

World History Curriculum Map – Yearly (2023-2024)

Week	Standards	Vocabulary, Concepts & Ideas	Topic	Learning Targets
<p>8/10 (Th) – 1st Day of School</p> <p>1 & 2 (8/14 – 8/25)</p>	<p>Start content on day three 8/14 (M):</p> <p>SS.6.W.1.1 SS.6.W.1.2 SS.6.W.1.3 SS.6.W.1.4 SS.6.W.1.5</p>	<p>Era, archaeology, artifact, paleontology, fossil, anthropology, species, integral, decade, found, precise, evidence, primary source, secondary source, point of view, bias, conclusion, scholarly, evidence, source, finite, interpretation, credentials</p>	<p>Rules, procedures, expectations... (8/10 – 8/11)</p> <p>D-Icebreaker Activity</p> <p>Ch. 1 – Roles of a Historian (Lesson 1-3)</p> <p>What is History?</p> <p>How Does a Historian Work?</p> <p>Researching History</p> <p>Analyzing Artifacts Activity</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> Use timelines to identify chronological orders of historical events. Identify vocabulary terms related to time periods and designations of time periods. Interpret primary and secondary sources. Describe the methods of historical inquiry and how history relates to the other social sciences. Describe the roles of historians and recognize varying historical interpretations.
<p>3 & 4 (8/28 – 9/8)</p>	<p>SS.6.G.1.1 SS.6.G.1.5 SS.6.G.1.6</p>	<p>Five Themes/6 Essential Elements of Geography, Hemisphere, latitude, longitude, projection, scale, cardinal directions, migration, culture.</p>	<p>Ch. 2 – Studying Geography (Lesson 1)</p> <p>Studying Geography</p> <p>Five Themes/6 Essential Elements of Geography Writing Activity</p> <p>Store Grid Project (See additional resource in One Drive)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> Use latitude and longitude coordinates to find targets on a map. Identify Prime Meridian and Equator. Identify continents and oceans of Earth. Use cardinal directions, scale, and intermediate directions. Estimate distances between places on current and ancient maps of the world.

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<p>5 & 6 (9/11 – 9/22)</p> <p>9/3 (M) – NS Labor Day</p> <p>9/20 (W) – Half Day</p> <p>9/15 (F) - Constitution Day Lesson</p>	<p>SS.6.W.1.2 SS.6.W.2.1 SS.6.W.2.2 SS.6.W.2.3 SS.6.W.2.4</p> <p>SS.6.C.2.1 for Constitution Week</p>	<p>Paleolithic, nomads, Ice Age, technology, method, available, construct, woolly mammoth, communicate, constant, domesticate, Neolithic Age, systematic agriculture, shrine, specialization, Bronze Age, economy, locate.</p> <p>Constitution Day - September 17th Refer to United States Public Law @ http://www.fldoe.org/academics/standards/subject-areas/constitution-day-celebrate-freedom-wee.stml</p>	<p>Ch. 3 – Hunter-Gatherers/ Agricultural Revolution (Lesson 1-2)</p> <p>Hunter-Gatherers</p> <p>The Agricultural Revolution</p> <p>Critical Reading Series: The Search for Ancient Ancestors</p> <p>9/17 – Constitution Day</p> <p>**Lesson to be implemented on Friday, 9/15**</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Describe and identify traditional and command economies as they appear in different civilizations. 2. Compare the lifestyles of hunter-gathers with those of settlers of other agricultural communities. 3. Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization. 4. Identify the characteristics of civilization. 5. Compare the economic, political, social, and religious institutions of ancient river civilizations.

