COURSE: Social Studies  
GRADE(S): 6th  
UNIT: Ancient Greece and Ancient Rome  
TIMEFRAME: 10 weeks

PA ACADEMIC STANDARDS:

Civics and Government:
5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT
   5.1.6.A. Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
   5.1.6.C. Explain how the principles and ideals shape local, state, and national government.
      • Liberty / Freedom
      • Democracy
      • Justice
      • Equality

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP
   5.2.6.B Explain how citizens resolve conflicts in society and government.
   5.2.6.D Explain why participation in government and civic life is important.

Economics:
6.1 SCARCITY AND CHOICE
   6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.
   6.1.6.B. Compare ways that people meet their needs with how they meet their wants.

Geography:
7.1 BASIC GEOGRAPHIC LITERACY
   7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
   7.1.6.B. Describe and locate places and regions as defined by physical and human features.

7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS
   7.2.6.A. Describe the characteristics of places and regions.

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS
   7.3.6.A. Describe the human characteristics of places and regions using the following criteria:
      • Population
      • Culture
      • Settlement
      • Economic activities
      • Political activities

History:
8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT
   8.1.6.A. Continuity and change over time using sequential order and context of events.

8.4 WORLD HISTORY
   8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
   8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
   8.4.6.C. Explain how continuity and change have impacted world history.
      • Belief systems and religions
      • Commerce and industry
      • Technology
      • Politics and government
      • Physical and human geography
      • Social organizations
   8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
### NCSS STANDARDS

- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individual, Groups and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civics Ideals and Practices

### UNIT OBJECTIVES:

#### Ancient Greece:
- Describe the physical features of ancient Greece and the bodies of water that surround Greece.
- Explain how Greece’s physical geography affected the lives of its people.
- Compare and contrast the aspects of life between Sparta and Athens.
- Compare and contrast the Minoans and Mycenaean civilizations and understand the importance of their cultures.
- Describe the religious beliefs of the Ancient Greeks.
- Identify the contributions of significant individuals in ancient Greece.
- Describe the Golden Age of Athens.
- Define and explain the Delian League.
- Explain the importance of the Battle of Salamis.
- Name some of the fields in which Greeks excelled or made significant accomplishments in Greece.
- Describe how the Greek city-states united to defeat Athens.
- Explain how Alexander expanded the empire and spread Greek culture.
- Define and describe Hellenistic culture.

#### Ancient Rome:
- Explain the legend of Romulus and Remus and their importance to Rome’s founding.
- Explain how the Roman’s borrowed ways from the Etruscans.
- Describe how Rome’s physical contributed to the development of the civilization.
- Describe the system of government in the Roman republic.
- Explain who Hannibal was and identify his achievements.
- Explain the impact of Rome’s conquest on the republic.
- Compare and contrast the powers that the plebeians and patricians during the Roman republic.
- List and describe the major achievements that advanced the Roman civilization.
- Explain the significance of Roman rulers in growth and expansion of the Roman Empire.
- Define and explain the Pax Romana.
- Explain how the Christian religion spread throughout the Roman Empire.
- Evaluate the roles of Peter and Paul in the spread of Christianity.
- Explain why Christianity became the main religion in the Roman Empire.
- Evaluate why the Christians were persecuted.
- Explain connections between Judaism and Christianity.
- Explain how Barbarian invasions affected the Roman Empire.
- Define and explain the significance of mercenaries in the Roman Empire.
- Describe the impact of Constantine on the Roman Empire.
- Explain why the eastern half of the Roman Empire survived after the fall of the western half.
## Activities:
- Textbook readings
- Book generated activities
- Book section questions

### Suggested Activities:
- Create a map with physical and human features for both Greece and Rome.
- Construct a timeline for each chapter with accurate increments for measuring scale.
- Create Olympic games
- Compare modern and ancient Olympic Games.
- ABC book of Greece
- Research a famous Greek person, dress like them and prepare questions to ask two other Greek people of the time for a round-table discussion.
- 3D architectural buildings of importance to the Greeks/Romans.
- Develop KWL chart for the unit of study.
- Utilize resources to create a project on ancient Greece and Rome.

