Greece

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **9 Weeks**
Status: **Published**

Unit Overview

During the Greece unit, students will examine the origins, culture, government, and economies of various Greek city-states. Conflicts amongst the city-states will be examined, as well as conflicts between the Greeks and other cultures. Significant leaders such as Pericles and Alexander the Great will be profiled. The impact of Greek culture on modern society will also be studied.

Transfer

How are governments different?

What did the United States government learn from the democracy of Athens?

Do different social classes exist?

What is the role of the military?

What traits lead to a person being admired?

How has Greek art and science benefited us today?

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- the physical geography helped shape the culture that developed.
- trade facilitates the spread of culture and the exchange of ideas.
- different forms of government were tried and tested in ancient times.

Essential Questions

Students will keep considering...

What is power? Who should have power?

How do cultures thrive and spread?

Application of Knowledge and Skill

Students will know...

Students will know...

10.1

- the effects of mountains and sea on Greek character and culture.
- invasions and wars in early Greek history.
- the significance of the city-state or polis.

10.2

- the divisions of Greek society into classes.
- the roles and rights of women in different city-states.

- the movement to colonize.

10.3

- the variey of governments in Greek city-states.
- the evolution of democracy in Athens.

10.4

- characteristics of Sparta's oligarchy.
- differences from Athens in terms of education, citizenship, and women's roles.

11. 1

- how the Greeks defeated the Persians.
- the effect of Athens' rise to dominance.
- destructive wars that resulted from the rivalry between Athens and Sparta

11.2

- Macedonia's defeat of the Greek city-states.
- the conquest of vast territory by Alexander.
- the spread of Hellenistic cultures throughout Alexander's empire.

11.3

- the gods and goddesses of Greek mythology.
- the influence of Greek art, architecture, poetry, and drama.

11.4

- Greek philosophers, scientists, and historians.
- the importance of ancient Alexandria, Egypt as a learning and trading center.

Students will be skilled at...

Students will be skilled at...

10.1

- analyze the causes and effects of events in early Greek history.
- sequence events leading up the development of the polis.

10.2

- identify important ideas and details about Greek colonization and trade.
- distinguish the rights, roles, and status of different groups in ancient Greece.

10.3

- summarize different aspects of government in Athens.
- identify facts and suggest opinions about Athenian democracy.

10.4

- compare and contrast Sparta and Athens.
- develop awareness of Sparta's culture.

11.1

- compare and contrast warring factions.
- identify evidence abotu the course of ancient Greek wars.

11.2

- sequence events that occured during the conquests of Philip and Alexander.
- recognize the influence of Greek cultures.

11.3

- identify important ideas and details about Greek religion.
- synthesize information on the Greek arts.

11.4

- summarize Greek advances in science, math, and medicine.
- draw conclusions about important scholars and scientists of ancient Greece.

Academic Vocabulary

- 10.1 polis citizen acropolis politics aristocracy
- 10.2 tenant farmer metic slavery
- 10.3 oligarchy phalanx tyranny democracy citizenship direct democracy representative democracy
- 10.4 ephor helot military state barracks

- 11.1 Battle of Marathon Battle of Salamis Delian League Peloponnesian League
- 11.2 sarissa Alexandria Hellenistic
- 11.3 polytheism mythology Olympic Games Delphic oracle lyric poetry chorus
- 11.4 Socratic Method Academy hypothesis Hippocratic oath

Learning Goal 1

- Greece developed and expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Greece declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	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.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that

	are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
MA.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
MA.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
MA.6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	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.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.6	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.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.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.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
SOC.5-8.6.2.8.3	Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
SOC.5-8.6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
SOC.5-8.6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

SOC.5-8.6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
SOC.5-8.6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
SOC.5-8.6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
SOC.5-8.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.5-8.6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
SOC.5-8.6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
SOC.5-8.6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
SOC.5-8.6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.5-8.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
SOC.5-8.6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
SOC.5-8.6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.5-8.6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Target 1

- 10.1: Students will be able to analyze the impact of geography and the sequence of events that lead to the development of early Greek cultures.

SOC.5-8.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.5-8.6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

Target 2

- 10.2 Students will be able to analyze the spread of idea and cultures through trade. Students will be able to differentiate the rights, roles, and status of different social groups in Greece.

SOC.5-8.6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

SOC.5-8.6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
SOC.5-8.6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
SOC.5-8.6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

Target 3

10.3

Students will be able to summarize different aspects of democracy in Athens and compare it to modern US democracy.

- 10.3 Students will be able to summarize different aspects of democracy in Athens and compare it to modern US democracy.

SOC.5-8.6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
SOC.5-8.6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
SOC.5-8.6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

Target 5

- 11.1 Students will be able to identify the causes and key events in the Persian and Peloponnesian Wars. Students will be able to compare and contrast the Persian and Peloponnesian Wars. Students will be able to analyze the impact of the wars on Greece.

