6th Grade: Ancient Civilizations

- **Marking Period One: August 20, 2018 to October 23, 2018**

  - August 20th to August 24th:
    - Introduction to classroom expectations and classroom technology
    - Specific technology to cover includes Weebly, Google Docs, Google Slides, email, Apple Classroom, Keynote, Pages, Reminders, and Notes

  - August 27th to August 31st:
    - G.R.A.P.E.S. of Social Studies and practice analysis of maps, charts, and graphs
    - Pre-Assessments should be used during this week to gauge prior knowledge

  - September 4th to September 14th:
    - Hunter-Gatherers and First Humans
      - Standards: 6-1.1 and 6-1.2
        - 1.1: Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment
          - 1.1: How did hunter-gatherer groups interact with their natural environment?
        - 1.2: Explain the emergence of agriculture and its effect on early human communities including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses
          - 1.2: How did the emergence of agriculture affect early human communities?
    - Skills
      - Interpret maps to illustrate migration patterns
      - Exemplify technological advances and discoveries during the Old Stone Age
      - Summarize the characteristics of hunter-gatherer communities
      - Compare the roles of men and women within hunter-gatherer societies
      - Explain how irrigation and food surpluses impact growth
    - Vocabulary and People
      - Hunter-gatherer
      - Agricultural Revolution
      - Nomadic
      - Agriculture
      - Irrigation
      - Band
      - Domestication
      - Hunt/er
      - Cultural diffusion
      - Gather/er
    - Quiz on this unit will be on Friday, September 14th
• September 17th to September 28th:
  - Ancient River Valley Civilizations [Tigris and Euphrates, Nile, Indus, Yangtze & Yellow]
    • Standards: 6-1.3, 6-3.3, and 6-3.1
      - 1.3: Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India) and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order
      - 1.3: What are the similarities and differences in writing, government, trade systems, and social order of the 4 River Valley civilizations?
      - 3.3: Summarize the major contributions of India, including those of the Gupta dynasty in mathematics, literature, religion, and science
      - 3.3: What are the major contributions of classical India?
      - 3.1: Summarize the major contributions of the Chinese civilization from the Qing dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road
      - 3.1: What are the major contributions of ancient Chinese Civilization?
  - Skills
    - Interpret maps to understand the impact of the natural environment on the development of river valley civilizations
    - Summarize major contributions of India and China
    - Compare the languages, government trading system, architecture, and social order of each civilization
  - Vocabulary and People
    - Mesopotamia
    - Nile
    - Indus
    - Huang He
    - Ziggurat
    - Hieroglyphics
    - Cuneiform
    - Hammurabi’s Code
    - Silk/ Silk Road
    - Tang, Song, Ming, and Qin Dynasties
    - Seismograph
    - Porcelain
    - Calligraphy
    - Wood-block printing
    - Gunpowder
- Gupta Dynasty
- Caste System
- Quiz on this unit will be on Friday, September 28th

- October 1st to October 23rd:
  - Eastern Religions and Judaism
  - Standards: 6-1.4
    - 1.4: Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China)
    - 1.4: What are the origins and fundamental beliefs of Hinduism, Judaism, Buddhism, Confucianism, and Taoism? How did each spread?
  - Skills
    - Explain how Eastern religions spread
  - Vocabulary and People
    - Reincarnation
    - Karma/Dharma
    - Brahmin
    - Vaisyas/Sudras
    - Untouchables
    - Poly/Monotheism
    - Judaism
    - Torah
    - 10 Commandments
    - Hinduism
    - Nirvana
    - Vedas
    - Bhagaad-Gita
    - Buddhism
    - Eightfold Path
    - Confucianism
    - 5 Relationships
    - Taoism
    - Abraham
    - Moses
    - Hebrews
    - Yahweh
    - Siddhartha Gautama
    - Ashoka
    - King Fu-Tzu (Confucius)
Sarah Kathan  
Allegro Charter School of Music  
2018-2019 Curriculum Planning  
Middle School Social Studies

