

Curriculum Map Grade 6th Social Science

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Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p><u>Quarter 1</u> <u>August/</u> <u>September</u></p> <p>SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.</p> <p>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p>SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>Causation and Argumentation: SS.H.4.6-8.LC. Explain multiple causes and effects of historical events.</p> <p>SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.</p> <p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past</p> <p>Decision Making SS.EC.1.6-8.LC. Explain how economic decisions affect the</p>	<p>Key Ideas and Details</p> <p>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</p> <p>Craft and Structure:CS-4</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CS:7.</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p>	<p>Introduction to Sixth Grade Social Studies</p> <p>Explain why we study Social Studies and expectations for the course</p> <p>Classroom Rituals and Routines:</p> <p>-Everyone is welcomed- respecting the rights in the classroom Inclusivity</p> <p>- What are stereotypes? Why do people form stereotypes of "others"? When are stereotypes harmful? What prevents people from forming damaging stereotypes of others?</p> <p>- https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Ally_or_Bystander.pdf</p>	<p>Use of the word "gay" accountable talk in the classroom</p> <p>Teach the textbook with the Scavenger Hunt</p>	<p>Pretest</p>

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<p>well-being of individuals, businesses and society . SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p> <p>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>**CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats</p> <p>Key Ideas and Details 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CS:7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Key Ideas and Details</p>	<p>Currents Events- Social, Political, Civic and Economical</p> <p>Analyzing Political Cartoons</p> <p>Grade level Junior Scholastics Activities and Civic/ Political Cartoon</p> <p>Understand the themes and elements associated with the study of geography</p> <p>Explain how geography is studied using the Six Essential Elements of geography</p> <p>Define geography terms</p> <p>Distinguish between hemispheres (northern, southern, eastern, western)</p> <p>Define Prime Meridian, latitude, longitude, and absolute locations</p> <p>Explain the difference between maps and globes and their various uses</p> <p>Explain parts of maps (map key, scale, compass rose)</p>	<p>Nonfiction Reading Strategies(i.e. Project CRISS Strategies)</p> <p>Geography Handbook activities</p> <p>Hands on map skills</p> <p>Give longitude and latitude coordinates to locate absolute location</p> <p>Practice writing directions using correct terminology</p> <p>Individual teacher activities that prepare</p> <p>students for success in the Social Studies classroom</p> <p>Teacher Choice?</p>	<p>Creation of map</p> <p>Class Projects- individual, paired and small group</p> <p>Class Project</p> <p>Individual teacher assessment that prepare students for success in the Social Studies classroom</p>
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<p>SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p> <p><i>Patriotism/Civics</i> SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity. SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts. SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p>		<p>Explain the difference among physical, political, and special purpose maps</p> <p>Interpret the difference among graphs, charts, and diagrams</p> <p>*Impact of September 11, 2001</p> <ul style="list-style-type: none"> - Identify why the terrorism attacked on what is now known as Patriot's Day <p>-Explanation of the Pledge of Alliance</p> <ul style="list-style-type: none"> - Identify Patriotism - Identify Patriotic symbols-ex. American flag - Explain different traditions of different Americans groups and how the celebrate holidays and cultural/ heritage months, including but not limited to Hispanic heritage, Native American, African American, Women, Asian-Pacific and Gay Pride Month 	<p>Activities from Tools of the Historian</p> <p>Use a historical atlas to gather information</p> <p>Primary vs. Secondary Sources activities</p> <p>Writing about what you have learned</p> <p>Individual teacher activities that prepare students for success in the Social Studies classroom</p> <p>Complete Cause and Effect chart</p>	<p>Construct a Timeline</p> <p>Vocabulary activities</p>
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		<p>Explain how historians use climate, landforms, and human activities to understand how they shaped past events</p> <p>Demonstrate and apply basic tools of historical research</p> <p>Understand how and why historians organize time</p> <p>Reading a time line</p> <p>Apply geography to historical materials</p> <p>Analyze and evaluate historical materials</p> <p>How an historian researches to solve the mysteries from history</p> <p><i>Reading skill: Preview by skimming</i></p>		
<p><i>Early People & Fertile Crescent</i></p> <p>States political ideas and traditions.</p> <p><u><i>Early humans and first civilizations</i></u></p> <p>SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.</p> <p>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and</p>	<p>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</p> <p>.</p> <p>Craft and Structure CS:4</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Explain how early humans adapted to their environment</p> <p>Explain how learning to farm changed the way early people lived.</p> <p>Describe the development of the first major civilizations in Mesopotamia's river valley</p> <p>Explain how the invention of writing and other technological advances contributed to later people</p> <p>Explain how Sumerian city-states lost power to outsiders</p>	<p>Graphic organizers to organize information and demonstrate learning (i.e. Foldable to compare and contrast)</p> <p>Biography: King Hammurabi</p> <p>Decide which codes were fair or cruel</p>	<p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p>

