

Curriculum Unit

Name of Course:	World Cultures	Grade Level(s):	6 th grade
Brief Description (Course Catalog):			
Length of Course (Qtr, Sem or Year):	year		

Instructional Unit

Name of Unit/Big Idea:	Physical Characteristics of Places	
Brief Description:		
Length of Course (Days/Weeks):	4-6 weeks	
Essential Questions:	<p>How do you orientate yourself with a map?</p> <p>How do you use a map, globe, GSI to find locations?</p> <p>What are the physical characteristics of different places?</p> <p>What do charts and graphs tell us about different world cultures?</p> <p>How do people thrive in river valley civilization?</p> <p>What are the positive and negative effects of living in a river valley civilization?</p>	
Content Standards:	17.A.3a, 17.A.3b, 17.C.3a, 17.C.3b, 16.A.3b	
Common Core State ELA or Math Standards:	RH6-8.5, RH6-8.7, WH6-8.9, RH6-8.9, RH6-8.7	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<ol style="list-style-type: none"> 1. Use Cardinal directions 2. Choosing appropriate geographic representations 3. Comparing types of maps 4. Graphing geographical data 5. Reading maps 6. Eight characteristics of civilizations 7. Differentiate between primary and secondary sources 	<ul style="list-style-type: none"> ➤ Recognize why people settle by rivers ➤ Explain the role of geography in the development of civilizations ➤ Compare and contrast river valley civilizations ➤ Explain how geographical features contributed to the settlement and growth of civilizations ➤ Describe physical characteristics of places ➤ Interpret graphs and charts about world cultures ➤ Use historical maps ➤ Find locations using various geographic tools accurately. 	<p>Assessment: Mapping and graphing (technology-based) Create a river valley civilization</p> <p>Oceans and Continents Latitude and Longitude</p>

Instructional Unit

Name of Unit/Big Idea:		Traditions			
Brief Description:		Cultures and religion			
Length of Course (Days/Weeks):		10-12 weeks			
Essential Questions:		<p>How do empires affect culture? What defines culture? How do cultures communicate? What purpose does religion serve? How do traditions promote or reflect values?</p>			
Content Standards:		18.A.3, 18.B.3a, 18.B.3b, 18.C.3b			
Common Core State ELA or Math Standards:		RH6-8. 9, WH6-8.2,			
Students will need to know . . . (vocabulary & skills)		Students will be able to . . . (performance)		Resources and assessments	
<ol style="list-style-type: none"> 1. Organization of notes 2. Information writing 3. Compare/Contrast Sources 4. Using artifacts 		<ul style="list-style-type: none"> • Identify geographical features along trade routes <ul style="list-style-type: none"> ○ Benefits of trading • Compare information on populations of the Fertile Crescent and Nile River Valley civilizations • Define culture <ul style="list-style-type: none"> ○ Analyze images of culture ○ Analyze how a human culture evolves ○ Synthesize information to form an opinion and make observations about culture. • Describe an Empire and how it is built <ul style="list-style-type: none"> ○ Wars ○ Expansion • Explain the purpose of religion <ul style="list-style-type: none"> ○ Role of religion ○ Roles of Gods/Goddesses ○ Define polytheism and monotheism ○ Differentiate between religions in India and China ○ Compare and contrast Hinduism and Buddhism • Explain how traditions promote and reflect values <ul style="list-style-type: none"> ○ Apply a Chinese philosophy to a real world situation and predict its effects ○ Describe ancient Greek philosophy ○ Compare Ancient and modern Greek beliefs 		<ul style="list-style-type: none"> • Video intro clip • Population video/interactive timeline <p>Common Assessment: If you were dropped into an ancient civilization what would you need to know to survive on a day to day basis?</p> <ul style="list-style-type: none"> • Ancient Civilization newscast 	

	<ul style="list-style-type: none">○ Explain the difference in Sparta and Athens○ Explain how art, music, and architecture reflects to traditions and values○ Explain what technological advances were made to help further development civilization and culture• Explain how cultures communicate<ul style="list-style-type: none">○ Compare communication styles in different cultures• Relate past to present	
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Instructional Unit (2014-2015 school year move government prior to traditions)

