



Diocese of Greensburg Curriculum Social Studies Grade 6

Unit	Standards	Content	Skills
<p>Foundations of World Geography</p>	<p>PA: Geography 2009 PA: Grade 6</p> <hr/> <p>Geography 7.1. Basic Geographic Literacy</p> <p>7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.6.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.6.A. Describe the characteristics of places and regions.</p> <p>7.2.6.B. Describe the physical processes that shape patterns on Earth's surface.</p> <p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.6.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.6.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p>	<ul style="list-style-type: none"> • Five themes of geography • Geographic features • Geographic inquiry • Geographic thinking • Geographic tools and technologies • Human vs. physical geography • Social science fields (anthropology, civics, economics, geography, history, sociology) • Spatial scales 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Read and comprehend a variety of nonfiction articles focusing on Projection maps and globes • Create a replica of a projection map and explain how it is used • Understand the location of the continents on the globe by reading nonfiction articles • Create a 3 dimensional geodesic dome of the Earth and correctly place the continents • Understand how perspective affects making a map • Read nonfiction articles to learn about the parts of a map and how maps are used • Analyze nonfiction maps to understand how map grids are used, how to follow directions to a given location, to calculate distance, and to write specific directions • Understand nonfiction article's instruction on the use of a Global Positioning System Device • Apply directions to operate a Global Positioning System to locate a given location

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	<p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>Processes Learners will be able to</p> <p>Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.</p> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge The learners will understand</p> <p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p> <p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts;</p>		

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	<p>The roles of different kinds of population centers in a region or nation;</p> <p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>Human modifications of the environment;</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to geographic questions related to regions, nations, and the world in the past and present;</p> <p>Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events;</p> <p>Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change;</p> <p>Calculate distance, scale, and area, to inform study of historic or current national and global environments;</p> <p>Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world;</p> <p>Evaluate the consequences of human actions in environmental terms.</p>		

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	<p>Products Learners demonstrate understanding by</p> <p>Constructing a series of maps depicting changes in the relationships among people, places, and environments over time in a given location;</p> <p>Constructing a map depicting the historical expansion of a nation or empire that demonstrates an understanding of relative location, distance, direction, boundaries, major physical features, size, and shape;</p> <p>Graphing patterns of human migration in a selected place on the globe.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions about how individual identity forms and changes;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions about the various forms and roles of individuals, groups, and institutions;</p>		

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	<p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;</p> <p>Processes Learners will be able to</p> <p>Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level;</p> <p>Products Learners demonstrate understanding by</p> <p>Developing a visual to illustrate the changes in global connections in a region of the world from a historic period until today;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Early Humans</p>	<p>PA: History 2009 PA: Grade 6</p> <hr/> <p>8.4. World History</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>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</p>	<ul style="list-style-type: none"> • Adapt to natural environment, technological advancements, cultural and social distinctiveness, agricultural revolution • Migration patterns (land bridge to Asia, animal migration, societal development) • Simple tools (create shelter, hunt, make clothes) • Communication (art to express ideas) • Society (distinct roles for men and women) 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain the relationship between hunters-gathers to the natural environment • Identify and describe migration patterns of hunter-gatherers • Identify and describe the advancements of hunter-gathers • Describe the role of agriculture in village development and creation of job specializations • Identify and describe the effect of neolithic agriculture in the development of villages

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	<p>8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p> <p>NCSS: Social Studies 2010</p> <p>NCSS: Middle</p> <hr/> <p>CULTURE</p> <p>Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions related to culture;</p> <p>Explain how patterns of behavior reflect cultural values and beliefs;</p>	<ul style="list-style-type: none"> • Domestication of plants and animals (food surplus, growth of towns and villages, trade/barter, specialized labor) • Irrigation techniques (dams and canals) • Technology (plows, water wheels, animals to assist in labor) • Prehistory • Nomad • Hunter-gatherer/food-producer • Neolithic • Paleolithic • Neolithic Revolution • Agriculture/herding • Subsistence farming • Irrigation • Domesticate • Hominid • Ancestor • Specialization (potters, weavers, metal workers) • Neanderthal • Cro-Magnon • Homo-Sapien 	<ul style="list-style-type: none"> • Identify effects of plant and animal domestication • Summarize the effects of irrigation and technological advances • Summarize the effects of the emergence of agriculture