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<p>intended audience for historical sources where this information is not easily identified. SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. Causation and Argumentation: SS.H.4.6-8.LC. Explain multiple causes and effects of historical events. SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media. SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past Decision Making SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society . SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices. SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation. SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from</p>	<p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p>	<p>Compare and contrast Assyrian and Chaldean Empires Judge Hammurabi's Codes Describe the rise and fall of the Assyrian and Chaldean Empires</p>	<p>Teacher activity</p>	<p>[Type here]</p>
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<p>Same as Above</p>	<p>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</p> <p>Craft and Structure CS:4 4. Determine the meaning of words and phrases as they are used in a text, including</p>	<p>Reading skill: Finding Main Idea Sequence information to help trace the movement of the Israelites</p> <p>Describe the Israelites beliefs and their early history</p> <p>Examine the conflict between the Israelites and Canaanites over the promised land</p>	<p>Primary Source: Ten Commandments</p> <p>Biography: King David</p>	<p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test</p>

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	<p>vocabulary specific to domains related to history/social studies</p>	<p>Discuss the Holocaust as national, ethnic, racial, or religious hatred that can overtake any nation or society, leading to deadly consequences like genocide.</p> <p>Categorize characteristics of Israel and Judah</p> <p>Examine the king chosen by the Israelites chose to unite them against their enemies</p> <p>Examine how the Jews continued their religions during their exile in Babylon</p> <p>Investigate how religion shaped the Jewish way of life</p> <p>Examine how Jews were divided and the rebellions under Roman rule</p>	<p>Biography: Ruth and Naomi</p> <p>Research Hanukkah</p> <p>Discuss kosher foods</p>	<p>Chapter projects</p>
<p>Ancient India SS.H.3.6-8.1.C. Classify the kinds of historical sources used in a secondary interpretation. SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. Causation and Argumentation: SS.H.4.6-8.1.C. Explain multiple causes and effects of historical events.</p>	<p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p> <p>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</p> <p>Craft and Structure CS:4 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Reading skill Building Vocabulary</p> <p>Analyze how the climate and geography influenced India's first civilizations</p> <p>Examine how new ideas and technology influenced the development if India</p> <p>Examine how the caste system created by the Aryans separated the Indians into groups</p> <p>Summarize major beliefs of Hinduism and Buddhism</p>	<p><i>Teacher activities on caste systems</i></p> <p>Make web to summarize the major beliefs of Hinduism and Buddhism</p> <p>Graphic organizer</p> <p>Teacher activities</p>	<p>Vocabulary activities</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p>

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<p>Ancient China SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation. SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. Causation and Argumentation: SS.H.4.6-8.LC. Explain multiple causes and effects of historical events. SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media. SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past Decision Making SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society . SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p>	<p>Craft and Structure CS:4 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CS:5. Describe how a text presents information (e.g. sequentially, comparatively, causally).</p> <p>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</p>	<p>Reading skill-Text structure: Headings and punctuation</p> <p>Show how China’s geography affected the development of civilization</p> <p>Explain how the Shang dynasty became powerful</p> <p>Describe the Mandate of Heaven</p> <p>Compare and contrast the Mandate of Heaven to our government</p> <p>Compare and contrast Confucianism, Legalism, and Daoism</p> <p>Explain how Qin Shi Huang Di unified and defended China</p> <p>Defend how Han “inventions” improved life in China</p> <p>Describe the effect the Silk Road had on China</p>	<p>Teacher activities</p> <p>Summarize information</p> <p>Graphic organizer</p>	<p>Vocabulary activities</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test / Projects</p>

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<p>Ancient Rome</p> <p>SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation.</p> <p>SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on</p>	<p>CS:7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Reading skill-Note Taking</p> <p>Describe the role geography played in the development of Roman civilization.</p> <p>Summarize information on how the Etruscans affected the development of Rome.</p>	<p>Map skills</p> <p>Graphic Organizer to summarize the affect of the Etruscans on Rome</p>	<p>Vocabulary activities</p> <p>Map skills</p>

