

MASCOUTAH COMMUNITY SCHOOL DISTRICT #19

Teacher: Hilpert/Paterline

Grade: 6th

Subject: Social Studies Year: 2018

| Month | Content | Skills | Assessments | Standards | Academic Vocab | Content Vocab |
|-----------|---|---|---|--|--|---|
| August | <p>* Being an active reader project</p> <ol style="list-style-type: none"> 1. Tools of the Historian 2. Early Humans 3. Ancient Americas 4. Mesopotamia 5. First Empires | <p>* Students will explore techniques regarding before/during/and after reading for better understanding.</p> <ol style="list-style-type: none"> 1. I can tell you how historians find their information. 2. I can tell you how early people adapted to their environment and developed technology. 3. I can tell you how early humans developed farms, communities, trading and produced goods. 4. I can tell you how fire and farming played a role in the creation of early civilizations. 5. I can explain the difference between polytheism and monotheism. | <p>* Create visual with information</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Atlas worksheets</p> <p>Hammurabi Writing Assessment</p> | <p>14.E.3</p> <p>15.B.3b</p> <p>15.D.3b</p> <p>15.D.3c</p> <p>16.A.3a</p> <p>16.A.3b</p> <p>16.A.3c</p> <p>16.C.3c(W)</p> <p>16.E.3a(W)</p> <p>17.A.3a</p> <p>17.A.3b</p> <p>17.C.3c</p> <p>*Write arguments focused on discipline-specific content.</p> | <p>Revolution</p> <p>Invention</p> <p>Bandit</p> <p>Rebel</p> <p>Descendant</p> <p>Conquer</p> | <p>Historian</p> <p>Archaeologist</p> <p>Artifact</p> <p>Fossil</p> <p>Technology</p> <p>Domesticate specialization</p> |
| September | <ol style="list-style-type: none"> 1. Mesopotamia 2. First Empires | <ol style="list-style-type: none"> 1. I can tell you about the farming revolution. 2. I can explain how the invention of writing, irrigation, and specialization affected the Mesopotamian's way of life. 3. I can compare/contrast Hammurabi's Laws and fairness of them in comparison to today's laws/punishments. 4. I can explain how military power and an organized government can build an empire. | <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Atlas worksheets</p> <p>Cuneiform writing project</p> <p>Journal</p> | <p>Same as above plus</p> <p>1. Cite textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine</p> | <p>Same as above</p> | <p>Civilizations</p> <p>Irrigation</p> <p>City-state</p> <p>Cuneiform</p> <p>Scribes</p> |

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| | | <p>5. I can identify how the first calendar was developed.</p> <p>6. I can apply how Mesopotamian contributions have affected life today.</p> | | <p>central ideas or inform. Of source; provide summary</p> <p>3. Determine the meaning of words and phrases</p> <p>4. Integrate visual representation</p> | | |
| October | 1. Egypt | <p>1. I can demonstrate and verbalize an understanding of how Egypt's cities were well protected with natural barriers.</p> <p>2. I can explain how religion was a key part of their society.</p> <p>3. I can compare/contrast religious beliefs to earlier times and even today.</p> <p>4. I can explain the importance of pharaohs.</p> | <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Atlas worksheets</p> <p>Gods/Goddesses project</p> <p>Visual graphic summary sheet</p> <p>Journal</p> | <p>14.C.4</p> <p>14.E.3</p> <p>15.A3d</p> <p>15.D.3b</p> <p>15.D.3c</p> <p>16.A.3b</p> <p>16.C.3c(W)</p> <p>17.A.3a</p> <p>16.D.3(W)</p> <p>17.A.3b</p> <p>17..C.3c</p> <p>18.A.3a</p> | <p>Survey</p> <p>Benefit</p> <p>Period</p> <p>Collapse</p> | <p>Cataracts</p> <p>Papyrus</p> <p>Hieroglyphics</p> <p>Embalm</p> <p>Pharaoh</p> <p>Mummy</p> <p>Pyramid</p> <p>Tribute</p> |
| November | 1. Egypt | <p>5. I can explain with examples of the uniqueness of Egyptian architecture.</p> <p>6. I can compare and contrast the importance of the Nile to the</p> | <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Atlas worksheets</p> | <p>Same as above plus</p> <p>1. Cite textual evidence to</p> | <p>Same as above</p> | |

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| | | <p>Egyptian people and the Tigris and Euphrates to the Mesopotamians.</p> <p>7. I can explain the difference between polytheism and monotheism.</p> | Journal | <p>support analysis of primary and secondary sources.</p> <p>2. Determine central ideas or inform. Of source; provide summary</p> <p>3. Determine the meaning of words and phrases</p> <p>4. Integrate visual representation</p> | | |
| December | <p>1. Industrial Revolution</p> <p>2. Mesoamerica</p> | <p>1. I can explain how/why children were used for labor purposes.</p> <p>2. I can tell you how technology was changing during the time of the Ind. Revolution?</p> <p>1. I can tell you about some of the groups that lived in Mesoamerica.</p> <p>2. I can explain some similarities and differences between the Aztecs</p> | <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Atlas worksheets</p> <p>Child Labor project—write an article from child’s perspective</p> <p>Journal</p> | <p>15.D.3b</p> <p>15.D.3c</p> <p>16.A.3b</p> <p>16.C.3c(W)</p> <p>17.A.3a</p> <p>17.A.3b</p> <p>17..C.3c</p> <p>18.A.3a</p> | <p>Ice Age</p> <p>Confederation</p> <p>Igloo</p> <p>Adobe</p> <p>Conquistador</p> | <p>Industrial Revolution</p> <p>Fossil fuel</p> <p>Factory</p> <p>Labor</p> |

