

At-A-Glance: 6th Grade Early World History Scope and Sequence

	Essential Historical Question (s)	Content Learning Outcomes	Disciplinary Skill Standard Focus
1st Semester			
OPTIONAL Intro. Unit: Geography of the Ancient World	What is geography and why is the study of geography important?	Identify important geographical features of the world including major bodies of water and landforms.	Explain the characteristics of a compelling question.
Unit 1: Prehistory & Mesopotamia	How did people manage to survive and thrive tens of thousands of years ago? What factors contributed to the development of civilization?	Describe the geographical features needed for a thriving civilization. Identify the characteristics of a civilization and how Mesopotamia met the description of a civilization.	Identify the difference between an open and closed question and develop supporting questions.
Unit 2: Egypt	How did the dependence on the Nile influence Egyptian civilization? How did polytheism and economic status contribute to the development of social structure	Describe how the Nile River influenced all parts of Egyptian life leading to an economy based on agriculture and trade. Evaluate the religious and economic factors that influenced the developed of social hierarchies and structures in ancient Egypt.	Identify characteristics of an effective claim.
CHOICE Unit 3: Africa OR India	How did natural resources in Africa shape the development of diverse economies, religious practices, and cultures? OR What are the lasting impacts of technology, social structures and religion of ancient India?	Evaluate how Trans-Saharan trade resulted in distribution of wealth, resources, and belief systems. OR Examine the Caste System and how it continues to influence the people of India today. Analyze the influence of belief systems on India's society and the establishment of major world religions.	Develop a precise and effective claim.
2nd Semester			
Unit 4: China	How did the Silk Road promote an exchange of goods and ideas in different cultures? How did China establish what would become one of the world's oldest continuous civilizations?	Explain how trade from the Silk Road resulted in cultural diffusion. Evaluate how China's geographic features, philosophies, and strong leaders all contributed to China's longevity and legacy.	Select and use evidence effectively to support a substantive claim.
Unit 5: Greece and Rome	In what ways did trade and cultural diffusion shape the ancient Greek and Roman world? What systems of government developed in ancient Greece and Rome and how do they influence government today?	Examine how geography and natural resources influenced the development Greece and Rome. Evaluate the impact of cultural practices and beliefs on the influence on Western Civilization. Identify important historical figures and how they contributed to the lasting impact of ancient Greece and Rome.	Articulate a claim supported by at least one piece of evidence in an academic classroom discussion.
Unit 6: Maya, Aztec, Inca	What geographic features influenced the development of civilizations in the Americas? How did European contact, conquest impact the Maya, Aztec, and Inca?	Examine how geography and natural resources influenced trade and technological advancements of the Maya, Aztec, and Inca. Evaluate the impact of European exploration and colonization on the Maya, Aztec, and Inca.	Identify and explore a historical or contemporary issue of importance and explain what actions various groups or people took or are taking to address the issue.

Nevada Academic Content Standards for Social Studies

(Revised September 2018)

Early World Civilizations (prior to 1500)

This content area focuses on the geography, history, and culture of early world civilizations while emphasizing disciplinary inquiry. There is an intentional focus on spatial understanding of the world and the location of continents and countries as students explore each civilization. Students will analyze regional, economic, political, intellectual, environmental, and cultural characteristics of early world civilizations. Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, thus avoiding the tendency to teach the content as a checklist of facts to be covered. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction. Suggested civilizations to study include without limitation Mesopotamia, Egypt, China, Greece, Rome, Indus Valley, Sub-Saharan Africa, Pre-Colombian Latin America, Native Cultures of North America, and Oceania. This content traces the rise and fall of early civilizations across the globe prior to the 1500s. The standards should be applied across each early civilization.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.EWC.2. Evaluate various interpretations to answer compelling questions within and across disciplines.
Creating supporting questions	SS.6-8.EWC.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.
Gathering and supporting sources	SS.6-8.EWC.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts through close reading and disciplinary skills. SS.6-8.EWC.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.6-8.EWC.6. Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning. SS.6-8.EWC.7. Examine different arguments while pointing out the strengths and limitations of each.
Communicating and critiquing conclusions	SS.6-8.EWC.8. Construct organized explanations for various audiences and purposes using evidence and reasoning. SS.6-8.EWC.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.
Taking informed action	SS.6-8.EWC.10. Draw on disciplinary concepts to explain challenges people have faced, are facing, and opportunities they created in addressing local, regional and global problems at various times and places. SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Content Themes	Grades 6-8: Early World Civilizations (prior to 1500)
Power and politics (H)	SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments. SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.
Identity (H)	SS.6-8.EWC.14. Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society in ancient civilizations. SS.6-8.EWC.15. Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese.