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<p>7 & 8 (9/25 – 10/6)</p> <p>9/25 – 9/29 – Freedom Week</p>	<p>SS.6.W.2.7 SS.6.W.2.8 SS.6.G.1.7 SS.6.G.2.1 SS.6.G.2.4 SS.6.E.3.2</p>	<p>Silt, irrigation, surplus, city state, polytheism, ziggurat, cuneiform, scribe, epic, parallel, consist, embrace, obstacle, stutter, code, military, empire, tribute, province, caravan, astronomer, region, complex,</p> <p>Freedom Week (last full week of September – min. 3hrs of instruction)</p> <p>Refer to Florida Statutes @</p> <p>http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.421.html</p>	<p>Ch. 4 – Mesopotamia (Lesson 1-2)</p> <p>The Sumerians</p> <p>Mesopotamian Empires</p> <p>DBQ: Hammurabi's Code: Was it Just?</p> <p>A Letter to the Editor of the Babylonian Times Writing Activity</p> <p>(9/25 – 9/29) – Freedom Week</p> <p>Declaration of Independence Lesson must be implemented within the week.</p> <p>Emphasize connections between Hammurabi's Code and the Bill Rights and Constitution</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> Summarize the important achievements of Mesopotamian civilization. Determine the impact of key figures from ancient Mesopotamian civilizations. Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Explain why ancient civilizations chose settlement locations. Describe why Babylon was an important city in the ancient world.

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<p>9, 10, & 11 (10/9 – 10/27)</p> <p>10/13 (F) – End of GP (1st 9wks)</p> <p>10/16 (M) - NS Planning Day</p>	<p>SS.6.W.2.3 SS.6.W.2.4 SS.6.W.2.5 SS.6.W.2.6 SS.6.W.3.18 SS.6.G.2.3 SS.6.G.2.4 SS.6.G.2.5 SS.6.G.2.6 SS.6.G.3.1 SS.6.E.3.3</p>	<p>Cataract, delta, shadoof, papyrus, hieroglyphics, dynasty, unique, isolate, unify, theocracy, pharaoh, bureaucrat, embalming, pyramid, distribute, crucial, reside, labor, construct, role, incense, envoy, acquire, authority, decline, rely, savanna, textile, challenge</p>	<p>Ch. 5 – Ancient Egypt/Kush (Lessons 1-4)</p> <p>The Nile River</p> <p>Life in Ancient Egypt</p> <p>Egypt’s Empire</p> <p>The Kingdom of Kush</p> <p>DBQ: Hook Exercise – Finding a New Homeland</p> <p>DBQ: Background Essay – How Did the Nile Shape Ancient Egypt?</p> <p>Social Structure Intro Activity – School Social Pyramid</p> <p>History Alive – Nile River Boat Tour (See One Drive Resource Folder)</p> <p>Critical Reading Series: The Tomb of King Tut</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> Identify the characteristics of ancient civilization (Egypt). Compare the economic, political, social, and religious institutions of ancient river civilizations. Summarize important achievements of ancient Egyptian civilization. Determine contributions of key figures of ancient Egypt. Describe the rise and fall of the ancient civilization of Kush. Analyze the relationship of physical geography to the development of ancient river civilizations. Explain how the geographical location of ancient civilizations contributed to culture and politics of societies. Explain the concept of culture diffusion and identify the influences of different ancient cultures on one another. Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Describe traditional economies (Egypt & Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