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<p>evidence collected from different kinds of historical sources. SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. Causation and Argumentation: SS.H.4.6-8.LC. Explain multiple causes and effects of historical events. SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media. SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past Decision Making SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society . SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices. SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society. SS.H.1.6-8.LC. Classify series of historical events and developments as examples of</p>	<p>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</p> <p>Craft and Structure CS:4</p> <p>CS:5.</p> <p>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</p> <p>Craft and Structure CS:4</p> <p>CS:7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other</p>	<p>Explain the factors that shaped the Roman Republic.</p> <p>Compare/Contrast the government systems of the Republic of Rome and the Republic of the United States.</p> <p>Debate if Caesar was a reformer or dictator</p> <p>Describe the rise and fall of the Roman Republic</p> <p>Identify how the weakened Roman Empire became an empire</p> <p>Describe Augustus' new era of prosperity.</p> <p>Determine the factors that made the empire rich and prosperous.</p> <p>Describe the expansion and contributions of the Roman Empire</p> <p>Reading skill-Responding and Reflecting</p> <p>Identify the impact of the Greeks on Roman culture</p> <p>Explain importance of sports to Roman</p> <p>Compare and Contrast the lives of the rich and poor in Roman</p> <p>Chronicle the separation of Roman Empire</p> <p>Decide the legacy of Roman-include the achievements in government, law, language and the arts.</p> <p>Explain how the church and the government worked together in the Byzantine Empire</p>	<p>Complete a cause-and-effect table of the Punic Wars.</p> <p>Describe the positives and the negatives of Caesar's reforms</p> <p>Timeline events</p> <p>Teacher activities</p> <p>Graphic organizer</p> <p>Use a T-chart to show contrast between the rich and poor in Rome.</p> <p>Create a diagram to show the events that led up to the fall of the Western Roman Empire Students will choose 3 influences and draw illustrations that will explain them.</p> <p>Teacher Activities</p>	<p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p> <p>Reading check</p> <p>Section quizzes</p>
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<p>change and/or continuity. SS.H.1.6-8.MdC. Analyze connections among events and developments in broader historical contexts. SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p>	<p>information in print and digital texts.</p>		<p>Foldable</p>	<p>Test/Chapter projects</p>
		<p>African American Heritage Activities</p>	<p>Vocabulary Teacher activities</p>	
<p>Christianity & Islam SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation. SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. SS.H.3.6-8.MC. Use other historical sources to infer a</p>	<p><u>Key Ideas and Details</u> 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</p> <p>CS: 4 CS: 7</p>	<p>Reading Skill-Sequence clues Discuss the beginnings and spread of Christianity Describe how Jesus' life, teachings and death led to the birth of Christianity Explain how Christianity became the official religion of the Roman Empire Evaluate the connections between religion and government during Christianity's early years</p>	<p>Vocabulary Teacher activities map skills</p>	<p>Vocabulary activities Map skills</p>

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<p>plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. Causation and Argumentation: SS.H.4.6-8.LC. Explain multiple causes and effects of historical events. SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media. SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past Decision Making SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society . SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices. SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society. SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity. SS.H.1.6-8.MdC. Analyze</p>	<p>CS:10. Read and comprehend history/social studies texts</p> <p>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</p> <p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p> <p>4</p> <p>CS:7</p> <p>CS:10. Read and comprehend history/social studies texts</p>	<p>Explain the split between the Roman Catholic and Eastern Orthodox Church</p> <p><i>Reading Skill: Main Idea</i></p> <p>Explain how the religion of Islam began and grow</p> <p>Identify and the Five Pillars of Faith</p> <p>Discuss the importance of Muhammad</p> <p>Discuss how Muslim spread their faith throughout the Middle East and the Mediterranean</p> <p>Compare and contrast Islam, Christianity and Judaism</p> <p>Summarize the achievements of the Muslim empires</p>	<p>Cause and Effect</p> <p>Foldable</p> <p>Teacher activities</p> <p>Compare and contrast the early lives Muhammad and Siddhartha</p> <p>Venn Diagram</p>	<p>Reading check</p> <p>Section quizzes</p> <p>Test/Chapter projects</p>
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<p>connections among events and developments in broader historical contexts. SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p>				
<p>African Kingdoms SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation. SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. Causation and Argumentation:</p>	<p>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</p> <p>CS:4</p> <p>CS:7</p> <p>CS:10. Read and comprehend history/social studies texts</p>	<p>Reading skill- Making Comparisons</p> <p>Explain how geography and trade shaped the growth of African civilizations in Africa south of the Sahara</p> <p>Identify trading patterns affect by geography</p> <p>Describe the governments and religions that influenced life in medieval Africa</p> <p>Discuss how the Bantu migrations shaped African cultures and how the African slave trade disrupted those cultures</p> <p>Decide which African influence can be found in today's American society</p> <p>Discuss how the Bantu migrations shaped African cultures and how the African slave trade disrupted those cultures</p>	<p>Graphic organizers</p> <p>Map skills</p> <p>Create a chart on West African Empires</p> <p>Create chart organizing empires by regions</p>	<p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test and Chapter projects</p>