People and ideas (H)	SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.
International relations (H)	SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy within the ancient world.
Social justice, consciousness, and action (MC)	SS.6-8.EWC.19. Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.
Respectful engagement with diverse people (MC)	SS.6-8.EWC.20. Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations. SS.6-8.EWC.21. Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world history.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.6-8.EWC.22. Analyze the diversity of intellectual, cultural, religious, and artistic contributions of ancient civilizations.
Civic and political institutions (C)	SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organization of early civilizations.
Civic dispositions and democratic principles (C)	SS.6-8.EWC.24. Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.
Processes, rules, and laws (C)	SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.
Content Themes	Grades 6-8: Early World Civilizations (prior to 1500)
Geographic representations (G)	SS.6-8.EWC.26. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.
Human environment interaction (G)	SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.
Human population, movements, and patterns (G)	SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.
Global interconnections (G)	SS.6-8.EWC.29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.
Exchange and markets (E)	SS.6-8.EWC.30. Analyze different economic systems and patterns of trade across early civilizations.
National economy (E)	SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.
Global economy (E)	SS.6-8.EWC.32. Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.

Optional Unit: Geography of the Ancient World

Time Frame: 1 – 2 Weeks

Essential Historical Question(s):

What is geography and why is the study of geography important?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*

Online Geography Workbook

p.8-9 The Last Ice Age Map

NVACS-SS (Content Theme Standards)

Essential Standards

(G) SS.6-8.EWC.26. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.

(G) SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.

Disciplinary Skill Standard Learning Focus:

Explain the characteristics of a compelling question.

Content Learning Intention:

Identify important geographical features of the world including major bodies of water and landforms.

Required Content:

Globe

Map Scale

Geography

Hemisphere

Continent

Longitude and Latitude

Equator

Major bodies of water

Climate

Natural resources

Supporting Content:

Cartography

Topographic map

Geology

Glacier

Global Warming

Monsoon

Precipitation

Prime Meridian

Delta

Desert

Peninsula

Plateau

Required Primary and Secondary Sources:

- a. Map of The Last Ice Age p.9 in *World History: Great Civilizations*

Unit Task: TBD

Unit 1: Prehistory and Mesopotamia

Time Frame: 4-6 Weeks

Essential Historical Question(s):

How did people manage to survive and thrive tens of thousands of years ago?

What factors contributed to the development of civilization?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*

Chapter 1 The Development of Human Societies

Chapter 2 Origins of Civilization

Chapter 3 Ancient Mesopotamia

NVACS-SS (Content Theme Standards)

Essential Standards

(C) SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.

(G) SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.

Supporting Standards

(H) SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

(MC) SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.

Disciplinary Skill Standard Learning Focus:

Identify the difference between an open and closed question and develop supporting questions.

Content Learning Intention:

Describe the geographical features needed for a thriving civilization.

Identify the characteristics of a civilization and how Mesopotamia met the description of a civilization.

Required Content:

Hunter-gatherer

Domestication

Five Traits of Civilization

Specialized Worker

Complex Institutions

Improved Technology

Cities

Record Keeping

Social Class

Polytheism/Monotheism

City-state

Hammurabi's Code of Laws

Fertile Crescent

Euphrates River

Tigris River

Irrigation

Agriculture

Trade

Supporting Content:

Sumer

Ur

Bartering

Cuneiform

Written Language

Scribes

The Epic of Gilgamesh

Written Laws

Government

Justice

Empire

Division of Labor

Connections to Current Issues: Current migration in Africa Impacts of Climate Change Water Scarcity Famine	Connections to the Past: N/A
Required Primary and Secondary Sources: a. Map of Mesopotamia p.67 in <i>World History: Great Civilizations</i> b. Hammurabi's Code p.76-77 in <i>World History: Great Civilizations</i> (Consider adding more of the laws as examples for primary source analysis.)	
Unit Task: TBD	

Unit 2: Egypt

Time Frame: 4-6 Weeks

Essential Historical Question(s):

How did the dependence on the Nile influence Egyptian civilization?