- Loa-Tse
  - Quiz on this unit will be on Friday, October 19th

- Marking Period Final Test will be on Wednesday, October 24th

- Calendar

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<td>23 Technology orientation</td>
<td>24 Activity to summarize classroom expectations using technology</td>
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<td>Classroom expectations &amp; ice breakers</td>
<td>27 G.R.A.P.E.S. of Social Studies</td>
<td>28 G.R.A.P.E.S. of Social Studies</td>
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<td>10 Agriculture Rev. and Early Humans</td>
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<td>14 Quiz on Hunter Gatherers and Early Humans</td>
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<td>18 River Valley Civilizations: Tigris &amp; Euphrates</td>
<td>19 River Valley Civilizations: Nile</td>
<td>20 River Valley Civilizations: Nile</td>
<td>21 River Valley Civilizations: Indus</td>
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### 2018-2019 Curriculum Planning
Middle School Social Studies

**Marking Period Two: October 24, 2018 to January 18, 2019**

- **October 29th to November 20th**:  
  - **Ancient Greece**  
    - **Standards: 6-2.1 and 6-2.2**  
      - **2.1:** Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens  
        - **2.1:** What are the main contributions of Greek culture?  
      - **2.2:** Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math, and science.  
        - **2.2:** How did the Hellenistic period influence the modern world?  
  - **Skills**

### October 2018

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<td><strong>16</strong> Taoism</td>
<td><strong>17</strong> Judaism</td>
<td><strong>18</strong> Judaism &amp; Review</td>
<td><strong>19</strong> Quiz on Religions</td>
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<td><strong>22</strong> Compare and contrast religions</td>
<td><strong>23</strong> <strong>END OF MP</strong> <strong>Review</strong></td>
<td><strong>24</strong> <strong>START OF MP 2</strong> <strong>Final MP Test</strong></td>
<td><strong>25</strong> <strong>EARLY RELEASE</strong> <strong>Make Up Day</strong></td>
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<td><strong>28</strong> Quiz on River Valley Civilizations</td>
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- **24 River Valley Civilizations: Indus**
- **25 **EARLY RELEASE & MID MARKING PERIOD**
  - River Valley Civilizations: Yellow and Yangtze
- **26 River Valley Civilizations: Yellow and Yangtze**
- **27 Compare and Review**
- **28 Quiz on River Valley Civilizations**
- Interpret the role of geography in fostering independent city-states
- Summarize the process of cultural diffusion during the Hellenistic Period
- Explain critical features of Athenian democracy
- Analyze the impact of the ideas of Socrates, Plato, Aristotle, Archimedes, and Pythagoras
- Explain the role of the Etruscans in the early development of Roman government
- Trace Rome’s transition from monarchy to republic to empire

• Vocabulary and People
- City-State
- Delian League
- Hellenistic
- Direct Democracy
- Public Debate
- Limited Citizenship
- Philosophy
- Government
- Republic
- Phillip of Macedonia
- Alexander the Great
- Phillip II of Macedonia
- Socrates
- Plato
- Aristotle
- Archimedes
- Pythagoras

• Quiz on this unit will be on Friday, November 16th*

• November 26th to December 20th:
  - Ancient Rome
  • Standards: 6-2.3, 6-2.4, and 6-2.5
    - 2.3: Describe the development of Roman civilization, including language, government, architecture, and engineering
      - 2.3: How has Roman civilization influenced the modern world?
    - 2.4: Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius)
      - 2.4: What are the main factors in the expansions and transition of the Roman government?
- 2.5: Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government
  - 2.5: What are the causes and effects of the collapse of the Roman Empire?

• Skills
  - Interpret maps to understand how the geographic location of Rome was critical to its success
  - Classify the various offices in Roman government (tribunes, counsels, etc.)
  - Summarize reasons for the decline of the Roman Empire

• Vocabulary and People
  - Tribunes
  - Assemblies
  - Consuls
  - Republic
  - Coliseum
  - Aqueducts
  - Pax Romana
  - Etruscans
  - Julius Caesar
  - Octavius/Augustus
  - Germanic invaders
  - Tarquins
  - Trajan
  - Justinian
  - Justinian Code

• Quiz on this unit will be on Thursday, December 19th

• January 7th to January 11th:
  - Comparing Greeks and Romans & Christianity

• Standard 6-2.6
  - 2.6: Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity
    • 2.6: What are the similarities and differences between Christianity and the polytheistic beliefs of Rome and Greece?