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<p>12 (10/30 – 11/3)</p> <p>SS.6.W.1.3 SS.6.W.1.4 SS.6.W.1.5 SS.6.W.1.6 SS.6.W.2.8 SS.6.W.2.9 SS.6.W.3.1 SS.6.W.3.7</p>	<p>SS.6.G.1.4 SS.6.G.1.5 SS.6.G.1.7 SS.6.G.2.1 SS.6.G.2.2 SS.6.G.2.6 SS.6.G.3.1 SS.6.G.4.1 SS.6.G.5.1 SS.6.G.5.2 SS.6.E.1.3 SS.6.E.3.4</p>	<p>Prophet, monotheism, tribe, Exodus, covenant, Torah, commandment, alphabet, psalm, proverb, exile, synagogue, Sabbath, scroll, kosher, Diaspora, rabbi</p>	<p>Ch. 6 – The Israelites (Lesson 1-2)</p> <p>Beginnings</p> <p>The Development of Judaism</p> <p>Critical Reading Series: The Dead Sea Scrolls</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify the role of scribes in spreading ideas. 2. Demonstrate understanding of Jewish culture and interpret what they learned. 3. Analyze how conflicts develop. 4. Read and interpret primary sources. 5. Make the connection between historical events and religious holidays. 6. Contrast religious concepts and identify leaders and key historical figures. 7. Analyze how geography contributes to settlement. 8. Analyze the role of kings in ancient Israel. 9. Summarize information about the ancient Israelites.
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<p>13, 14, & 15 (11/6 – 11/21)</p> <p>11/9 (Th) - Holocaust Education Week Lesson</p> <p>11/10 (F) – NS Veterans’ Day</p> <p>(11/22 – 11/25) Thanks. Break</p>	<p>SS.6.C.1.1 SS.6.E.3.3 SS.6.E.3.4 SS.6.G.2.1 SS.6.G.2.4 SS.6.G.2.5 SS.6.G.2.6 SS.6.W.3.2 SS.6.W.3.3 SS.6.W.3.4 SS.6.W.3.5 SS.6.W.3.6 SS.6.W.3.7</p>	<p>Peninsula, bard, colony, polis, agora, phalanx, tyrant, oligarchy, democracy, helot, ephor, satrapy, satrap, Zoroastrianism, direct democracy, representative democracy, philosopher, dominate, community, conclude, economic, decline, affect, military, stability, achieve, construct, obtain, collapse, channel, accompany, sufficient, decade, conflict, emphasize.</p>	<p>Ch. 7 – Ancient Greece (Lesson 1-4)</p> <p>Rise of Greek Civilization</p> <p>Spart and Athens: City-State Rivals</p> <p>Greece and Persia</p> <p>Glory, War, and Decline</p> <p>Critical Reading Series: <i>The Trojan Horse</i></p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify democratic concepts developed in Ancient Greece that served as a foundation for American constitutional democracy. 2. Describe the relationship of civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. 3. Explain how the geographical location of ancient Greece contributed to the culture and politics of the society. Explain the concept of culture diffusion and identify the influences of different ancient cultures on one another. 4. Explain the democratic concept (polis, civic participation, and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece. 5. Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots). 6. Explain the causes and effects of the Persian and Peloponnesian War. 7. Summarize the importance of achievements and contributions of ancient Greek civilization. 8. Determine the impact of key figures from Ancient Greece. Summarize the key achievements, contributions, and figures associated with the Hellenistic period.
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<p>16, 17, 18, & 19 (11/27 – 12/21)</p> <p>(12/14 or 12/15) – Digital Tools Cert. Test</p> <p>12/21 (Th) - End of GP (2nd 9wks)</p> <p>12/22 – 1/5 – Christmas Break</p>	<p>ICT.7.1.1 ICT.7.1.2 ICT.7.1.3 ICT.7.2.1 ICT.7.2.2 ICT.7.2.3 ICT.7.2.4 ICT.7.2.5 ICT.7.2.6 ICT.7.2.7 ICT.7.2.8 ICT.7.2.9 ICT.7.2.10 ICT.7.2.11 ICT.7.2.12 ICT.7.2.13 ICT.7.2.14 ICT.7.3.1 ICT.7.3.2 ICT.7.3.3 ICT.7.3.4 ICT.7.3.5 ICT.7.3.6 ICT.7.3.7 ICT.7.4.1</p>	<p>Accessibility, cloud computing, document, file, templates, toolbar, tools, word processor, bold, cells, citation, copy, cut, document orientation, download, font, font size, footer, format, header, insert, landscape, line spacing, margins, page setup, paste, plagiarism, portrait, tab, table of contents, text alignment, break text, image, inline, shapes, upload, URL, wrap text, bulleted lists, cells, columns, format, numbered lists, rows, table, access, autosave, collaboration, comment, edit, privilege, real-time, revision, share, view</p>	<p>Digital Tools – ICT Word Processing Essentials (Lesson 1-5)</p> <p>Introduction to Word Processing</p> <p>Formatting, Editing, and Printing Documents</p> <p>Working with Images and Shapes in Documents</p> <p>Structuring Text Content in Documents</p> <p>Revising and Collaborating on Documents</p> <p>(12/11 – 12/13) – Digital Tools Practice Tests A, B, & C</p>	<p>See One Drive Folder – Resources for Lessons and activities</p>

