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| **History of Our World****Key Ideas and Details** | 6.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources6.RH.2 Determine the central ideas of information of primary or secondary source; provide and accurate summary of the source distinct from prior knowledge or opinions6.RH.3 Identify key steps in a text’s description of a process related to history/social studies  | \*I will find out how the geography of the Nile changes as the river runs its course\*I will learn about the types of communities that first appeared along the Nile, and how the Nile, was used for trade \*I will learn about the history of kingship in ancient Egypt\*I will find out about Egypt’s accomplishments during each of the three kingdom periods\*I will understand what characterized the rule of Egypt during the New Kingdom period\*I will learn about Egyptian gods and goddesses \*I will find out about the Egyptians’ belief in the afterlife\*I will discover how and why the pharaohs’ toms were built\*I will find out about the everyday life of the ancient Egyptians\*I will learn about writing in ancient Egypt\*I will discover advances made by the Egyptians in science and medicine\*I will examine the relationship between Nubia and Egypt\*I will learn about the Nubian kingdoms centered in Kerma, Napata, and Meroe  | KnowledgeComprehensionApplicationAnalysis | History of Our World Text (Prentice Hall)Section Quiz 1, 2, 3, 4, 5Assessments 1, 2, 3, 4, 5 and/or Authentic AssessmentsGraphic OrganizerTechnology (Smart Board – Internet Links) [www.PHSchool.com](http://www.PHSchool.com); [www.vimeo](http://www.vimeo); [www.nationalgeographic.com](http://www.nationalgeographic.com); [www.historychannel.com](http://www.historychannel.com)[www.youtube.com](http://www.youtube.com) History of Our World Teaching Resources | Section 1NubiacataractdeltasiltSection 2pharaohdynastyabsolute powerregentSection 3afterlifemummypyramidGizaSection 4hieroglyphspapyrusastronomerSection 5oreLower NubiaUpper Nubiaartisan |
| **History of Our World****Craft and Structure** | 6.RH.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies6.RH.5 Describe how a text presents information 6.RH.6 Identify aspects of a text that reveal an author’s point of view or purpose \*I will determine, describe and apply vocabulary in text  | \*I will determine, describe and apply vocabulary in text \*I will identify the author’s point of view or purpose  | KnowledgeComprehensionApplication |  | Continued Academic Vocabulary:Section 1; 2; 3, 4, 5 |
| **History of Our World****Integration of Knowledge and Ideas** | 6.RH.7 Integrate visual information with other information in print and digital texts6.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text 6.RH.9 Analyze the relationship between a primary and secondary source on the same topic  | \*I will apply visuals to learning.\*I will distinguish between fact opinion and make judgment\*I will analyze between primary and secondary sources. | AnalysisSynthesisEvaluation | History of Our World Text (Prentice Hall)Section Quiz 1, 2, 3, 4. 5Assessments 1, 2, 3, 4, 5 and/or Authentic AssessmentsGraphic OrganizerTechnology (Smart Board – Internet Links) [www.PHSchool.com](http://www.PHSchool.com); [www.vimeo](http://www.vimeo); [www.nationalgeographic.com](http://www.nationalgeographic.com); [www.historychannel.com](http://www.historychannel.com)History of Our World Teaching Resources |  |
| **Writing****Text Types and Purposes** | 6.W.1 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selections, organization, and analysis of relevant content.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examplesc. Use appropriate transitions to clarify the relationships among ideas and conceptsd. Use precise language and domain-specific vocabulary to inform about or explain the topice. Establish and maintain a formal stylef. Provide a concluding statement or section that follows from the information or explanation presented6.W.2 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequencese. Provide a conclusion that follows from the narrated experiences or events | I will analyze the main points of the textI will apply key terms to explain the topicI will summarize text information applying relevant details | AnalysisSynthesisEvaluation | Note Taking – Composition Books | Continued Academic Vocabulary:Section 1; 2; 3; 4; 5 |
| **Speaking and Listening Comprehension Collaboration** | 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one,) in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.a. come to discussions preparedb. follow rules for collegian discussionsc. pose and responds to specific questionsd. review the key ideas expressed  | I will collaborate with my peers | Synthesis | PeersComposition Books/Notes |  |
| **Language Standards****Vocabulary Acquisition and Use** |  6.L.4 Determine or clarify the meaning of unknown and multiple-meaning and phrases based on grade 6 reading and content, choosing flexibly from a range of strategiesa. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phased. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression | I will apply context cluesI will apply grade level key terms | KnowledgeComprehension ApplicationAnalyzeKnowledgeComprehensionApplication | PeersComposition BooksCompositions Books | Continued Academic Vocabulary:Section 1; 2; 3; 4; 5 |
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| **Strand 4: Geography** **Concept 1: The World in Spatial Terms** | **­­­­­­­­­­­­­ S34C1.PO 1.** Construct maps, charts, and graphs to display geographic information. |  |  |  |  |
|  | **P S34C1.O 2.** Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images. |  |  |  |  |
|  | **S34C1.PO 3.** Interpret maps, charts, and geographic databases using geographic information. |  |  |  |  |
|  | **S34C1.PO 4.** Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map. Connect with: Strand 2 Concept 2 |  |  |  |  |
|  | **S34C1.PO 5.** Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied). |  |  |  |  |
| Strand 4: Geography **Concept 2: Places and Regions** | **PO 1.** Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).  Connect with: Strand 2 Concept 2**PO 2.** Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2**PO 3.** Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5**PO 4.** Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims. Connect with: Strand 2 Concept 2**PO 5.** Describe the physical and human characteristics of places and regions of a Middle Eastern country studied. Connect with: Strand 2 Concept 2 |  |  |  |  |
| Strand 4: Geography **Concept 3: Physical Systems**(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) | **PO 1**. Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper. **Connect with:****Science Strand 3 Concept 1**Evaluate the effects of, and describe how people plan for and respond to natural disasters.**Science Strand 4 Concept 3** Describe how sunlight, water quality, climate, population density and pollution affect quality of life.**Science Strand 6 Concept 1** Describe the composition of and interactions between bodies of water and the atmosphere.**Science Strand 6 Concept 2** Explain the water cycle and factors that affect climate. |  |  |  |  |
| Strand 4: Geography **Concept 4: Human Systems** | **PO 1.** Interpret the demographic structure of places and regions using a population pyramid.  |  |  |  |  |
|  | **PO 2**. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions. |  |  |  |  |
|  | **PO 3**. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2 |  |  |  |  |
|  | **PO 4**. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions. Connect with: Strand 2 Concept 2, 3, 4  |  |  |  |  |
|  | **PO 5.** Identify cultural norms that influence different social, political, and economic activities of men and women. Connect with: Strand 2 Concept 2 |  |  |  |  |
| Strand 4: Geography **Concept 5: Environment and Society** | **PO 1**. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.  |  |  |  |  |
|  | **PO 2**. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.  Connect with: Strand 2 Concept 2 . |  |  |  |  |
|  | **PO 3.** Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.  Connect with: Strand 2 Concept 2 |  |  |  |  |
|  | **PO 4.** Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe |  |  |  |  |
| Strand 4: Geography **Concept 6: Geographic Applications**  | **PO 1.** Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.  Connect with: Strand 2 Concept 2 |  |  |  |  |
|  | ***PO 2****. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.*  |  |  |  |  |
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