

**6<sup>TH</sup> GRADE SOCIAL STUDIES CURRICULUM 2015-2016**

**Unit 1**

**Big Idea: Origins**

**Time Frame:** 6 weeks, September 14-October 23, 2015

**Essential Questions:**

Chapter 1: What are the consequences of technology?

Chapter 2: What should governments do?

**Content:**

Chapter 1: Early People

- Reconstruct the past by interpreting evidence that people have left behind.
- Throughout history, humans have developed technology and skills to help them survive.
- People create art to express their everyday concerns, their values, and their beliefs.

Chapter 2: Beginning of Civilization

- Throughout history, humans have developed technology and skills to help them survive.
- Certain events are called revolutions because they change the way people live or think.
- Each society has its own unique features, but all of them have certain elements in common.

**Skills:**

Identify main ideas and details, synthesize, analyze cause and effect, give an effective presentation, sequence, draw conclusions, summarize, identify evidence

**Key Terms:**

Anthropology, archaeologist, prehistory, fossil, geologist, hunter-gatherer, technology, culture, nomad, revolution, domesticate, surplus, specialization, economy, civilization, resource, religion, social class

**Assessment:**

Lesson Tests, teacher created assessments, teacher observations, rubrics, quizzes, projects, grade level texts and fluency passages,

**Chapter 1 and 2 tests      Unit 1 Project due October 23rd**

**CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10**

**College and Career Readiness Standards:**

Reading

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes:

1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Speaking and Listening

Comprehension and Collaboration:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language

Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or RR expression.

**CCSS:**

**Text:**

Chapter 1: Early People

Chapter 2: Beginning of Civilization

**6<sup>TH</sup> GRADE SOCIAL STUDIES CURRICULUM 2015-2016**

**Unit 2**

**Big Idea: The Ancient Near East**

**Time Frame:** 8 weeks, Oct. 26th, 2015 – Dec. 18th, 2015

**Essential Questions:**

Chapter 3: What are the consequences of technology? (The Fertile Crescent)

Chapter 4: How much does geography affect people's lives? (Ancient China and Nubia)

Chapter 5: How are religion and culture connected? (Judaism and the Jewish People)

**Content:**

Chapter 3:

- Geography affects the way civilizations develop.
- Technological innovations can enable one group to conquer another group.
- Cultural practices can be passed along through trade even after a civilization has disappeared.

Chapter 4

- Geography can affect the way people make a living.
- The ability to construct great buildings requires knowledge of mathematics.
- Trade leads to exchanges of ideas as well as exchanges of goods.

Chapter 5

- Religious beliefs have an important role in shaping history.
- Religion is connected to ideas about right and wrong.
- Strong traditions can help a people survive hardship and persecution.

**Skills:**

Identify main ideas and details, synthesize, analyze cause and effect, give an effective presentation, sequence, draw conclusions, summarize, identify evidence

<p><b>Key Terms:</b>  Fertile Crescent, Mesopotamia, irrigate, city-state, barter, polytheism, ziggurat, cuneiform, empire, ally, cultural trait, Hammurabi’s Code, rule of law, cavalry, standing army, tribute, currency, stele, import, export, navigation, colony, cultural diffusion, alphabet, cataract, delta, artisan, pharaoh, dynasty, bureaucracy, mummy, hieroglyphic, papyrus, pyramid, sculpture, anatomy, commerce, ivory, interdependence, Meroitic script, ebony, momotheism, ethics, Torah, covenant, Exodus, commandment, Scripture, prophet, rabbi, Talmud, righteousness, justice, Sabbath, judge, exile, Diaspora, synagogue</p>
<p><b>Assessment:</b>  Lesson Tests, teacher created assessments, teacher observations, rubrics, quizzes, projects, grade level texts and fluency passages,</p> <p style="text-align: center;"><b>Chapters 3-5 tests      Unit 2 Project due December 14<sup>th</sup></b></p>
<p><b>CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10</b></p>
<p><b>College and Career Readiness Standards:</b></p> <p style="text-align: center;"><u>Reading</u></p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol> <p>Craft and Structure:</p> <ol style="list-style-type: none"> <li>4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p>Integration of Knowledge and Ideas:</p> <ol style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</li> </ol>

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Writing

Text Types and Purposes:

1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Speaking and Listening

Comprehension and Collaboration:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or RR expression.

**Text:**

Chapter 3: The Fertile Crescent

Chapter 4: Ancient Egypt and Nubia

Chapter 5: Judaism and the Jewish People



**6<sup>TH</sup> GRADE SOCIAL STUDIES CURRICULUM 2015-2016**

**Unit 3**

**Big Idea: Ancient China and India**

**Time Frame:** 5 weeks, January 4th – February 5th, 2016

**Essential Questions:**

Chapter 7: How are religion and culture connected? (India's Empires)

Chapter 9: What should governments do? (China's Empire)

**Content:**

Chapter 7

- Rulers who focus on the well-being of their subjects often bring peace and prosperity.
- Control of a large region requires an effective government.
- Trade and an exchange of ideas can lead to great artistic and scientific achievements.