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	<p>Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.</p> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge The learners will understand</p> <p>The study of the past provides a representation of the history of communities, nations, and the world;</p> <p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>Processes learners will be able to</p> <p>Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources</p> <p>Products Learners demonstrate understanding by</p> <p>Presenting findings in oral, written, visual, or electronic formats</p> <p>Developing a project or exhibit for a class museum representing an historic era or event</p>		

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	<p>Developing an illustrated timeline of a sequence of events representing an important historic era</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts;</p> <p>The roles of different kinds of population centers in a region or nation;</p> <p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>Human modifications of the environment;</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;</p>		

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	<p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;</p> <p>That groups and institutions change over time;</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>Processes Learners will be able to</p> <p>Analyze the effects of interactions between and among individuals, groups, and institutions;</p> <p>Identify and analyze the impact of tensions between and among individuals, groups, and institutions;</p> <p>Understand examples of tensions between belief systems and governmental actions and policies;</p> <p>Products Learners demonstrate understanding by</p> <p>Using computer-based technology and media communication research, and presenting findings in illustrations or essays about social conflict;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Knowledge Learners will understand</p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY</p> <p>Knowledge Learners will understand</p> <p>Society often turns to science and technology to solve problems;</p>		

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	<p>Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;</p> <p>Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand</p> <p>Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;</p> <p>CIVIC IDEALS AND PRACTICES Processes Learners will be able to</p> <p>Identify and describe the role of citizen in various forms of government, past and present;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>River Valley Civilizations</p>	<p>PA: Geography 2009 PA: Grade 6</p> <hr/> <p>Geography 7.3. Human Characteristics of Places and Regions</p> <p>7.3.6.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.6.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.6.B. Describe and explain the effects of people on the physical systems within regions.</p> <p>PA: History 2009</p>	<ul style="list-style-type: none"> • Architecture (mudbrick buildings, pyramids, temples, ziggurats) • Social order (hierarchy, dynasty, slavery, division of labor, caste system) • Written language (cuneiform, hieroglyphics, Hebrew, pictographs, symbols vs. sounds) • Governmental systems (forms of government, divine kingship, dynasty, Hammurabi's Code) 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the river civilizations on a map • Identify architectural features of river civilizations • Compare architectural features of river civilizations • Identify and compare social orders of river civilizations • Identify and compare written languages of river civilizations • Identify and compare government systems of river civilizations

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	<p>PA: Grade 6</p> <hr/> <p>8.1. Historical Analysis and Skills Development Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>8.1.6.A. Explain continuity and change over time using sequential order and context of events.</p> <p>8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>8.4. World History Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p> <p>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</p> <p>8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p> <p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p>	<ul style="list-style-type: none"> • Trade systems (food surpluses, barter system, goods, language and ideas/religion) • Religion (polytheism vs. monotheism, Judaism, Taoism, Hinduism, Buddhism, Confucianism) • Barter • Silt • Cuneiform • Hierarchy • Hieroglyphics • Polytheism • Monotheism • Ziggurat • Fertile Crescent • Torah • Vedas 	<ul style="list-style-type: none"> • Identify and analyze the trade systems of river civilizations • Identify and compare religions of river civilizations

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	<p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;</p> <p>That culture may change in response to changing needs, concerns, social, political, and geographic conditions;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions related to culture;</p> <p>Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts;</p> <p>Describe and give examples of the value of both cultural unity and diversity, within and across groups;</p> <p>Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding;</p> <p>Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.</p>		

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	<p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge The learners will understand</p> <p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher;</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems;</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts;</p> <p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Human modifications of the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p>		

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	<p>Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception;</p> <p>That individuals' choices influence identity and development;</p> <p>Processes Learners will be able to</p> <p>Examine the relationship between individual identity and social, cultural, and historical contexts;</p> <p>Products Learners demonstrate understanding by</p> <p>Creating identity portraits that describe the factors that make them unique and shape development;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>That groups and institutions influence culture in a variety of ways.</p> <p>Processes Learners will be able to</p> <p>Understand examples of tensions between belief systems and governmental actions and policies;</p> <p>Products Learners demonstrate understanding by</p> <p>Presenting visual evidence of socialization practices in three cultures located outside the United States.</p> <p>Using computer-based technology and media communication research, and presenting findings in illustrations or essays about social conflict;</p>		