How did polytheism and economic status contribute to the development of social structures in ancient Egypt?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*

Chapter 4 Ancient Egypt

Supplemental Materials: DBQ Project – How did the Nile shape Ancient Egypt?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.

(C) SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.

(G) SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.

Supporting Standards

H SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

H SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.

MC SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.

Disciplinary Skill Standard Learning Focus:

Identify characteristics of an effective claim.

Content Learning Intention:

Describe how the Nile River influenced all parts of Egyptian life leading to an economy based on agriculture and trade.

Evaluate the religious and economic factors that influenced the developed of social hierarchies and structures in ancient Egypt.

Required Content:

Deity
Hieroglyphic
Slavery
Pyramids
Architecture
Geometry
Afterlife
Social Hierarchy
Pharaoh

Supporting Content:

Monuments
Archaeologists
Great Pyramid of Giza
Re/Osiris/Anubis (Egyptian gods)
The Book of the Dead
Mummy
Astronomy
Old Kingdom
New Kingdom

<p>Theocracy Dynasty Upper and Lower Egypt Farming (Agriculture) Nile River Taxes Goods and Services Barter Polytheism* Agriculture* Irrigation* Trade* *Review terms</p>	<p>Hatshepsut Ramses II Tutankhamen Valley of Kings Delta Papyrus Kush</p>
<p>Connections to Current Issues: Modern day Suez Canal and Trade access Conservation of Historic Monuments/Places Water Scarcity</p>	<p>Connections to the Past: N/A</p>
<p>Required Primary and Secondary Sources:</p> <ol style="list-style-type: none"> a. The Rosetta Stone p. 31 in <i>World History: Great Civilizations</i> b. Map of Upper and Lower Egypt (Nile) p.93 in <i>World History: Great Civilizations</i> 	
<p>Unit Task: TBD</p>	

CHOICE Unit 3: Africa

***School site team will choose either Africa or India as the focus of Unit 3.**

Time Frame: 2-4 Weeks

Essential Historical Question(s):

How did natural resources in Africa shape the development of diverse economies, religious practices, and cultures?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*

Chapter 14 North and West Africa

Chapter 15 East, Central, Southern Africa

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.

(G) SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.

(E) SS.6-8.EWC.30 Analyze different economic systems and patterns of trade across early civilizations.

Supporting Standards

(MC) SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.

(C) SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.

Disciplinary Skill Standard Learning Focus:

Develop a precise and effective claim.

Content Learning Intention:

Evaluate how Trans-Saharan trade resulted in distribution of wealth, resources, and belief systems.

Required Content:

Sahara Desert

Savanna

Atlas Mountains

Plateau

Cultural diffusion

Polytheism

Islam

Muslim

Empire of Mali

Mansa Musa

Dynasty

Currency

Gold

Salt

Mining

Trade/Barter

Supporting Content:

Desertification

Scarcity (small supply that drives demand)

Africa's Iron Age

Kingdom of Ghana

Timbuktu

Griots

Kingdom of Aksum (present day Ethiopia)

Swahili

Bantu Migration

Kalahari Desert

Great Zimbabwe

Kingdom of Kongo

Connections to Current Issues: Immigration from North Africa Sudan Civil War Water Scarcity Famine	Connections to the Past: Social hierarchy/Class Structure
Required Primary and Secondary Sources: a. <i>Catalan Atlas</i> from 1375 by Abraham Cresques p.429 in <i>World History: Great Civilizations</i> (also available online with guided questions at www.inquirygroup.org) b. Portuguese Map of Territory Claimed by Europe circa 1500s p.444 in <i>World History: Great Civilizations</i>	
Unit Task: TBD	

CHOICE Unit 3: India

***School site team will choose either Africa or India as the focus of Unit 3.**

Time Frame: 2-4 Weeks

Essential Historical Question(s):

What are the lasting impacts of technology, social structures and religion of ancient India?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*
Chapter 6 Ancient India

Supplemental Materials: DBQ Project – Asoka: Ruthless Conqueror or Enlightened Ruler?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

(C) SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.

(E) SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.

Supporting Standards

(H) SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.

(MC) SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.

Disciplinary Skill Standard Learning Focus:

Develop a precise and effective claim.

Content Learning Intention:

Examine the Caste System and how it continues to influence the people of India today.

Analyze the influence of belief systems on India’s society and the establishment of major world religions.