Week	Standards	Vocabulary, Concepts & Ideas	Topics	Learning Targets
<p>20 - 21 (1/8-1/9)</p> <p>1/8 (M) - Teacher Planning Day</p> <p>1/15 (M) - School Holiday (MLK Jr. Day)</p>	<p>SS.6.C.1.1 SS.6.E.3.3 SS.6.E.3.4 SS.6.G.2.1 SS.6.G.2.4 SS.6.G.2.5 SS.6.G.2.6 SS.6.W.3.2 SS.6.W.3.3 SS.6.W.3.4 SS.6.W.3.5 SS.6.W.3.6 SS.6.W.3.7</p>	<p>Myth, ritual, oracle, fable, oral tradition, drama, tragedy, comedy, construct, conflict, style, Sophists, rhetoric, Socratic Method, Hippocratic Oath, reject, reveal, despite, individuals, investigate, create, voluntarily, pursue, cavalry, Hellenistic Era, Epicureanism, Stoicism, circumference, plane geometry, solid geometry, seek, community, method, accurate.</p>	<p>Ch. 8 – Greek Civilization (Lessons 1-4)</p> <p>Greek Culture</p> <p>The Greek Mind</p> <p>Alexander’s Empire</p> <p>Hellenistic Culture</p> <p>Critical Reading Series: Medusa</p> <p>-Or-</p> <p>Critical Reading Series: Cyclops</p> <p>-Or-</p> <p>Critical Reading Series: Minotaur: Beast of the Labyrinth</p> <p>DBQ: “Citizenship in Athens and Rome: Which was the better system?”</p> <p>-Or-</p> <p>“How Great was Alexander the Great</p>	<p>SWBAT:</p> <p>9. Identify democratic concepts developed in Ancient Greece that served as a foundation for American constitutional democracy.</p> <p>10. Describe the relationship of civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p> <p>11. Explain how the geographical location of ancient Greece contributed to the culture and politics of the society. Explain the concept of culture diffusion and identify the influences of different ancient cultures on one another.</p> <p>12. Explain the democratic concept (polis, civic participation, and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</p> <p>13. Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</p> <p>14. Explain the causes and effects of the Persian and Peloponnesian War.</p> <p>15. Summarize the importance of achievements and contributions of ancient Greek civilization.</p> <p>16. Determine the impact of key figures from Ancient Greece. Summarize the key achievements, contributions, and figures associated with the Hellenistic period.</p>

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22 (1/22 – 1/26)	SS.6.G.1.4 SS.6.G.1.5 SS.6.G.1.6	Subcontinent, monsoon, migrate, emerge, language family, raja, Sanskrit, Vedas, guru, Hinduism, Brahman, reincarnation, karma, dharma Buddhism, nirvana, Jainism, stupa, pilgrim, Bhagavad Gita	Ch. 9 – Ancient India (Lessons 1-3)	SWBAT: 1. Recognize why people settle by rivers. 2. Analyze how human culture evolves. 3. Describe early civilizations in India. 4. Recall the names of the castes in India. 5. Distinguish among the terms <i>varna</i>, <i>jati</i>, and <i>caste</i>. 6. Identify key terms in Hindu beliefs. 7. Analyze religious concepts. 8. Compare and contrast Ashoka’s rule before and after he embraced Buddhism. 9. Compare and contrast ancient Indian rule during Ashoka with modern day. 10. Synthesize information to form opinions and make observations about ancient Indian culture.	
SS.6.E.3.4	SS.6.G.2.1		Early Civilizations		
SS.6.W.1.3	SS.6.G.2.2		Religions of Ancient India		
SS.6.W.1.4	SS.6.G.2.3				
SS.6.W.1.6	SS.6.G.2.5		The Mauryan Empire		
SS.6.W.2.2	SS.6.G.4.1				
SS.6.W.2.3	SS.6.G.4.2				
SS.6.W.4.1	SS.6.G.4.4				
SS.6.W.4.2	SS.6.G.5.3		Critical Reading Series: Mahatma Gandhi: The Peaceful Way		
SS.6.W.4.3	SS.6.E.1.1				
SS.6.W.4.4	SS.6.E.1.2				
SS.6.W.4.5	SS.6.E.1.3				
	SS.6.E.2.1				
	SS.6.E.3.2				