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	<p>POWER, AUTHORITY, AND GOVERNANCE</p> <p>Processes Learners will be able to</p> <p>Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity;</p> <p>Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Knowledge Learners will understand</p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>The economic choices that people make have both present and future consequences</p> <p>The economic gains that result from specialization and exchange as well as the trade offs</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY</p> <p>Knowledge Learners will understand</p> <p>Science is the result of empirical study of the natural world, and technology is the application of knowledge to accomplish tasks;</p> <p>Society often turns to science and technology to solve problems;</p> <p>The need for laws and policies to govern scientific and technological applications;</p> <p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global connections have existed in the past and increased rapidly in current times;</p>		

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	<p align="center">CIVIC IDEALS AND PRACTICES</p> <p>Processes Learners will be able to</p> <p>Identify and describe the role of citizen in various forms of government, past and present;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Classical Greek Civilization</p>	<p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE</p> <p>Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication and study;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>Processes Learners will be able to</p> <p>Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts;</p> <p>Explain how patterns of behavior reflect cultural values and beliefs;</p>	<ul style="list-style-type: none"> • Geographic (mountains caused separate independent city-states) • Political (Athens, democracy, direct democracy, public debate, limited citizenship, Delian League) • Cultural (polytheism/mythology, history, philosophy) • Phillip II (unified the Greek city-states) • Alexander the Great (son of Phillip, solidified and expanded rule, spread Greek culture, blended with cultures of conquered regions, Hellenistic period) • Writing and theater (tragedy, comedy, history, mythology) • Government (democracy, limited citizenship, public debate) • Socrates (philosophy, government, Socratic questioning) 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the geographical, political, and cultural features of Greece • Explain the significance of key figures of ancient Greece • Identify the expansion of Alexander's empire on a map • Explain the spread of Greek culture • Explain the lasting influence of the classical Greek civilization • Identify contributions of Greek philosophers • Evaluate contributions of Greek philosophers • Identify characteristics of Greek mythology

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	<p>Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding;</p> <p>Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.</p> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge The learners will understand</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems;</p> <p>The origins and influences of social, cultural, political, and economic systems;</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p>Processes learners will be able to</p> <p>Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings</p> <p>Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources: validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation</p> <p>Products Learners demonstrate understanding by</p> <p>Reconstructing and enacting an historic event through role playing</p>	<ul style="list-style-type: none"> • Plato (political philosophy) • Archimedes (mathematics and science) • Aristotle (political philosophy) • Pythagoras (mathematics) • Polytheism • Gods • Mythology • Peninsula • Persia • City-state • Democracy • Citizen • Hellenistic • Philosophy • Alliance • Mythology • Architecture • Oligarchy 	

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	<p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>The roles of different kinds of population centers in a region or nation;</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception;</p> <p>How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity;</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions about how individual identity forms and changes;</p> <p>Examine the relationship between individual identity and social, cultural, and historical contexts;</p>		

Unit	Standards	Content	Skills
	<p>Describe the influence of perception, attitudes, values, and beliefs on personal identity and the interactions of peoples across time and space</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions</p> <p>Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender;</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>That institutions may promote or undermine social conformity;</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>Processes Learners will be able to</p> <p>Identify and analyze the impact of tensions between and among individuals, groups, and institutions;</p> <p>Understand examples of tensions between belief systems and governmental actions and policies;</p> <p>Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good;</p> <p>POWER, AUTHORITY, AND GOVERNANCE</p> <p>Knowledge Learners will understand</p> <p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p>		

Unit	Standards	Content	Skills
	<p>Processes Learners will be able to Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources; How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative; The economic gains that result from specialization and exchange as well as the trade offs</p> <p>Processes Learners will be able to Compare their own economic decisions with those of others, and consider the wider consequences of those decisions for groups, communities, the nation, and beyond;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Society often turns to science and technology to solve problems; Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities; Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);</p>		

Unit	Standards	Content	Skills
	<p>Science and technology sometimes create ethical issues that test our standards and values;</p> <p>Processes Learners will be able to</p> <p>Use diverse types of media technology to read, write, create, and review a variety of messages;</p> <p>Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past;</p> <p>Products Learners demonstrate understanding by</p> <p>Discussing current and past issues involving science and technology, and their consequences for society;</p> <p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p> <p>Global connections may make cultures more alike or increase their sense of distinctiveness;</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past;</p> <p>Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures;</p> <p>Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations;</p> <p>CIVIC IDEALS AND PRACTICES</p>		