Required Content:

Brahmans
Vedas (Hindu Scriptures)
Sanskrit
Caste System
Sudras
Monsoon
Indus River
Ganges River
Subcontinent
City Planning
Sanitation Removal
Monotheism
Hinduism
Buddhism
Cotton Jewelry

Supporting Content:

Mohenjo-Daro
Harappa
Aryans
Reincarnation
Karma
Brahma/Vishnu/Shiva (Hindu deities)
Siddhartha Gautama
Nirvana
Dharma
Chandragupta Maurya
Chandra Gupta I
Number System

Asoka	
Connections to Current Issues: Agricultural Challenges/Food scarcity Rural vs. Urban Poverty Overpopulation Pakistan/India Border security Gender Roles	Connections to the Past: N/A
Required Primary and Secondary Sources: <ol style="list-style-type: none"> a. Collection of Sacred Hindu Texts including the <i>Bhagavad Gita</i>, <i>Ramayana</i>, and <i>Rig Veda</i> (short experts) p. 153 in <i>World History: Great Civilizations (DBQ activity provided)</i> b. <i>The Eightfold Path</i> p. 154 <i>World History: Great Civilizations</i> 	
Unit Task: TBD	

Unit 4: China

Time Frame: 5 - 7 Weeks

Essential Historical Question(s):

How did the Silk Road promote an exchange of goods and ideas in different cultures?

How did China establish what would become one of the world's oldest continuous civilizations?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*

Chapter 7 Ancient China

Supplemental Materials:

DBQ Project – The Silk Road: Recording the Journey

DBQ Project – The Great Wall of Ancient China: Did the Benefits Outweigh the Costs?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

(MC) SS.6-8.EWC.20. Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.

(E) SS.6-8.EWC.32. Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.

Supporting Standards

(MC) SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.

(MC) SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.

(C) SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.

Disciplinary Skill Standard Learning Focus:

Select and use evidence effectively to support a substantive claim.

Content Learning Intention:

Explain how trade from the Silk Road resulted in cultural diffusion.

Evaluate how China's geographic features, philosophies, and strong leaders all contributed to China's longevity and legacy.

Required Content:

Dynastic Cycle

Mandate of Heaven

Huang He River (Yellow)

Chang Jiang River (Yangtze)

Taklimakan Desert

Philosophies (Confucianism, Daoism, Legalism)

The Great Wall

Bureaucracy

Supporting Content:

Filial Piety

Shang Dynasty

Zhou Dynasty

Shi Huangdi

Terra Cotta warriors

Han Dynasty

<p>Inventions: Paper, Compass, Silk Silk Roads Cultural Diffusion Caravans Mongols</p>	
<p>Connections to Current Issues: Overpopulation Persecution of Uyghurs China-Taiwan Tensions China-Hong Kong Tensions</p>	<p>Connections to the Past: Buddhism in India</p>
<p>Required Primary and Secondary Sources:</p> <ol style="list-style-type: none"> a. Collection of Texts Contrasting Belief Systems including the <i>Analects of Confucius, Dao de Jing, and Han Feizi: Basic Writings</i> (short experts) p. 173 in <i>World History: Great Civilizations</i> (DBQ activity provided) b. <i>Good From the Silk Roads AND Excavating Along the Silk Roads</i> (secondary sources) p. 188-191 in <i>World History: Great Civilizations</i> 	
<p>Unit Task: TBD</p>	

Unit 5: Greece and Rome

Time Frame: 5 – 8 Weeks

Essential Historical Question(s):

In what ways did trade and cultural diffusion shape the ancient Greek and Roman world?

What systems of government developed in ancient Greece and Rome and how do they influence government today?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*

Chapter 8 Ancient Greece

Chapter 9 Classical Greece

Chapter 10 The Roman Republic

Chapter 11 The Roman Empire and Christianity

Supplemental Materials:

DBQ Project – Citizenship in Athens and Rome: Which System was Better?

DBQ Project – Education in Sparta: Did the Strengths Outweigh the Weaknesses?

DBQ Project – How Great was Alexander the Great?

DBQ Project – Why did Christianity Take Hold in the Ancient World?

DBQ Project – What Were the Primary Reasons for the Fall of Rome?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.

(H) SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.

(MC) SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.

(C) SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.

Supporting Standards

(H) SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.

(H) SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

(MC) SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.

(C) SS.6-8.EWC.23. Describe the different political, civil, religious and economic organizations of early civilizations.

(G) SS.6-8.EWC.29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.