## Assessments:
- Teacher generated projects, quizzes, and tests
- Student created projects

## Differentiated Instruction
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

### Remediation
- Chapter summaries
- Graphic Organizers
- Additional time for tests and assignments.
- Extra support resources provided by teacher.

### Extension
- Challenge resources provided by the textbook.
- Journal writing

## Resources:
- Textbook
- Textbook Resource Kit
- Department videos
- United Streaming
- Brain Pop
- Promethean Resources
- Web Quests
- Rand McNally online atlas
- Google Earth
- Classroom Atlases
- Internet based research
### PA ACADEMIC STANDARDS:

**Civics and Government:**

#### 5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT
- **5.1.6.A.** Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.

#### 5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP
- **5.2.6.B.** Explain how citizens resolve conflicts in society and government.

#### 5.3 HOW GOVERNMENT WORKS
- **5.3.6.B.** Define and compare the role and structure of local, state, and national governments.

**Economics:**

#### 6.1 SCARCITY AND CHOICE
- **6.1.6.A.** Explain how limited resources and unlimited wants cause scarcity.
- **6.1.6.B.** Compare ways that people meet their needs with how they meet their wants.

#### 6.3 FUNCTIONS OF GOVERNMENT
- **6.3.6.C.** Explain the cost and benefits of taxation.

**Geography:**

#### 7.1 BASIC GEOGRAPHIC LITERACY
- **7.1.6.A.** Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- **7.1.6.B.** Describe and locate places and regions as defined by physical and human features.

#### 7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS
- **7.2.6.A.** Describe the characteristics of places and regions.

#### 7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS
- **7.3.6.A.** Describe the human characteristics of places and regions using the following criteria:
  - Population
  - Culture
  - Settlement
  - Economic activities
  - Political activities

**History:**

#### 8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT
- **8.1.6.A.** Continuity and change over time using sequential order and context of events.

#### 8.4 WORLD HISTORY
- **8.4.6.A.** Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- **8.4.6.B.** Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- **8.4.6.C.** Explain how continuity and change have impacted world history.
  - Belief systems and religions
  - Commerce and industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organizations
- **8.4.6.D.** Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
NCSS STANDARDS:
- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individual, Groups and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civics Ideals and Practices

UNIT OBJECTIVES:

Byzantine
- Describe how the physical geography and climate of the Byzantine Empire affected how people lived.
- Explain the significance of Constantinople to the Byzantine Empire and how it became the center of trade.
- Demonstrate how the Byzantine Empire was related to the Roman Empire.
- Explain what icons are and describe their role in the split of the Christian church.
- List the major beliefs of Islam.
- Explain what the Quran is and how it affects the daily life of Muslims.
- Explain how the spread of Islam has affected Southwest Asia.
- Evaluate how Islam spread outside the Arabian Peninsula.
- Explain how non-Muslims were treated in the Islamic world.
- Examine how lands were unified to create the Islamic world.

Medieval
- Explain how the different regions of Europe affect how people live and work.
- Locate and describe how the Ural Mountains served as a natural border between Europe and Asia.
- List and describe the major rivers of Europe.
- Explain how the landforms and climate have affected the regions of Europe.
- Explain who the Vikings were and what they did in Europe.
- Explain how the Domesday Book helped kings rule and how the Magna Carta limited royal power.
- Describe the different roles of serfs in feudalism.
- Explain the purpose of craft guilds.
- Explain how feudalism and the manor system affected the lives of the nobility in Medieval Europe.
- Describe how the manor system led to the growth of cities and towns.
- Tell who issued the call for the Crusades and why.
- List and describe some of the major trade goods that traveled over the trade routes.
- Explain what the bubonic plague is and how it affects humans and describe the different theories on how it was brought to Europe.

