.
- Under the Zhou kings, the Chinese developed irrigation systems, a more reliable water supply, and the use of horses in battle.
- Aristocrats began to fight each other for power, which eventually led to the fall of the Zhou empire.

Length of Unit: 2 weeks / 1st semester or the very start of 2nd semester.

Suggested Books/Resources:

Webquests for each topic & video's for each topic
McGraw-Hill: Chapters 9 and 10

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency:

Knowledge Acquisition

Students will know...

Students will be skilled at...

WPS 6th Grade Social Studies Curriculum

Introductory MS-CG.CG3.D2 Introductory MS-H.H1.F1 Introductory MS-PFE.PF.D1 *Introductory MS-H.H1.F2 Introductory MS-PFE.GC.F1 Developing MS-H.H1.D2 Developing MS-PFE.GC.D1 Developing MS-H.H1.D3 Introductory MS-G.G1.F2 Developing MS-H.H1.D4 *Developing MS-G.G1.F3 Introductory MS-G.G1.D1 Introductory MS-G.G1.D2 Developing MS-G.G2.F1	• How the Indus Valley civilization developed • The origins of the caste system in India • Basic concepts of Hinduism and Buddhism • Who Ashoka was • The achievements of the Golden Age of the Gupta • Contributions of Indian culture to literature, art, math and science • How geography shaped the development of ancient China • Why the Shang rulers were able to remain powerful • The fall of the Zhou dynasty	• Recognize why people settle near rivers • Describe early civilizations in India • Recall the names of the castes in India • Compare and contrast Huang He Valley civilization with other river valley civilizations studied in this school year • Explain the role of geography in ancient China • Compare and contrast the Shang and Zhou dynasties
	Vertical Alignment	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
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