Disciplinary Skill Standard Learning Focus:

Articulate a claim supported by at least one piece of evidence in an academic classroom discussion.

Content Learning Intention:

Examine how geography and natural resources influenced the development of Greece and Rome.

Evaluate the impact of cultural practices and beliefs on the influence and development of Western Civilization.

Examine the fall of Rome and determine the contributing factors.

Required Content:

Mediterranean Sea
Peninsula
Archipelago
Monarchy/Aristocracy/Oligarchy
Democracy
City-state (polis)
Citizen/citizenship
Sparta and Athens
Gender Roles (impact)
The Golden Age of Greece
Mythology
Alexander the Great
The Olympics
Polytheism/Monotheism
Tiber River
Republic
Empire
Patrician
Plebeian
Slave
Patriarchy
The Forum
Julius Caesar
Aqueduct
Colosseum
Augustus
Pax Romana
Christianity

Supporting Content:

Mycenaeans
Homer
Trojan War
The Iliad and The Odyssey
Phoenicians
Helots
Persian Empire
The Persian Wars
Battle of Thermopylae
Pericles
Acropolis
Parthenon
The 12 Olympians (Zeus, Aphrodite, etc.)
The Peloponnesian War
Hellenistic Era
Socrates/Plato/Aristotle
Aesop's Fables
Comedy/Tragedy
Architecture: columns
Romulus and Remus
Etruscans
Consuls
Senate
Cincinnatus
Pantheon
Legionary
Punic Wars – Hannibal
Triumvirate
Gladiator
Mosaic
Pompeii
Attila the Hun

Connections to Current Issues:

Current challenges to democracy in the world
Migration/Immigration in Greece
Greek Economy (crisis 2009)

Connections to the Past:

Foundations of earlier civilizations
Judaism

Required Primary and Secondary Sources:

- a. *The Myth of Daedalus and Icarus* p. 235 *World History: Great Civilizations* (Review questions included.)
- b. *History of the Peloponnesian War* by Thucydides p. 241 *World History: Great Civilizations* (Listed as Doc. 1)
- c. From Republic to Empire Map 146B.C. – A.D. p.266 in *World History: Great Civilizations*
- d. Deline of Roman Empire (primary and secondary sources) p.327 in *World History: Great Civilizations*

Unit Task: TBD

Unit 6: Maya, Aztec, and Inca

Time Frame: 5 - 7 Weeks

Essential Historical Question(s):

What geographic features influenced the development of civilizations in the Americas?

How did European contact and conquest impact the Maya, Aztec, and Inca?

Adopted Instructional Materials:

National Geographic *World History: Great Civilizations*

Chapter 16 Mesoamerica

Chapter 17 Section 1 Peruvian Civilization

Supplemental Materials:

DBQ Project (Mini Q) – The Maya: What was their most remarkable achievement?

NVACS-SS (Content Theme Standards)

Essential Standards

(H) SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

(MC) SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.

(MC) SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.

(G) SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.

Supporting Standards

(H) SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.

(H) SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.

(MC) SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.

Disciplinary Skill Standard Learning Focus:

Identify and explore a historical or contemporary issue of importance and explain what actions various groups or people took or are taking to address the issue.

Content Learning Intention:

Examine how geography and natural resources influenced trade and technological advancements of the Maya, Aztec, and Inca.

Evaluate the impact of European exploration and colonization on the Maya, Aztec, and Inca.

Required Content:

Mesoamerica

Maize (corn)

Yucatán Peninsula

Chichénitza

Maya

Supporting Content:

Olmec

Zapotec

Codex

El Mirador

Popol Vuh

<p>Mayan Calendar Mayan Number System Aztec Tenochtitlán Moctezuma II conquistador Andes Mountains Inca Cusco Machu Pichu Terrace farming</p>	<p>Quetzalcoatl Lake Texcoco Hernán Cortés Francisco Pizarro</p>
<p>Connections to Current Issues: Election of first female President in Mexico Challenges to democracy Political Corruption Migration/Immigration Recent/Modern Civil Wars</p>	<p>Connections to the Past: Empire building</p>
<p>Required Primary and Secondary Sources:</p> <ul style="list-style-type: none"> a. Painting of Moctezuma II circa 16th century p. 481 in <i>World History: Great Civilizations</i> b. Peruvian Gold (primary source objects) p. 488-489 in <i>World History: Great Civilizations</i> 	
<p>Unit Task: TBD</p>	