ACTIVITIES:
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.
- Textbook readings
- Book generated activities
- Book section questions
**Suggested Activities:**
- Locate and label the specific physical and human features on an outline map of Europe.
- Construct a timeline of Medieval Europe.
- List the contributions of the Middle Ages and compare them to modern times.
- Diagram, label, and explain the feudal system of the Middle Ages.
- Black Plague simulation.
- Design a personal code of arms.
- Assign cooperative groups to design a news reporting system to inform others of developments of the Crusades.
- Create a journal to explain the process of knighthood.

**ASSESSMENTS:**
- Teacher generated projects, quizzes, and tests
- Student created projects

**DIFFERENTIATED INSTRUCTION:**
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

**Remediation**
- Chapter summaries
- Graphic Organizers
- Additional time for tests and assignments
- Extra support resources provided by teacher

**Extension**
- Challenge resources provided by the textbook
- Journal writing

**RESOURCES:**
COURSE: World History/Ancient Civilizations  |  GRADE(S): 6th  
UNIT: Digging up the Past/Beginnings of Human Society, Early Civilization, Modern Southwest Asia, Ancient Egypt and Nubia and Modern Africa  |  TIMEFRAME: 14 weeks  

PA ACADEMIC STANDARDS:

Civics and Government:
5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP
5.2.6.B: Explain how citizens resolve conflicts in society and government.

Economics:
6.1 SCARCITY AND CHOICE
6.1.6.A. Explain how limited resources and unlimited wants cause scarcity.
6.1.6.B. Compare ways that people meet their needs with how they meet their wants

Geography:
7.1 BASIC GEOGRAPHIC LITERACY
7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
7.1.6.B. Describe and locate places and regions as defined by physical and human features.

7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS
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8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT
8.1.6.A. Continuity and change over time using sequential order and context of events.
8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4 WORLD HISTORY
8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.6.C. Explain how continuity and change have impacted world history.
- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations
8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

NCSS STANDARDS:
- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individual, Groups and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civics Ideals and Practices

UNIT OBJECTIVES:
Early Gatherers and Hunters:
- Describe how historians and archaeologists use artifacts to study the past.
- Determine how modern humans populated most regions of the world.
- Evaluate how humans adapted to various environments.
- Synthesize how art and other evidence reveals that human society became more complex.
- List characteristics of the Stone Age.
- Explain how the domestication of crops and animals changed the way people lived.
- Describe how complex cultures developed.
- Describe the artifacts that tell us most about the development of culture.
- Explain how landforms and climate influence culture.

Mesopotamia, Babylonia, Assyria, Hebrews, Phoenicians, and Lydians:
- Explain how Mesopotamian civilization began and grew.
- Explain and describe where one of the first civilizations arose.
- Describe the early agricultural techniques used in Mesopotamia.
- Explain the significance of economic surplus and the rise of civilization in Mesopotamia.
- Explain why people in the Fertile Crescent settled in southern Mesopotamia.
- Describe the Sumerian civilization
- Explain the relationship between Sumerian religion and government.
- Explain how Sumerian writing changed over time.
- List and explain the significant achievements in technology and invention in early Mesopotamia.
- Explain how advances in Sumerian civilizations occurred over time.
- Explain who Hammurabi was.
- Evaluate the significance of the Code of Hammurabi.
- List the similarities and differences between the Assyrian and Babylonian cultures.
- Describe the contributions made by the Babylonians to civilization.
- Describe the origin of ancient Israel and its civilizations.
- Examine the origin and significance of Judaism as one of the first monotheistic religions.
- Explain the significance and contributions of the Lydians and the Phoenicians.