Name of Unit/Big Idea:		Government	
Brief Description:			
Length of Course (Days/Weeks):		4-6 weeks	
Essential Questions:		<ol style="list-style-type: none"> 1. How do people change their government? 2. How does government affect one's culture? 3. What are the advantages and disadvantages of government? 	
Content Standards:		16.B.3a, 14.C.3	
Common Core State ELA or Math Standards:		RH6-8.3, RH6-8.4	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments	
<ol style="list-style-type: none"> 1. Oral presentation 2. Compare/Contrast 3. Identify ways to make differences in the community 	<ul style="list-style-type: none"> • Anarchy – reasons for government • Summarize important facts about the rights, responsibilities, and duties of US citizens <ul style="list-style-type: none"> ○ Connections to current events • Foundations of government <ul style="list-style-type: none"> ○ Origins ○ Limited ○ Unlimited • Types of government <ul style="list-style-type: none"> ○ Monarchy (Code of Hammurabi, 7 Kings, Pharaoh) ○ Emperors (Shi Huangdi, Alexander the Great) ○ Oligarchy ○ Tyranny/dictatorship ○ Representative democracy ○ Direct democracy ○ Republic • Identify similarities and differences between the rights and responsibilities of ancient citizens and US citizens today • Explain the advantages and disadvantages between Athenian democracy and American democracy • Give examples of how people change their government • Explain how governments affect the culture • Compare and contrast the qualities of a great military leader and an effective ruler. 	<p>Common Assessment:</p> <ul style="list-style-type: none"> • 60-second persuasive presentation on one form of government • Group debate based upon presentations – compare and contrast forms of government • Government Test 	

Instructional Unit

Name of Unit/Big Idea: Social Mobility		
Brief Description:		
Length of Course (Days/Weeks):	3-4 weeks	
Essential Questions:	<ol style="list-style-type: none"> 1. Why do social classes exist within cultures? 2. What defines movement within the social classes? 3. How do world cultures define gender and age treatment? 	
Content Standards:	16.D.2, 17.C.3c, 17.D.3a, 18.B.3a	
Common Core State ELA or Math Standards:	RH6-8.2, RH6-8.5, RH6-8.8, RH6-8.9	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<ol style="list-style-type: none"> 1. Research 2. Point of View/opposing point of view 3. Analyze primary resources 	<ul style="list-style-type: none"> ➤ Describe ancient Egyptian social classes ➤ Analyze life from the perspective of people in different social classes ➤ Compare and contrast social classes from various civilizations ➤ Discuss how specialization of labor and commercialization impact social mobility ➤ Compare and contrast how peoples are treated in different cultures ➤ Compare how people can move into different social classes in different cultures 	<p>Assessment: Compare and Contrast writing</p>

Instructional Unit

Name of Unit/Big Idea: Genocide		
Brief Description:		
Length of Course (Days/Weeks):	3-4 weeks	
Essential Questions:	<ol style="list-style-type: none"> 1. What are the roles in genocide? 2. Why do genocides occur? 3. What defines genocide? 	
Content Standards:	State mandate	
Common Core State ELA or Math Standards:	RH6-8.9, RH6-8.4, RH6-8.8	
Students will need to know . . . (vocabulary & skills)	Students will be able to . . . (performance)	Resources and assessments
<ol style="list-style-type: none"> 1. Evaluate information from media 2. Identify bias 3. Make generalizations from primary and secondary sources 	<ul style="list-style-type: none"> ➤ Use maps to identify key locations of genocides ➤ Discuss individual and institutional responsibilities in genocide ➤ Explain why genocides occur ➤ Define genocide ➤ Give examples of genocides <ul style="list-style-type: none"> ○ Ukraine ○ Rwanda ○ Sudan ○ Armenia ○ Cambodia 	Novel: <i>Long Walk to Water</i> Assessment: Create a Wiki blog