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23 (1/29 – 2/2)	SS.6.G.1.4 SS.6.G.1.5 SS.6.G.1.6 SS.6.G.1.7 SS.6.G.2.1 SS.6.G.2.2 SS.6.G.2.3 SS.6.G.2.4 SS.6.G.2.5	Warlord, aristocrat, ancestor, pictograph, ideograph, bureaucracy, hereditary, Mandate of Heaven, Dao, Confucianism, Daoism, legalism, filial piety, censor, currency, civil service, tenant farmer, acupuncture,	Ch. 10 – Early China (Lessons 1-3) The Birth of Chinese Civilization Society and Culture in Ancient China The Qin and the Han Dynasties	SWBAT: 1. Compare and contrast Huang He Valley civilizations with another river valley civilizations, including those along the Tigris-Euphrates, Nile, and Indus rivers. 2. Explain the role of geography in the development of Chinese civilization and in its isolation. Compare and contrast the Shang dynasty with the Zhou dynasty. 3. Identify Confucius, Laozi, and Hanfeizi and how their philosophies affected society and government. Describe Confucianism, Daoism, and legalism. 4. Predict what life was like in the Qin dynasty and the Han dynasty, based on images from each. Identify geographical features along the Silk Road. 5. Discuss how increased trade benefits civilization.
SS.6.W.1.4 SS.6.W.2.2 SS.6.W.2.3 SS.6.W.4.4 SS.6.W.4.6 SS.6.W.4.7 SS.6.W.4.8 SS.6.W.4.9 SS.6.W.4.10	SS.6.G.2.6 SS.6.G.4.1 SS.6.G.5.1 SS.6.G.5.2 SS.6.G.5.3 SS.6.E.1.1 SS.6.E.3.1 SS.6.E.3.2 SS.6.E.3.4 SS.6.W.1.3		History Alive: Excavating Shang Tomb DBQ: "The Silk Road: Recording the Journey" Critical Reading Series: The Emperor and His Army	

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24, 25, 26, 27, 28, & 29 (2/5 – 3/13)	ICT.1.1 ICT.1.11 ICT.1.2 ICT.1.4 ICT.1.5 ICT.1.6 ICT.1.7 ICT.1.8 ICT.1.9 ICT.1.10 ICT.2.1 ICT.2.2 ICT.2.3 ICT.2.4 ICT.2.5 ICT.3.1 ICT.3.2 ICT.3.4 ICT.3.6 ICT.4.1 ICT.4.2 ICT.4.3 ICT.4.3.1 ICT.4.3.2 ICT.5.1 ICT.5.2 ICT.5.3 ICT.5.4 ICT.5.5 ICT.5.6 ICT.6.1 ICT.6.2 ICT.6.3 ICT.6.4 ICT.6.4.1 ICT.6.4.2 ICT.6.4.3 ICT.6.4.4 ICT.6.4.5	ICT.6.5 ICT.6.6 ICT.6.7 ICT.7.1 ICT.7.1.2 ICT.7.2 ICT.7.3 ICT.7.4 ICT.7.5 ICT.7.6 ICT.8.1 ICT.8.2 ICT.8.3 ICT.8.4 ICT.8.5 ICT.9.1 ICT.9.2 ICT.9.3 ICT.9.3.1 ICT.9.4 ICT.9.5 ICT.9.6 ICT.10.1.1 ICT.10.1.2 ICT.10.2 ICT.10.3 ICT.10.4 ICT.10.5 ICT.11.1 ICT.11.2 ICT.11.3 ICT.11.4.1 ICT.11.4.2 ICT.11.5 ICT.12.1 ICT.12.2 ICT.12.3 ICT.12.4 ICT.12.5	Cyberbullying, Digital Access, Digital Citizenship, Digital Footprint, Interpersonal Skills, Boolean Operators, Consumer, Data, DNS – Domain Name System, Interpersonal Skills, IP Address, Producer, Browser, Cookies, CSS, Digital Responsibilities, Digital Rights, HTML, JavaScript, Navigate, Website, Creative Commons, Digital Law, Fair Use, Legal Files, Licensing, Plagiarism, Cybersecurity, Digital Safety, Digital Security, Hackers, Multi-factor Authentication, Password, Phishing, Scam, Virus, Cloud Computing, Digital Calendar, Email, Digital Commerce, Digital Communication, Online Conferencing, Voicemail, Digital Etiquette, Netiquette, Social Networking, Social Media, Digital Health and Wellness, Global Awareness	<i>Digital Tools – ICT Digital Citizenship and Ethics Essentials (Lesson 1-9)</i> What is Digital Citizenship? What is the Internet? What are Websites and Browsers? Applying Creative Commons and Fair Use Rules How Can You Be Safe and Secure Online? Creating Email and Calendars? So Many Ways to Communicate Online? Social Media – It’s All Around Us! Digital Citizenship – It’s Worldwide! <i>(3/4 – 3/6) – Digital Tools Practice Tests A, B, & C</i>	See One Drive Folder – Resources for Lessons and activities
2/19 (M) – NS – Presidents Day					
(3/7 or 3/8) – Digital Tools Cert. Test					
3/15 – 3/22 – Spring Break					

