

## CURRICULUM MAP

Course Title: 6<sup>th</sup> Grade OUR WORLD / WORLD HISTORY

UNIT/ORGANIZING PRINCIPLE: UNIT 2 ANCIENT WORLDS PACING: 9 WKS

UNIT NUMBER: 2

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>Distinguish between the Greek and Roman civilizations:</p> <ol style="list-style-type: none"> <li>1. Origin of democracy</li> <li>2. Rule of law</li> <li>3. Government structure</li> </ol> <p>Identify responsibilities that government and citizens need to accept to become effective in a constitutional democracy. Interpret the consequences of economic decisions.</p> <p>Describe patterns of population movement and their impact on cultures.</p> <p>Evaluate how religious institutions met the needs of people.</p> <p>Describe how cultural traditions affected people's behavior.</p>	<p>Distinguish between the governmental structures.</p> <p>Identify responsibilities of citizens and government within a democracy.</p> <p>Interpret the past, explain the present and predict future consequences of economic decisions.</p> <p>Describe how population migrations have impacted cultures and communities.</p> <p>Evaluate how the needs of people are met by organizations such as government, religion, and businesses.</p> <p>Describe how Christianity affected people's behavior, perceptions, and judgments of events.</p>	<p>Summative: (Must be Common Assessment)</p> <p>Oral/technology Presentations</p> <ul style="list-style-type: none"> <li>* Rubrics</li> <li>* Scoring guides</li> <li>* Criteria checklists</li> </ul> <p>Testing</p> <p>Text</p> <p>Teacher created standardized tests</p> <p>Quizzes</p> <p>Formative: Teacher observation</p> <ul style="list-style-type: none"> <li>* Informal assessment procedures (participation, verbal)</li> <li>* Performance assessment</li> </ul>	<p>Limited government</p> <p>Rule of law</p> <p>3 branches of government</p> <p>Majority rule</p> <p>Oligarchy</p> <p>Dictatorship</p> <p>Democracy</p> <p>Limited government</p> <p>Rule of law</p> <p>Majority rule</p> <p>Minority rights</p>	<p>District adopted materials</p> <p>Media Center materials</p> <p>Teacher created materials</p> <p>Computer software "Timeliner", "Comic Life"</p> <p>Internet research/webquest</p> <p>Classroom wikis</p> <p>Technology specialists</p> <p>Instructional material center resources</p> <p>Library media specialist</p> <p>Guest speakers</p> <p>Outside experts</p> <hr/> <p><b>ACT</b></p> <ul style="list-style-type: none"> <li>* Use graphic organizers to identify cause and effect relationships and biases between ancient people, places, and environments.</li> </ul>

		<p>strategies</p> <ul style="list-style-type: none"> <li>* Individual and group projects: Displays, skits, demonstrations</li> <li>* Integrated and differentiated activities</li> <li>* Problem solving/critical thinking activities</li> </ul>		<ul style="list-style-type: none"> <li>* Use timelines, graphs, charts, diagrams, and maps to sequence events and demonstrate relationships between people and place.</li> <li>* Research and organize information to think critically and use a problem solving method.</li> <li>* Analyze knowledge gained, defend a points of view and explore the themes of social studies such as commonality and diversity, conflict and cooperation, continuity and change, through the use of tools of inquiry.</li> <li>* Use a Venn diagram to illustrate the similarities and differences between Greek civilization and the Roman Empire.</li> <li>* Research Greek, Roman, and modern democracy, using a webquest and then organize information into a comprehensive essay or Power Point</li> </ul>
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