

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Grade 6 Social Studies

Course # 620

Department: Social Studies

Length of Period (mins.) 42

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Adopted: _____

Developed by:

Debora Lichtenwalner
Thad Smith

Description of Course

Course Title:

Grade 6 Social Studies - # 620

Description:

This course will evaluate early civilizations (the 4 River Valleys) to the collapse of the Roman Empire, approximately 500 A.D. Student learning will focus on geography, culture, and history of the four curricular areas for world history: Africa, Asia, and Europe, and India, China, Greece, Rome, and Egypt.

Goals:

- To prepare students to be informed citizens of World Cultures and how these cultural beliefs and customs affect the modern world
- To name and locate landforms, climates, and historical features on maps
- To understand how geography affected the development and growth of beginning civilizations
- To explain the value of learning to farm in a development of civilizations
- To explain how ancient peoples developed economic systems
- To compare the treatment of different members within ancient societies
- To explore the first civilizations of Africa, Asia, and Europe
- To investigate life in ancient cultures
- To identify key historical figures
- To identify the historical accomplishments for which each civilization is known
- To discuss the beliefs and values of ancient peoples
- To compare the development of different forms of government
- To discuss current events, and when possible, make connections to ancient societies

Text:

Jacobs and LeYassur, World Studies – The Ancient World, Pearson/Prentice Hall, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Historical Analysis and Skills Development	1	Students will understand chronological thinking and distinguish between the past, present and future.	L,U,R	<ul style="list-style-type: none"> • Distinguish calendar time in relationship to: <ul style="list-style-type: none"> – Time lines – People and events in time – Patterns of continuity and change – Sequential order • Context for events 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	8.1.6 A
	2	Students will explain and analyze historical sources as it pertains to ancient civilizations.	A,L	<ul style="list-style-type: none"> • Comprehend literal meaning of an historical passage • Interpret data in historical and contemporary maps, graphs and tables • Locate and identify author or historical sources • Comprehend multiple historical perspectives • Accurately interpret visual evidence • Interpret mathematical data from graphs and tables 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	8.1.6 B
	3	Students will explain the fundamentals of historical interpretation as it pertains to ancient civilizations.	U	<ul style="list-style-type: none"> • Differentiate between fact and opinion. • Identify and comprehend multiple points of view. • Analyze illustrations in historical stories. • Analyze causes and results. • Locate and identify author or source of historical narratives. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	8.1.6 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	4	Students will describe and explain historical research as it pertains to ancient civilizations.	L,U	<ul style="list-style-type: none"> Identify historical events (time and place) Differentiate between facts, folklore and fiction Formulate historical questions Identify primary sources Identify secondary sources Formulate conclusions (e.g., simulations, group projects, skits and plays) 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	8.1.6 D
World History	5	Students will identify and explain how individuals and groups made significant political and cultural contributions to world history in relation to ancient civilizations.	A,L	<ul style="list-style-type: none"> Identify and explain how individuals and groups made significant political and cultural contributions to world history in relation to Ancient Africa Identify and explain how individuals and groups made significant political and cultural contributions to world history in relation to Ancient Asia Identify and explain how individuals and groups made significant political and cultural contributions to world history in relation to Ancient Europe 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	8.4.6 A
	6	Students will identify and explain important documents, material artifacts, and historic sites in world history in relation to ancient civilizations.	A,L	<ul style="list-style-type: none"> Identify and explain important documents from Ancient Asia, Africa, and Europe (Hammurabi's Code) Identify and explain material artifacts from Ancient Asia, Africa and Europe (Rosetta Stone) Identify and explain historic sites in Ancient Asia, Ancient Africa and Europe (pyramids) 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	8.4.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
					presentations	
	7	Students will identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation, and women's roles in world history in relation to ancient civilizations.	A,L	<ul style="list-style-type: none"> Identify and comprehend how continuity and change has affected beliefs systems (religions) in Ancient Asia, Ancient Africa, and Ancient Europe Recognize and comprehend how commerce and industry, innovations, and settlement patterns have affected the development of ancient civilizations in Ancient Asia, Ancient Africa, and Ancient Europe Recognize the impact of social organizations on the development of ancient civilizations in Ancient Asia, Ancient Africa, and Ancient Europe Compare and contrast women's roles in ancient civilizations in Ancient Asia, Ancient Africa, and Ancient Europe Compare and contrast the impact of transportation on trade in Ancient Asia, Ancient Africa, and Ancient Europe 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	8.4.6 C
	8	Students will explain how conflict and cooperation among social groups and organizations affected world history in relation to ancient civilizations.	A,L	<ul style="list-style-type: none"> Compare and contrast how conflict and cooperation among social groups and organizations affected Ancient Asia, Ancient Africa, and Ancient Europe 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	8.4.6 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
Basic Geographic Literacy	9	Students will describe geographic tools and their uses.	L,U,R	<ul style="list-style-type: none"> Identify the basis on which maps, graphs and diagrams are created Recognize geographic representations to display spatial information Comprehend basic spatial elements for depicting the patterns of physical and human features 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.1.6 A
	10	Students will describe and locate places and regions.	L,U,R	<ul style="list-style-type: none"> Identify and utilize coordinate systems (e.g., latitude and longitude, time zones) Recognize and locate physical features Compare and contrast ways in which different people view places and regions (e.g., places to visit or to avoid). Recognize community connections to other places 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.1.6 B
The Physical Characteristics of Places and Regions	11	Students will describe the physical characteristics of places and regions.	A,L	<ul style="list-style-type: none"> Describe and understand the relationship of the components of Earth's physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates) Compare and contrast the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography) Compare and contrast the climate types (e.g., marine west coast, humid continental, tropical wet 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.2.6 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
				and dry)		
	12	Students will describe the physical processes that shape patterns on Earth’s surface.	A,L	<ul style="list-style-type: none"> Recognize climate influences (e.g., elevation, latitude, nearby ocean currents) 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.2.6 B
