

CURRICULUM MAP

Course Title: _____ 6th Grade OUR WORLD / WORLD HISTORY _____

UNIT/ORGANIZING PRINCIPLE: UNIT 3 NEW FORCES IN THE WORLD

PACING: 9 WKS

UNIT NUMBER: 3

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>Investigate Europe in the Middle Ages:</p> <ol style="list-style-type: none"> 1. Rise of kings. 2. Feudalism 3. Crusades 	<p>Investigate the Middle Ages.</p> <ol style="list-style-type: none"> 1. Investigate Europe in the Middle Ages, including: rise of kingdoms, feudalism, and the Crusades. 3. Explain the importance of the Magna Charta and its influence on U.S. democracy in regard to rule of law and limited government. 4. Create a map and a chart. 	<p>Oral/technology Presentations</p> <ul style="list-style-type: none"> * Rubrics * Scoring guides * Criteria checklists <p>Testing</p> <p>Text</p> <p>Teacher created</p> <p>Standardized tests</p> <p>Quizzes</p> <p>Formative:</p> <p>Teacher observation</p> <ul style="list-style-type: none"> * Informal Assessment procedures (participation, verbal responses) * Performance assessment 	<p>Knights</p> <p>Chivalry</p> <p>Plague</p> <p>Feudalism</p> <p>Monarchy</p> <p>Bartering</p> <p>Middle Ages</p> <p>Dark Ages</p> <p>Medieval</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> <p>ACT</p> <p>* Use graphic organizers to identify cause and effect relationships and biases between ancient people, places, and environments.</p>
<p>Investigate Feudal Japan including:</p> <ol style="list-style-type: none"> 1. rise of war lords 2. art 				
<p>Investigate Medieval China</p> <p>Investigate Feudal Japan</p>				
<p>Investigate African Empires, including</p> <ol style="list-style-type: none"> 1. Agriculture, arts, gold production and the trans-Saharan caravan trade 2. Spread of Islam into Africa 3. Environmental consequences of how people use resources 				

<p>Examine and compare Mayan, Inca and Aztec cultures</p> <p>Institutions and events of European civilization during the Middle Ages.</p> <p>Principles expressed in documents shaping constitutional democracy in the U.S.</p> <p>Knowledge to create and use various social studies graphics and maps.</p>	<p>Identify environmental consequences of how people use resources.</p> <p>Examine and compare early central and South American civilizations</p>	<p>strategies</p> <ul style="list-style-type: none"> * Individual and group projects: Displays, skits, demonstrations * Integrated and differentiated activities * Problem solving/critical thinking activities 	<p>location</p> <p>Equator</p> <p>Polytheism</p> <p>Hieroglyphics</p> <p>Plague</p> <p>Domesticate</p>	<ul style="list-style-type: none"> * Use timelines, graphs, charts, diagrams, and maps to sequence events and demonstrate relationships between people and place. * Research and organize information to think critically and use a problem solving method. * 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. * Demonstrate knowledge and concepts through completion of reading guides and foldable. * Use a cause and effect graphic to show how the crusades were a factor in the rise of kingdoms and the abolition of feudalism. * Re-enactment of a medieval fair. Through participation students will develop a clear understanding of social class distinctions.
--	---	--	--	--

				<p>Students will be introduced to medieval culture and economic principles. Create a podcast demonstrating understanding of medieval culture.</p>
--	--	--	--	---