Chapter 9

- Standardization of language, transportation, weights and measures, and currency builds economic unity across a country.
- Throughout history, leaders have created centralized, bureaucratic governments to rule large empires.
- Trade routes are important to cultural change and diffusion.

**Skills:**

Identify main ideas and details, synthesize, analyze cause and effect, give an effective presentation, sequence, draw conclusions, summarize, identify evidence

**Key Terms:**

Strategy, province, bureaucracy, subject, tolerance, citizenship, numeral, decimal system, metallurgy, Great Wall, standardize, Legalism, censor, official, civil service, Silk Road, envoy, cuisine, monopoly, calligraphy, lacquer, acupuncture, seismometer

**Assessment:**

Lesson Tests, teacher created assessments, teacher observations, rubrics, quizzes, projects, grade level texts and fluency passages,

## Chapters 7 and 9 tests

CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10

### College and Career Readiness Standards:

#### Reading

##### Key Ideas and Details:

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2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure:

4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### Writing

##### Text Types and Purposes:

1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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### Speaking and Listening

Comprehension and Collaboration:

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3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

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6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language

Conventions of Standard English:

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2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or RR expression.

**Text:**

Chapter 7: India's Empires

Chapter 9: China's Empires

## **6<sup>TH</sup> GRADE SOCIAL STUDIES CURRICULUM 2015-2016**

### **Unit 4**

#### **Big Idea: Ancient Greece**

**Time Frame:** 7 weeks, February 8<sup>th</sup> – March 24<sup>th</sup>, 2016

#### **Essential Questions:**

Chapter 10: What is power and who should have it?

Chapter 11: How should we handle conflict?

#### **Content:**

##### Chapter 10

- Physical geography helps shape culture.
- Trade facilitates the spread of culture and the exchange of ideas.
- Different forms of government were tried and tested in ancient times.

##### Chapter 11

- Warfare may weaken or transform societies.
- International trade encourages prosperity and cultural exchange.
- The ability to reason continues to progress in science, medicine, and philosophy.
- Artistic and intellectual achievements of the past have helped to shape modern civilizations.

#### **Skills:**

Identify main ideas and details, synthesize, analyze cause and effect, give an effective presentation, sequence, draw conclusions, summarize, identify evidence

#### **Key Terms:**

Polis, citizen, acropolis, politics, aristocracy, tenant farmer, metic, slavery, oligarchy, phalanx, tyranny, democracy, citizenship, direct democracy, representative democracy, ephor, helot, military state, barracks, Battle of Marathon, Battle of Salamis, Delian League, Peloponnesian League, sarissa, Alexandria, Hellenistic, polytheism, mythology, Olympic games, Delphic oracle, lyric poetry, chorus, Socratic method, Academy, hypothesis, Hippocratic oath

#### **Assessment:**

Lesson Tests, teacher created assessments, teacher observations, rubrics, quizzes, projects, grade level texts and fluency passages,

**Chapters 10 and 11 tests**

**CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10**

## **College and Career Readiness Standards:**

### Reading

#### Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure:

4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

### Writing

#### Text Types and Purposes:

1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Speaking and Listening

#### Comprehension and Collaboration:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language

#### Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.

#### Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or RR expression.

#### **Text:**

Chapter 10: The Ancient Greeks

## Chapter 11: The Ancient Greek Civilization

**6<sup>TH</sup> GRADE SOCIAL STUDIES CURRICULUM 2015-2016**

**Unit 5**

**Big Idea: Ancient Rome**

**Time Frame:** 8 weeks, April 4th – May 27th, 2016

**Essential Questions:**

Chapter 12: What should governments do?

Chapter 13: Why do people move?

**Content:**

Chapter 12

- Physical geography has an influence on the security and prosperity of a nation.
- The structure of today's democratic governments was shaped by those developed in the ancient world.
- Political and civil unrest often sparks governmental upheaval and change,

Chapter 13

- The legacies of past empires are still evident in the cultures of the world today.
- Many major religions have originated with the teachings of a historic individual.
- Factors such as civil unrest, economic instability, and governmental strife can lead to the collapse of an empire or nation.

**Skills:**

Identify main ideas and details, synthesize, analyze cause and effect, give an effective presentation, sequence, draw conclusions, summarize, identify evidence

**Key Terms:**

Forum, republic, legion, maniple, constitution, veto, magistrate, toga, consul, patriarchal society, paterfamilias, villa, established religion, empire, province, civil war, Augustus, deity, Pax Romana, concrete, aqueduct, Greco-Roman, mosaic, Romance languages, oratory, satire, gladiator, resurrection, baptism, crucifixion, conversion, martyr, New Testament, Gospel, parable, epistle, Trinity, ethics, denomination, inflation, barbarian, mercenary, orthodoxy

**Assessment:**

Lesson Tests, teacher created assessments, teacher observations, rubrics, quizzes, projects, grade level texts and fluency passages,

### Chapters 12 and 13 tests

**CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10**

#### **College and Career Readiness Standards:**

##### Reading

##### Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure:

4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

##### Writing

#### Text Types and Purposes:

1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Speaking and Listening

#### Comprehension and Collaboration:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or RR expression.

**CCSS:**

**Text:**

Chapter 12: The Roman Republic

Chapter 13: The Roman Empire and Christianity