• Skills
  - Compare the belief systems of the Greeks and Romans

• Vocabulary and People
  - Jesus Christ
  - Peter
  - Paul
- John the Apostle
- Other vocabulary from Greece and Rome
- No quiz for this unit

- January 14th to January 18th:
  - Islamic Empire
    - Standard 6-3.4
      - 3.4: Explain the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion
        - 3.4: What are the major beliefs of Islam? How and where did it spread?
    - Skills
      - Explain the major foundations of Islam and how it spread
  - Vocabulary and People
    - Constantinople
    - Mosaics
    - Koran
    - 5 Pillars
    - Ramadan
    - Mecca
    - Mohammed
    - Allah
    - Muslims
    - Shiite/Sunni
    - No quiz for this unit

- Marking Period Final Test will be on Friday, January 18th

- Calendar

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- **Marking Period Three**: January 22, 2019 to March 22, 2019

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**December 2018**

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<td>9 Christianity</td>
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**January 2019**

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<td>19 <strong>END OF MP 2</strong></td>
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- **POSSIBLE NO SCHOOL**
- **EARLY RELEASE**
- **MID MARKING PERIOD**
January 22nd to February 1st:
- African Civilizations
  - Standards: 6-4.1 and 6-4.2
    - 4.1: Compare the major contributions of the African civilizations of Ghana, Mali, and Songhai, including the impact of Islam on the cultures of these kingdoms
    - 4.1: What are the major contributions of Ghana, Mali, and Songhai? How did Islam impact these cultures?
    - 4.2: Describe the influence of geography on trade in the African kingdoms, including the salt and gold trades
    - 4.2: How did geography influence the trade of salt and gold in the African Kingdoms?
  - Skills
    - Identify and locate on a map of early West Africa the boundaries of the 3 great kingdoms
    - Identify and locate on a map the approximate locations of major climate zones of West and North Africa
    - Explain how the demand for valuable resources such as gold and salt led to long-distance trade
    - Explain how Islam influenced government, education, and agriculture in the 3 kingdoms
  - Vocabulary and People
    - Ghana
    - Mali
    - Songhai
    - Islam/Muslim
    - Timbuktu
    - Kumbi-Saleh
    - Clan
    - Gold
    - Salt
    - Climate Zones: Mediterranean, Sahel, Desert, Savanna, Forest
    - Trans-Saharan trade
    - Berbers
    - Muslims
- Quiz on this unit will be on Friday, February 1st

February 4th to March 1st:
- European Feudalism, Classical Japan, and the Middle Ages
  - Standards: 6-5.1, 6-3.2, 6-5.3, 6-5.4, and 6-5.5
- 5.1: Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system
  • 5.1: How did the system of feudalism influence the development of European monarchies and nations-states?
- 3.2: Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature
  • 3.2: What were the major contributions of the Japanese civilization? How does Japanese feudalism compare to European feudalism?
- 5.2: Explain the effects of the Magna Carta on European society, its effect on the feudal system, and its contribution to the development of representative government in England
  • 5.2: How did the Magna Carta lead to the development of representative government?
- 5.3: Summarize the course of the Crusades and explain their effects on feudalism and their role in spreading Christianity
  • 5.3: What are the major causes and results of the Crusades?
- 5.4: Explain the role and influence of the Roman Catholic Church in medieval Europe
  • 5.4: What is the role of the Roman Catholic Church in medieval Europe?
- 5.5: Summarize the origins and impact of the bubonic plague (Black Death) on feudalism
  • 5.5: What are the origins and impact of the bubonic plague on feudalism?

Skills
- Summarize major cultural features of Japan during the Medieval period
- Infer why early experiences with Europeans would convince the Japanese that isolationism was a wise policy
- Compare the European and Japanese feudal system
- Explain how feudalism influenced the daily lives of people and the economy of Europe during the Middle Ages
- Explain the long-term effects the Magna Carta
- Interpret the role of the Crusades in paving the way for European exploration of the Western Hemisphere
- Evaluate the importance of the Roman Catholic Church in medieval Europe
- Interpret how the bubonic plague in Europe would enable a shift away from feudalism

Vocabulary and People
- Middle Ages
- Feudalism
- Lords
- Vassals
- Nobility
- Peasants/Serfs
- Manorialism
- Magna Carta
- Limited Government
- Isolationism
- Crusades
- Palestine (Holy Land)
- Reconquista
- Monasteries
- Script orium
- Book of Kells
- Bubonic Plague
- Daimyo
- Shogun
- Samurai
- Charlemagne
- King John
- Great Council
- Turks
- Dominicans
- Franciscans
- Catholic Church