The Human Characteristics of Places and Regions	13	Students will describe the human characteristics of places and regions by their population characteristics.	A, L	<ul style="list-style-type: none"> Recognize spatial distribution, size, density and demographic characteristics of population as it relates to ancient civilizations Compare and contrast the causes of human movement as it relates to ancient civilizations 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.3.6 A
	14	Students will describe the human characteristics of places and regions by their cultural characteristics.	A,L	<ul style="list-style-type: none"> Compare and contrast ethnicity of people as it relates to ancient civilizations (e.g., customs, celebrations, languages, religions) Describe spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as it relates to ancient civilizations) 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.3.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
					presentations	
	15	Students will describe the human characteristics of places and regions by their settlement characteristics.	A,L	<ul style="list-style-type: none"> Describe the effect of current and past settlement patterns in the local area Identify factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation) 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.3.6 C
	16	Students will describe the human characteristics of places and regions by their economic activities as it pertains to ancient civilizations.	A,L	<ul style="list-style-type: none"> Identify the causes and effects of spatial distribution of economic activities as they relate to ancient civilizations (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services) Recognize the factors that influence the location and spatial distribution of economic activities (e.g., market size for different types of business, accessibility, modes of transportation used to move people, goods and materials) Recognize the spatial distribution of resources and their relationship to population distribution 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.3.6 D
	17	Students will describe the human characteristics of places and regions by their political activities as it pertains to ancient civilizations.	A,L	<ul style="list-style-type: none"> Recognize the spatial pattern of political units in ancient civilizations 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and 	7.3.6 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
					classroom discussion <ul style="list-style-type: none"> Evaluation by teacher created assessments Evaluation of applicable oral presentations 	
The Interactions Between People and Places	18	Students will describe the impacts of physical systems on people as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Describe how people depend on, adjust to and modify physical systems on a regional scale Comprehend ways in which people adjust to life in hazard-prone areas. 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.4.6 A
	19	Students will describe the impacts of people on physical systems as it pertains to ancient civilizations.	A,L	<ul style="list-style-type: none"> Describe ways humans adjust their impact on the habitat 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	7.4.6 B
Economic System	20	Students will explain the three basic questions of all economic systems as they pertain to ancient cultures.	A,L	<ul style="list-style-type: none"> Recognize what goods and services should be produced Explain how the goods and services will be produced Identify who will consume goods and services 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and 	6.1.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
					classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations	
Markets and Functions of Governments	21	Students will explain the function of money and its use in society as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Identify the impact of wealth or lack thereof, on various social classes 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	6.2.6 C
	22	Students will describe how prices influence both buyers and sellers and explain why prices may vary for similar products as it pertains to ancient civilizations.	A	<ul style="list-style-type: none"> Recognize the impact of prices and how they may affect trade 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	6.2.6 F
Scarcity and Choice	23	Students will describe the natural, human and capital resources used to produce a specific good or service as it pertains to ancient civilizations.	A, L	<ul style="list-style-type: none"> Identify the various resources required to produce a specific good or service 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and 	6.3.6 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
					classroom discussion <ul style="list-style-type: none"> Evaluation by teacher created assessments Evaluation of applicable oral presentations 	
	24	Students will explain how negative and positive incentives affect choices as they pertain to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Recognize and identify how incentives affect belief systems 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	6.3.6 F
Economic Interdependence	25	Students will explain the advantages and disadvantages of specialization and division of labor as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Compare and contrast the advantages and disadvantages of specialization and division of labor as it pertains to ancient civilizations (pyramids). 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	6.4.6 A
	26	Students will explain how specialization leads to more trade between people and nations as it pertains to ancient civilizations.	A,L	<ul style="list-style-type: none"> Identify specific resources and their impact on trade in relation to ancient civilizations 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news 	6.4.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
					magazine) activities, and classroom discussion <ul style="list-style-type: none"> • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	
	27	Students will explain how specialization and trade lead to interdependence as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> • Identify how natural resources and specialization lead to ancient civilizations relying on one another 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	6.4.6 E
Work and Earnings	28	Students will recognize that the availability of goods and services is the result of work by members of the society as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> • Recognize the cause and effect of various goods and services and how they reflect on a society. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	6.5.6 A
	29	Students will explain how profits and losses serve as incentives as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> • Identify the causes and effects of profits and losses as the basis of incentive. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news 	6.5.6 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
					magazine) activities, and classroom discussion <ul style="list-style-type: none"> • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	
Principles and Documents of Government	30	Students will explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> • Comprehend the value of laws in society and their benefits for the common good. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.1.6 B
	31	Students will describe the principles and ideals shaping government as pertains to ancient civilizations.		<ul style="list-style-type: none"> • Recognize the differences between equality and fairness • Compare and contrast majority rule/minority rights 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.1.6 C
	32	Students will describe and compare the making of rules by direct democracy and by a republican form of government as it pertains to Ancient Greece and Ancient Rome.	A,L	<ul style="list-style-type: none"> • Compare and contrast the rules created by a democracy versus those made by a republic. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news 	5.1.6 I