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30, 31, & 32 (3/25 – 4/12)	SS.6.W.3.8 SS.6.W.3.9 SS.6.W.3.10 SS.6.W.3.11 SS.6.W.3.12 SS.6.W.3.13 SS.6.W.3.14 SS.6.W.3.15 SS.6.W.3.16 SS.6.W.3.17 SS.6.C.1.2 SS.6.C.2.1 SS.6.G.5.2	Warlord, aristocrat, ancestor, pictograph, ideograph, bureaucracy, hereditary, Mandate of Heaven, Dao, Confucianism, Daoism, legalism, filial piety, social class, censor, currency, civil service, tenant farmer, acupuncture, generation, network, waterwheel, link, unify, emerge, military, rely, channel, philosophy, individual, similar, Republic, legion, found, involve, occur, eventual, devote, benefit, acquire, republic, legions, patrician, plebeian, consul, veto, praetor, tribune, dictator, civic duty, legislature, reluctantly, assume, intensify, innovation, latifundia, triumvirate, transform, professional, civil, plot (2 meanings), enable, inspect, Pax Romana, proconsul, distribute, contrast, capable, successor, aqueduct, gladiator, anatomy, vault, satire, ode, reforms, mosaics, saints, administer, protect, philosophy, contact, medical, arch, reinforce, expand, participate, legal, restore	<p>Ch. 11 – Roman Republic Empire (Lessons 1-4)</p> <p>The Founding of Rome</p> <p>Rome as a Republic</p> <p>The End of the Republic</p> <p>Rome Builds an Empire</p> <p>Punic Wars Mini-Book Activity</p> <p>Critical Reading Series: Pompeii: The City that Slept for 1,500 Years</p> <p>Ch. 12 – Roman Civilization (Lesson 1-3)</p> <p>The Roman Way of Life</p> <p>Rome's Decline</p> <p>The Byzantine Empire</p> <p>DBQ: "Why did Rome Fall?"</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> Determine the impact of significant figures associated with ancient Rome. Explain the impact of the Punic Wars on the development of the Roman Empire. Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government & civic duty). Explain the transition from Roman Republic to Empire and Imperial Rome and compare Roman life and culture under each one. Explain the causes for the growth and longevity of the Roman Empire. Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. Describe the key achievements and contributions of Roman civilization. Explain the reasons for the gradual decline of the Western Roman Empire after the Pax-Romana. Compare life in Roman Republic for Patricians, Plebeians, women, children, and slaves. Explain the spread and influence of the Latin language on Western Civilization. Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today. Discuss their effect on the American political process. Use geographic terms and tools to explain why ancient civilizations develop networks of highways, waterways, and other transportation linkages.