- Quiz on this unit will be Friday, March 1st

- March 4th to March 22nd:
  - Renaissance and Reformation
  - Standards: 6-6.1, 6-6.2, and 6-6.3
    - 6.1: Summarize the contributions of the Italian Renaissance, including the importance of Florence, the influence of humanism and the accomplishments of the Italians in art, music, literature, and architecture
    - 6.1: What were the major contributions of the Italian renaissance?
    - 6.2: Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther)
    - 6.2: Who were the key figures of the Renaissance and Reformation? What were their contributions?
- 6.3: Explain the causes, events, and points of contention and denominational affiliations (of nations) of the Reformation and the Catholic Reformation (Counter Reformation)
  - 6.3: What are the causes and events of the Reformation? Counter Reformation? What are the major points of dispute within these reformations?
- Skills
  - Summarize the contributions of the Italian Renaissance
  - Identify key figures of the Renaissance and Reformation
  - Analyze a map to determine the geographic advantages of Italy during the Renaissance
  - Compare Renaissance art and philosophy to those of the Middle Ages
  - Explain how humanism influenced art, education, and philosophy
  - Predict how the Catholic Church responded to the events of the Reformation?
- Quiz on this unit will be Tuesday, March 19th
- Marking Period Final Test will be on Thursday, March 21st

- Calendar

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- **Marking Period Four: April 1, 2019 to June 6, 2019**

  - April 1st to April 26th:
    - Early Americas
    - Standards: 6-4.3 and 6-4.4
      - 4.3: Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture
      - 4.3: What are the major contributions of the Maya, Aztec, and Inca? What do these civilizations have in common? How are they different?
    - 4.4: Explain the contributions, features, and rise and fall of the North American ancestors of the numerous Native American tribes, including the Adena, Hopewell, Pueblo, and Mississippian culture
• 4.4: What are the major contributions of the Adena? Hopewell? Pueblo? Mississippian peoples?

• Skills
  - Interpret maps to determine how geography played a role in development, features, and contributions of early American native peoples
  - Compare the contributions and decline of the Maya, Aztec, and Inca civilizations
  - Summarize the major contributions of the Adena, Hopewell, Pueblo, and Mississippian cultures
  - Compare the unique cultural traits that distinguish the native civilizations of Mesoamerica and South America from those of North America

• Vocabulary and People
  - Chinampas
  - Tenochtitlan
  - Human Sacrifice
  - Machu Picchu
  - Quipu
  - Burial Mounds
  - Maya
  - Aztec
  - Inca
  - Aden
  - Hopewell
  - Pueblo
  - Mississippians
  - Anasazi
  - Mesoamerica
  - Conquistador
  - Civil War
  - Pizzaro
  - Cortez

• Quiz on this unit will be on Friday, April 26th

• April 29th to May 17th
  - Exploration and the New World
  - Standards: 6-6.4, 6-6.5, and 6-6.6
  - 6.4: Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands
  - 6.4: What were the economic, political, and religious incentives of the various European countries to explore and settle new lands?
  - 6.5: Identify the origin and destinations of the voyages of major European explorers
- 6.5: What were the origins and destinations of the voyages of major European explorers?
  - 6.6: Explain the effects of the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange)
  - 6.6: What were the effects of the Columbian Exchange?

Skills
- Interpret the lasting effects of the Columbian Exchange
- Identify on a map the origins and destinations of major European voyages
- Compare the political, economic, and religious incentives for European exploration
- Explain why Europeans wanted to explore the “New World”

Vocabulary and People
- Settlements
- Colonize
- Navigational technologies
- “God, Glory, Gold”
- Age of Discovery
- Columbian Exchange
- Smallpox
- Portugal
- Spain
- France
- Netherlands
- Native Americans

Quiz on this unit will be on Friday, May 17th

Final MP Test will be on Wednesday, May 22nd

End of Course Project will run from Tuesday, May 28th to Friday, May 31st
  - Civilization Fakebooks and Important Event Timelines

End of Course Test will be held on Tuesday, June 4th

Calendar

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Sarah Kathan  
Allegro Charter School of Music  
2018-2019 Curriculum Planning  
Middle School Social Studies

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### May 2019

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### June 2019

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