Unit	Standards	Content	Skills
	<p>Knowledge Learners will understand</p> <p>Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;</p> <p>Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action);</p> <p>Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;</p> <p>Processes Learners will be able to</p> <p>Identify and describe the role of citizen in various forms of government, past and present;</p> <p>Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions;</p> <p>Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.</p>		

Unit	Standards	Content	Skills
<p>Classical Roman Civilization</p>	<p>NCSS: Social Studies 2010 NCSS: Middle</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;</p> <p>How culture influences the ways in which human groups solve the problems of daily living;</p> <p>That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture;</p> <p>How people from different cultures develop different values and ways of interpreting experience;</p> <p>That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions related to culture;</p> <p>Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts;</p> <p>Describe and give examples of the value of both cultural unity and diversity, within and across groups;</p>	<ul style="list-style-type: none"> • Patrician • Republic • Plebeian • Consul • Dictator • Tribune • Etruscans • Romulus • Julius Caesar • Aqueduct • Augustus • Nero • Justinian Code 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify and group cultural universals • Compare and contrast different forms of government that developed throughout Rome • Explain importance of Justinian Code and separation of powers • Identify and illustrate realism in Roman art work • Discuss the importance of technological influences on Roman life • Explain the Romance Languages from the development of Latin • Summarize the Roman contributions and influences on later societies

Unit	Standards	Content	Skills
	<p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge The learners will understand</p> <p>The study of the past provides a representation of the history of communities, nations, and the world;</p> <p>Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect;</p> <p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past;</p> <p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems);</p> <p>The origins and influences of social, cultural, political, and economic systems;</p> <p>The contributions of key persons, groups, and events from the past and their influence on the present;</p> <p>The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols;</p> <p>Processes learners will be able to</p> <p>Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings</p> <p>Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources</p> <p>Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources: validate and weigh evidence for claims, and</p>		

Unit	Standards	Content	Skills
	<p>evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation</p> <p>Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times</p> <p>Products Learners demonstrate understanding by</p> <p>Developing an illustrated timeline of a sequence of events representing an important historic era</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources;</p> <p>Concepts such as: location, region, place, and migration, as well as human and physical systems;</p> <p>The roles of different kinds of population centers in a region or nation;</p> <p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious);</p> <p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas);</p> <p>Human modifications of the environment;</p> <p>Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs;</p>		

Unit	Standards	Content	Skills
	<p>INDIVIDUAL DEVELOPMENT AND IDENTITY</p> <p>Knowledge Learners will understand</p> <p>Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception;</p> <p>How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity;</p> <p>How personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS</p> <p>Knowledge Learners will understand</p> <p>That ways in which young people are socialized include similarities as well as differences across cultures;</p> <p>That groups and institutions change over time;</p> <p>That cultural diffusion occurs when groups migrate;</p> <p>That institutions may promote or undermine social conformity;</p> <p>That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result;</p> <p>That groups and institutions influence culture in a variety of ways.</p> <p>POWER, AUTHORITY, AND GOVERNANCE</p> <p>Knowledge Learners will understand</p> <p>The ideologies and structures of political systems that differ from those of the United States;</p> <p>The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.</p>		

Unit	Standards	Content	Skills
	<p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Knowledge Learners will understand</p> <p>Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources;</p> <p>How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative;</p> <p>The economic choices that people make have both present and future consequences</p> <p>Economic incentives affect people's behavior and may be regulated by rules or laws;</p> <p>The economic gains that result from specialization and exchange as well as the trade offs</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY</p> <p>Knowledge Learners will understand</p> <p>Society often turns to science and technology to solve problems;</p> <p>Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present;</p> <p>Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities;</p> <p>Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge (e.g., invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries);</p> <p>Science and technology sometimes create ethical issues that test our standards and values;</p>		

Unit	Standards	Content	Skills
	<p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication);</p> <p>Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of Earth and its inhabitants;</p> <p>Global connections may make cultures more alike or increase their sense of distinctiveness;</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past;</p> <p>Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations;</p> <p>Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>Knowledge Learners will understand</p> <p>The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society;</p> <p>Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent;</p> <p>Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments,</p>		

Unit	Standards	Content	Skills
	<p>expressing views on issues, and collaborating with others to take civic action);</p> <p>The origins and function of major institutions and practices developed to support democratic ideals and practices;</p> <p>Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues;</p>		

