



6-Prehistoric Humans & Societies

Standards

Standard 4

Resources

Textbook:

Quest and Actively Learn

Competencies

- Recognize and draw conclusions about societal continuity and change over time.

I can

- **I can** recognize archaeological evidence that shows how human life and societies developed new skills in order to survive.
- **I can** I can draw conclusions about migration and adaptation of early societies.
- **I can** I can identify and explain how agriculture and the development of tools contributed to the creation of civilizations..
- **I can** I can distinguish between clues and resources used by historians to understand how people lived in the past

Vocab

Content: history, archaeology , artifact, fossil, resources, geography (physical/human), region, environment, climate, landforms, agriculture, silt, prehistory, hominid, ancestor, domestication, migrate, Paleolithic, Stone Age, Neolithic, ice age, society, hunters-gather, tools, primary source, secondary source

Academic: recognize, draw conclusions, identify, explain, distinguish, recall,



6-Early River Civilizations

Standards

Standard 3, 4, 5

Resources

Textbook:

Quest and Actively Learn

Competencies

- Recognize and draw conclusions about the ways societies are shaped through identities, beliefs and practices of individuals and groups.
- Recognize and draw conclusions about societal continuity and change over time.

I can

- **I can** recognize how rivers influenced in the development of civilizations.
- **I can** identify the first civilizations and the rivers they developed around.
- **I can** summarize the significance of the achievements of early river civilizations..

Vocab

Content: division of labor, artifacts, irrigation, canals, city-state, civilization, polytheism, social hierarchy, Fertile Crescent, agriculture, silt, empire, migrate, surplus, urban, rural, Hammurabi's Code, geography (physical/human), cuneiform, Mesopotamia, Pharaoh, dynasty, delta, artisan, Hieroglyphic, pyramid, commerce, primary source and secondary source.

Academic: recognize, identify, summarize, draw logical conclusions, locate details,



6-South East Asia River Civilizations: India & China

Standards

Standard 3, 4, & 5

Resources

Textbook:

Quest and Actively Learn

Competencies

- Recognize and evaluate how societies are shaped by the identities, beliefs and practices of individuals and groups.

I can

- **I can** use information about the geography of India to determine how civilization was affected.
- **I can** predict how migration affected the Aryan and Harappan civilizations.
- **I can** use context clues to determine the different factors that caused society to be divided. .
- **I can** recognize the different achievements of Indian civilizations.
- **I can** identify the different ways that the Chinese civilization was affected by the geography of the area.
- **I can** differentiate between the different dynasties of China.

Vocab

Content: subcontinent, artifacts, Sanskrit, agriculture , silt, caste-system, Hinduism, Jainism, Sikhism, Buddhism, missionaries, inoculation, Confucius, Confucianism, Daoism, Legalism, Great Wall, Silk, Road, migrate, nirvana, monastery, meditate, tolerance, civil service, geography (physical/human), primary and secondary source.

Academic: predict, context clues, recognize, identify, differentiate



6-Foundations of Western Ideas: Ancient Greece

Standards

Standard 1, 3, 4, 5

Resources

Textbook:

Quest and Actively Learn

Competencies

- Analyze the context and draw conclusions about choices and consequences
- Recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups
- Recognize and evaluate continuity and change over time.

I can

- **I can** cite evidence that geography helped shape Greek civilization.
- **I can** compare the different forms of government the Athens tried before democracy.
- **I can** draw conclusions about the main influences of Greek society.

Vocab

Content: agriculture, silt, representative democracy, direct democracy, aristocrats, oligarchy, tyrant, Cyrus the Great, Alexander the Great, Socrates, Hippocrates, polis; acropolis, citizenship, symbolize, polytheism, Hellenistic, primary and secondary sources, geography (physical/human), migrate, artifacts.

Academic: cite evidence, compare, draw conclusions



6-The Roman World

Standards

Standard 1, 2, 3, 4, 5

Resources

Textbook:

Quest and Actively Learn

Competencies

- Analyze the context and draw conclusions about choices and consequences.
- Recognize and evaluate the rights and responsibilities of people living in societies.-

I can

- **I can** formulate ideas based on information given of how Rome's location and government helped them gain power.
- **I can** summarize how the tripartite government and laws of Rome created a stable society.
- **I can** cite evidence on how Rome became a dominant power in the Mediterranean region.
- **I can** recognize the events that led to the establishment of Christianity in Rome.
- **I can** determine the cause of the decline of Rome.

Vocab

Content: agriculture, silt, republic, dictators, plebeians, patricians, magistrates, consuls, veto, checks and balances, primary, purpose, primary and secondary sources, geography (physical/human), migrate, artifacts

Academic: formulate, summarize, cite evidence, recognize, determine