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| | | and Mayans. 3. I can briefly describe how the North American tribes differed. | | 1. Cite textual evidence to support analysis of primary and secondary sources. 2. Determine central ideas or inform. Of source; provide summary 3. Determine the meaning of words and phrases 4. Integrate visual representation | | |
| January | 1. Greece | 1. I can explain how the Greeks adapted to their environment to be successful. 2. I can Compare/contrast the Athens and Sparta. 3. I can explain the different roles of men and women in Ancient Greece. 4. I can explain the development of a democracy and how it influences our government today. | Worksheets Quizzes Tests Atlas worksheets Athens/Sparta promotional poster...what celebrity/character matches to Athens/Sparta | 14.C.4 14.E.3 15.A3d 15.D.3a 15.D.3b 15.D.3c 16.A.3b 16.B.3a(W) 16.B.3b(W) | Community Authority Dominate Region Strategy Cooperation | Polis Agora Acropolis Tyrant Oligarchy Democracy (Direct dem.) (Representative |

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| | | | Seven Wonders Poster contest Journal Greek Vase Scratch Art | 16.C.3c(W) 17.A.3a 17.A.3b 17..C.3c 18.A.3a | | dem.) |
| February | 2. Greece | 1. I can discuss the conflicts between Greece and Persia. 2. I can explain the role of Alexander the Great in the development of his empire. 3. I can explain the development of literature, architecture, culture (philosophy), and math/science. 4. I can explain the difference between polytheism and monotheism. | Worksheets Aesop Fable project... what happens today to match the fable Peloponnesian War Time Line Quizzes Tests Atlas worksheets Journal | Same as above plus 1. Cite textual evidence to support analysis of primary and secondary sources. 2. Determine central ideas or inform. Of source; provide summary 3. Determine the meaning of words and phrases 4. Integrate visual representation | Predict Debate Survive | Philosophy Myths Oracle Epic Fable Drama Tragedy Comedy |

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| March | 1. Rome | 1. I can Compare/contrast aspects of Greece and Rome. 2. I can explain the development of the Roman Republic and how it relates to our government today. | Worksheets Quizzes Tests Atlas worksheets Roman Standards project Journal | 14.C.4 14.E.3 15.A3d 15.D.3b 15.D.3c 16.A.3b 16.B.3a(W) 16.B.3b(W) 16.C.3c(W) 17.A.3a 17.A.3b 17..C.3c 18.A.3a | Abandon Policy Status Legal(ize) (ly) Professional Devote | Social Classes Silk Republic Legions Patricians Plebeians Veto dictator |
| April | 1. Rome | 1. I can compare and contrast the lifestyles of the rich and poor people. 2. I can explain how wealth influenced the ruling of Rome over time. 3. I can explain the influence of Roman city designs with modern city...concrete, sewer, water, organization. 4. I can explain the difference between polytheism and monotheism. | Worksheets Quizzes Tests Atlas worksheets Journal | Same as above plus 1. Cite textual evidence to support analysis of primary and secondary sources. 2. Determine central ideas or inform. Of source; provide summary | Culture Decline Enormous | Pax Romana Aqueduct currency |

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| | | | | 3. Determine the meaning of words and phrases 4. Integrate visual representation | | |
| May | 1. Middle Ages | <p>1. I can classify the different groups of Europeans living during that time and how they interacted.</p> <p>2. I can explain the feudal system, how it was developed, and how it affected the area.</p> <p>3. I can explain the changing of polytheism to monotheism and how it affected people.</p> <p>4. I can explain the integration of religion and the ruling classes.</p> <p>5. I can explain how the development of the jury system came about and how it has changed to present day.</p> <p>6. I can explain the role of convents, monasteries and crusades and their effect on people during the Middle Ages.</p> <p>7. I can explain effects of the Plague and how it contributed to the breakdown of the feudal society.</p> | <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Atlas worksheets</p> <p>Journal</p> | <p>14.E.3</p> <p>15.A3d</p> <p>15.D.3b</p> <p>15.D.3c</p> <p>16.A.3b</p> <p>16.B.3c(W)</p> <p>16.B.3d(W)</p> <p>16.C.3a(W)</p> <p>16.C.3c(W)</p> <p>16.D.3(W)</p> <p>17.A.3a</p> <p>17.A.3b</p> <p>17..C.3c</p> <p>18.A.3a</p> <p>1. Cite textual evidence to support analysis of primary and secondary sources.</p> | <p>Portion</p> <p>Guarantee</p> <p>Summary</p> <p>Enable(ed)(ing)(er)</p> <p>)</p> | <p>Missionaries</p> <p>Feudalism</p> <p>Vassal</p> <p>Fief</p> <p>Knight</p> <p>Serf</p> <p>Guilds</p> |

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| | | | | 2. Determine central ideas or inform. Of source; provide summary 3. Determine the meaning of words and phrases 4. Integrate visual representation | | |
| June | | | | | | |

****Add Journal entries to incorporate writing goals.**

****Included math related activities throughout the year**

****Waiting to enter some of the writing goals until ELA gets their curriculum ready so we can assist with meeting their standards.**