Unit	Num	Objective	Level	Content	Evaluation	Standard
					magazine) activities, and classroom discussion <ul style="list-style-type: none"> • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	
	33	Students will describe the purpose of symbols and holidays.	A,L,U	<ul style="list-style-type: none"> • Recognize the value of symbols and holidays to a society or belief system. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.1.6 K
	34	Students will explain the role of courts in resolving conflicts involving the principles and ideals of government as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> • Identify and comprehend the importance of courts solving conflicts and representing government ideals. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.1.6 L
	35	Students will explain the basic principles and ideals found in famous writings as it pertains to ancient civilizations.	A,L	<ul style="list-style-type: none"> • Identify the basic principles and rules in famous writings or documents. 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news 	5.1.6 M

Unit	Num	Objective	Level	Content	Evaluation	Standard
					magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations	
The Rights and Responsibilities of Citizenship	36	Students will compare rights and responsibilities of citizenship as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Compare and contrast the rights and responsibilities of various citizens within a society. 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	5.2.6 A
	37	Students will explain the relationship between rights and responsibilities as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Comprehend the difference between rights and responsibilities of different citizens within a society. 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	5.2.6 B
	38	Students will explain ways citizens resolve conflicts in society and government as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Compare and contrast the ways citizens resolve conflict in various forms of government. 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news 	5.2.6 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
					magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations	
	39	Students will identify examples of the rights and responsibilities of citizenship as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Compare and contrast various examples of rights and responsibilities of citizenship within different ancient civilizations. 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	5.2.6 E
	40	Students will describe the impact of the consequences of violating rules and laws in a civil society as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Compare and contrast the various consequences for rule violation within different ancient civilizations. 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion Evaluation by teacher created assessments Evaluation of applicable oral presentations 	5.2.6 F
	41	Students will explain the importance of participating in government and civic life as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> Compare and contrast the value of government participation vs. the inability to participate (democracy vs. tyranny) 	<ul style="list-style-type: none"> Observation of oral responses and classroom discussion Evaluation of written responses Evaluation of textbook activities Evaluation of supplemental materials (weekly news 	5.2.6 G

Unit	Num	Objective	Level	Content	Evaluation	Standard
					magazine) activities, and classroom discussion <ul style="list-style-type: none"> • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	
How Government Works	42	Students will explain how government actions affect citizens' daily lives as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> • Compare and contrast how the actions taken by various styles of government affected their citizens 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.3.6 C
	43	Students will identify individual interests and how they impact government as it pertains to ancient civilizations.	A, L	<ul style="list-style-type: none"> • Recognize how the interests of particular individuals can impact government decisions 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.3.6 H
	44	Students will describe why and how government raises money to pay for its operations and services as it relates to ancient civilizations.	A	<ul style="list-style-type: none"> • Recognize the need of governments to raise monies to pay for services it supplies to its citizens 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news 	5.3.6 I

Unit	Num	Objective	Level	Content	Evaluation	Standard
					magazine) activities, and classroom discussion <ul style="list-style-type: none"> • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	
	45	Students will describe forms of government as it pertains to ancient civilizations. <ul style="list-style-type: none"> • Monarchy • Tyranny • Democracy • Republic 	A,L,U	<ul style="list-style-type: none"> • Compare and contrast the benefits and detriments of various forms of government, including in a monarchy, tyranny, democracy, and republic 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.3.6 K
How International Relationships Function	46	Students will explain the concept of nation-states as it pertains to ancient civilizations.	A,L,U	<ul style="list-style-type: none"> • Comprehend the definition of city-states, how and why they were formed, and whether or not they were successful 	<ul style="list-style-type: none"> • Observation of oral responses and classroom discussion • Evaluation of written responses • Evaluation of textbook activities • Evaluation of supplemental materials (weekly news magazine) activities, and classroom discussion • Evaluation by teacher created assessments • Evaluation of applicable oral presentations 	5.4.6 A