Modern Southwest Asia:
- Identify the modern countries of southwest Asia.
- Synthesize the change of borders in the early 1900’s with Britain’s control of the region.
- Evaluate how the gaining of independence, conflict of religions, and oil wealth caused some governmental changes and war.
- Compare how ancient Mesopotamian culture evolved to modern regional traditions and modern global culture.
- Examine how people have dealt with scarcity of resources.
- Examine the different political systems of the Middle East.
- Evaluate the varied standards of living across the region.
# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## Egypt and Nubia:
- Explain how often and when the Nile flooded.
- Describe the route of the Nile.
- List some of the technology the Egyptians used to adapt to the annual flooding of the Nile.
- List the ways the Nile was both beneficial and disastrous to the Egyptian civilization.
- Explain how understanding the flooding of the Nile helped Egyptian civilization thrive and last for thousands of years.
- Describe and explain the importance of Pharaohs and pyramid building in ancient Egypt.
- Explain who unified upper and lower Egypt and when.
- Explain how we decode hieroglyphics.
- Evaluate the similarities and differences between Egyptian and Sumerian culture.
- Explain why trade was important to Egypt’s economy.
- Compare and contrast the geography of Egypt and Nubia.
- Describe the interactions between the Egyptians and the Nubians.

## Modern Africa:
- Examine the climates and geographic features of Africa.
- Describe how scarcity of resources has caused hardship.
- Evaluate settlement patterns.
- Determine how the spread of major religions affected the region’s culture.
- Evaluate how European colonization affected modern Africa.
- Synthesize information to determine why areas of Africa are more developed than others.

## ACTIVITIES:
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Textbook readings
- Book generated activities
- Book section questions

**Suggested Activities:**
- Complete the appropriate labeling of an outline map of Mesopotamia and the Fertile Crescent
- Complete activities using maps, charts, and time lines.
- Diagram, label and explain the class system of Ancient Egypt
- Egypt Quest—within a group, create five projects pertaining to Egypt: group mascot poster, detailed map of Egypt, Mummification process and hieroglyphics, travel brochures, inner workings of a pyramid with a report.
- Write messages using cuneiform or hieroglyphics.
- Activities representing mummification process

## ASSESSMENTS:
- Teacher generated projects, quizzes, and tests.
- Student created projects.
**DIFFERENTIATED INSTRUCTION:**
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**Remediation**
- Chapter summaries
- Graphic Organizers
- Additional time for tests and assignments.
- Extra support resources provided by teacher.

**Extension**
- Challenge resources provided by the textbook.
- Journal writing

**RESOURCES:**
- Textbook
- Textbook Resource Kit
- Department videos
- United Streaming
- Brain Pop
- Promethean Resources
- Web Quests
- Rand McNally online atlas
- Google Earth
- Classroom Atlases
- Internet based research
COURSE: World History
GRADE(S): 6th
UNIT: Map Skills
TIMEFRAME: 2 Weeks

PA ACADEMIC STANDARDS:

Geography:
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- Individual Development and Identity
- Individuals, Groups and Institutions

UNIT OBJECTIVES:
- Describe ways to use latitude and longitude to study Earth.
- Identify the five themes of geography.
- Identify different parts of a map.
- Explain how to use standard map features to read maps.
- Identify different kinds of maps.
- Explain the kind of information that each type of map shows.
- Identify major land and water forms.
- Estimate distance, calculate scale, and distinguish other geographic relationships, such as, population density and spatial distribution patterns.

ACTIVITIES:
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.
- Textbook readings
- Book generated activities
- Book section questions

Suggested Activities:
- Design a personal time line.
- Construct a thematic map using the 5 elements of an appropriate map: scale, key, compass rose, longitude/latitude, title.
- Create a scaled map of the classroom, complete with position of the classroom within the school.
- Using the 5 themes of geography(location, place, human environment interaction, movement, region) create either a powerpoint, poster, travel brochure, or any other teacher approved project.
- Construct a world map.
- Complete activities using maps, charts, and time lines.

ASSESSMENTS:
- Teacher generated projects, quizzes, and tests.
**DIFFERENTIATED INSTRUCTION:**
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