SOC.5-8.6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.5-8.6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Target 6

- 11.2 Students will be able to analyze the rise of Alexander the Great to power and the creation of his empire.

SOC.5-8.6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
SOC.5-8.6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
SOC.5-8.6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance

agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

| SOC.5-8.6.2.8.D.3.a | Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. |

Target 7

• 11.3 Students will be able to describe ancient Greek religion and assess its role in everyday Greek life.
Students will be able to describe the development of Greek art and architecture.

| SOC.5-8.6.2.8.C.3.c | Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. |
| SOC.5-8.6.2.8.D.3.f | Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. |

Target 8

• 11.4 Students will be able to draw conclusions about the impact of important Greek scholars and scientists.

SOC.5-8.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.5-8.6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
SOC.5-8.6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

Advanced Learning Goals

• Greece developed and expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Greece declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Summative Assessment

Linkit!- The Ancient Greeks Common Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.   Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the 6th grade social studies teachers during common planning time.

MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
MA.6.NS.C.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
MA.6.NS.C.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
MA.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and

	refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
MA.6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	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.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.6	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.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
PFL.9.1.8.D.5	Explain the economic principle of supply and demand.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS4	The influence of technology on history.

Formative Assessment and Performance Opportunities

- Atlas Activities
- Class discussions
- Classroom Centers
- Cooperative Learning
- Do Nows
- Guided Practice
- Homework
- Social Studies Notebook
- Student Displays
- Student Presentations
- Student Worksheets
- Teacher Observations

- Writing Activities

Accommodations/Modifications

- 504 accommodations and IEP modifications
- Audio Review
- Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/
- Essential Question Writers Workshop: What is Power? Who should have it? (also Spanish version)
- guided notes
- independent reading vs. group reading (Reg/Spec)
- modified assessments
- modified assignments
- modified notes (Spec)
- modified writing assignments
- project choice (Reg/Spec)
- small group instruction (Spec/ICS)
- Social Studies Enrichment/Modifications Resources for ELL Students-https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Connect Students' Background Knowledge to Content in the ELL Classroom"
- Social Studies Enrichment/Modifications Resources for ELL Students-https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Social studies Instruction to ELLs"
- Spanish Audio Review
- task-based assessments
- test corrections
- text to speech option in online text and for other informational text - online tools are available: (https://www.naturalreaders.com/)
- tiered questions based on reading (Reg/Spec)

Advanced Class Modifications

- essays
- independent research/oral presentation
- modified notes
- more complex text

- project choice
- research opportunities
- tiered questions based on reading

Unit Resources

- myWorldHistory.com
- ProGuide
- Activity Cards
- black line masters
- Climate Change Resource: https://www.reuters.com/article/us-climate-change-greece-monuments/climate-change-is-taking-its-toll-on-greek-monuments-say-scientists-idUSKCN1TQ1F9
- Essential Question posters
- Google Expedition
- guest speakers
- Hip Hop History: Ancient Greek Civilization
- Hip Hop History: The Ancient Greeks
- https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/2.1/primary/lesson/emergence-of-major-religions
- https://www.brainpop.com/english/famousauthorsandbooks/homer/
- https://www.brainpop.com/socialstudies/culture/olympics/
- https://www.brainpop.com/socialstudies/worldhistory/athens/
- https://www.brainpop.com/socialstudies/worldhistory/athens/
- https://www.brainpop.com/socialstudies/worldhistory/democracy/
- https://www.brainpop.com/socialstudies/worldhistory/sevenwonders/
- https://youtu.be/0F5qlu3nSDY
- https://youtu.be/0LsrkWDCvxg
- https://youtu.be/4jwBxxgYcaw
- https://youtu.be/6bDrYTXQLu8
- https://youtu.be/a2a4oR0ZUYE
- https://youtu.be/ar8S6virCwM
- https://youtu.be/GjbfS8RDoYo
- https://youtu.be/ilZ99sGM-kA
- https://youtu.be/jloEzVh31TE
- https://youtu.be/M7V1a1I5BL0
- https://youtu.be/Q-mkVSasZIM
- https://youtu.be/RchSJSJAbc0

- Interactive whiteboard activities

- Internet

- LGTBQ Resource: https://www.advocate.com/world/2016/7/08/20-lgbt-people-who-changed-world#media-gallery-media-2

- myWorld History wall maps

- Newscurrents (For current issues including important matters such as LGTBQ, African-American, Jewish, Climate Change, etc)

- Primary Source Documents: The Mini-DBQ Project Binders

- Social Studies Notebook

- Student Journal

- supplemental textbooks/teacher resources

- The Big History Project -https://school.bighistoryproject.com/bhplive

- videos and online videos

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	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.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.