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<p>SS.H.4.6-8.LC. Explain multiple causes and effects of historical events. SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media. SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past Decision Making SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society . SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p>		<p>Decide which African influence can be found in today's American society</p>		
<p>Japan WSAME AS ABOVE.</p>	<p>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</p>	<p>Reading Skill: Graphic Organizers</p> <p>Describe the role of geography in the development of Japan.</p> <p>Discuss the rise and influence of shoguns and samurai in medieval Japan.</p> <p>Relate the impact of religion on Japan's culture.</p>	<p>Map Skills</p>	<p>Section quizzes</p> <p>Test and Chapter projects</p>
<p>Medieval Europe SS.H.3.6-8.LC. Classify the kinds of historical sources used in a secondary interpretation. SS.H.3.6-8.MdC. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p>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</p> <p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p>	<p>Reading skill: Questioning</p> <p>Identify the changes in Europe after the fall of Rome</p> <p>List political changes in France and Russia</p> <p>Discuss the impact of geography on where and how medieval Europeans settled</p>	<p>Map skills</p> <p>List the achievements of Charlemagne</p> <p>Chart the cause and effect in</p>	<p>Vocabulary activities</p> <p>Map skills</p>

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<p>SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p> <p>SS.H.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>Causation and Argumentation: SS.H.4.6-8.LC. Explain multiple causes and effects of historical events.</p> <p>SS.H.4.6-8.MdC. Compare the central historical arguments in secondary works across multiple media.</p> <p>SS.H.4.6-8.MC. Organize applicable evidence into a coherent argument about the past</p> <p>Decision Making SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society</p> <p>SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p> <p>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.H.1.6-8.LC. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC. Analyze</p>	<p>CS:4</p> <p>CS:7</p> <p>CS:10. Read and comprehend history/social studies texts</p>	<p>Explain the role of the Catholic Church</p> <p>Describe the political and social system of feudalism and the rise of towns</p> <p>Decide which had the greatest impact on society: The Black Plaque or the Crusades</p> <p>Compare Black Death in Asia to Europe Effect of The Hundred Years Wars</p> <p><u>HOLOCAUST UNIT</u></p> <p>6th To develop an understanding that the Holocaust was a watershed event not only in the twentieth century but in the entire history of humanity</p> <p>7th:</p> <p>To teach students why, how, what, when, and where the Holocaust took place, including the key historical trends/antecedents that led up to and culminated in the “final solution”</p> <p>7/8th -To reflect on the roles and responsibilities of individuals, groups, and nations when confronting the abuse of power, civil and human rights violations, and genocidal acts</p>	<p>society under the feudal system</p> <p>Create timeline of events</p> <p>Teacher activities</p> <p>Graphic Organizer</p>	<p>Reading check</p> <p>Section quizzes</p> <p>Test and Chapter project</p> <p>Vocabulary activities</p> <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p>
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<p>connections among events and developments in broader historical contexts. SS.H.1.6-8.MC. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. SS.H.2.6-8.LC. Explain how and why perspectives of people have changed over time.</p>		<p>To provide context for students to explore the fears, pressures, and motivations that influenced the decisions and behaviors of individuals during the Holocaust</p> <p>To understand that the Holocaust was not an accident in history; it was not inevitable. It occurred because individuals, organizations, and governments made choices that not only legalized discrimination but also allowed prejudice, hatred, and ultimately mass murder to occur.</p> <p>8th:</p> <p>To question the role of silence and indifference to the suffering of others, or to the infringement of civil rights in any society, as a factor that can—however unintentionally—perpetuate these problems.</p> <p>To understand the importance of antisemitism and racism in Nazi ideology and their impact on the events of the Holocaust.</p> <p>To understand the connections between World War II and the Holocaust as historical phenomena and more recent genocide-Cambodia and Bosnia to name two.</p>		