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33 & 34 (4/15 - 4/19)	SS.6.G.5.3 SS.6.C.2.1	Ford, missionary, concordat, feudalism, vassal, fief, knight, serf, guild, chivalry, grand jury, trial jury, mass, heresy, anti-Semitism, theology, scholasticism, vernacular, plague, Reconquista, establish, role, military, code, document, cooperate, accurate, secure, goal, economy, authority	<p>Ch. 19 – Medieval Europe (Lessons 1-5)</p> <p>The Early Middle Ages</p> <p>Feudalism and the Rise of Towns</p> <p>Kingdoms and Crusades</p> <p>Culture and the Church</p> <p>The Late Middle Ages</p> <p>Critical Reading Series: <i>The Black Death</i></p> <p>Critical Reading Series: <i>London Falls to Ashes: The Great Fire of London</i></p> <p>**Emphasis on feudalism and its impact on the Magna Carta for 7th and 8th Grade Alignment</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued civilizations. Identify principles which are reflected in American political process today and discuss their effect on the American political process.

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<p>34 (4/22 – 4/26)</p> <p>4/20 (W) - Half Day</p>	<p>SS.6.E.1.1 SS.6.G.2.6</p>	<p>Renaissance, secular, urban, mercenary, diplomacy, humanism, currency, complex range, perspective</p>	<p><i>Ch. 20 – Renaissance and Reformation (Lessons 1-4)</i></p> <p>Highlight The Renaissance Begins</p> <p>New Ideas and Art</p> <p>**Emphasis on Reformation (Martin Luther and 95 Theses)**</p> <p>The Reformation Begins</p> <p>Catholics and Protestants</p> <p>Modern Mona Lisa Activity</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Explain the concept of culture diffusion and identify the influences of different ancient cultures on one another. 2. Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increased economic growth.

Week	Standards	Vocabulary, Concepts & Ideas	Topic	Learning Targets
<p>35, 36, 37 & 38 (4/29 – 5/24)</p>	<p>SS.6.G.1.4 SS.6.G.2.1 SS.6.G.2.2 SS.6.G.2.5 SS.6.G.2.6 SS.6.G.3.1 SS.6.G.3.2 SS.6.G.4.2 SS.6.G.5.1 SS.6.G.5.2 SS.6.G.5.3 SS.6.E.1.3 SS.6.E.2.1 SS.6.E.3.4 SS.6.W.1.3 SS.6.W.1.4 SS.6.W.1.5 SS.6.W.2.1 SS.6.W.2.2 SS.6.W.2.3 SS.6.W.2.10</p>	<p>Isthmus, maize, sinkhole, hogan, quipu, conquistadors, allies, smallpox, Olmec, Maya, Aztec, Inca</p> <p>Career Planning http://www.fldoe.org/academics/college-career-planning/educators-toolkit/</p>	<p>Ch. 16 – The Americas (Lessons 1-4)</p> <p>The First Americans</p> <p>Olmec and Maya Empire</p> <p>Aztec Empire</p> <p>Inca Empire</p> <p>Critical Reading Series: Machu Picchu: City in the Clouds</p> <p>-Or-</p> <p>Critical Reading Series: Amazon Supersnake: The Giant Anaconda</p> <p>End of Course Exam</p> <p>State Test 7th/8th grade Reading, Mathematics, Civics, and Science</p> <p>Educator's Toolkit (FLDOE)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Describe how geography influenced migration from Asia to the Americas 2. Show and explain how early people arrived and settled in the Americas. 3. Compare farming in the early civilizations of the Americas with farming in the early river valley civilizations. 4. Analyze why farming was the basis of civilization. 5. Identify aspects of culture from the Maya, Aztec, and Inca civilizations 6. Describe the cultures of the Maya, Aztec, and Inca civilizations. 7. Analyze how the different societies of North American peoples lived. 8. Determine whether a "typical" civilization existed in North America