

6th Grade; 2nd Trimester

Oceania & Antarctica, , Capstone, Ancient Civilizations

Standards	Vocabulary	Assessments/Activities	Resources
<p>H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>G1.2.4 Use observations from air photos, photographs (print and CD) films (VCR and DVD) as the basis for answering geographic question about the human and physical characteristics of places and regions.</p> <p>G1.3.1 Use the fundamental themes of geography (location, place, human environment interactions, movement, region) to describe regions or places on earth.</p> <p>G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>G2.1.1 Describe the landform features and the climate of the region under study.</p> <p>G2.1.2. Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation.</p> <p>G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g. that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm)</p> <p>G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the</p>	<p>Ice shelf Ring of Fire Outback Great Barrier Reef</p> <p>Commonwealth of Nations</p>	<p><u>InspirEd Oceania</u>; InspirEd Educators, Inc.</p> <ul style="list-style-type: none"> • Not Bad Atoll; Pg. 17-22 (G2.1.1) • Good Reef!; Pg. 23-28 (G4.4.1) • All Around Australia; Pg. 29-32 (G2.1.1) • Australia Dreaming; Pg. 117-124 (H1.1.1) • Rotorua (Maori); Pg. 141-146 (G4.4.1) • Tree of Life; Pg. 228-233 (E3.1.2) • What Can I Get You; Pg. 239-243 (E1.1.2) <p>EdHelper.com Uluru; By: Judity R. Tanner (H1.1.1)</p> <p><u>Australia</u>; Evan-Moor Corp.</p> <ul style="list-style-type: none"> • Australia Map; Pg 25-26 (G1.1.1) • How Many People Live Here; Pg. 27-28 (G1.3.2) • New Zealand Map; Pg. 35 (G1.1.1) • Australia's Resource; Pg. 40-47 Movement of Goods (G4.2.1) Tourism (G2.2.3) • Aborigines; Pg. 58-59 (H1.1.1) <p><u>Geography Alive! Oceania Mapping Lab</u></p> <p>Locations Great Barrier Reef</p>	<p><u>InspirEd Oceania</u>; InspirEd Educators, Inc.</p> <p><u>Australia</u>; Evan-Moor Corp.</p> <p><u>Geography Alive! Oceania Mapping Lab</u>; TCI</p> <p>Encyclopedias</p> <p><u>Daily Geography</u></p> <p>Internet EdHelper.com</p> <p>Discovery Streaming <i>Geography of the World: Australia, New Zealand, and the Pacific Islands; Land and Resources</i></p> <p><i>Geography of the World: Australia, New Zealand, and the Pacific Islands; the People</i></p> <p><i>Kangaroos and How They Live</i></p> <p><i>Amazing Coral Reef</i></p> <p><i>Australian Way of Life</i></p>

6th Grade; 2nd Trimester

Oceania & Antarctica, , Capstone, Ancient Civilizations

Standards	Vocabulary	Assessments/Activities	Resources
<p>world (e.g. opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages of electronic networks such as the Internet)</p> <p>G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g. natural resources, power, culture, wealth)</p> <p>E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g. education, health care, military protections).</p> <p>E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g. global supply chain for computers, athletic shoes, and clothing)</p> <p>G6.1.1 Contemporary Investigation – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action (H1.4.2, G1.2.6, See P3 and P4)</p> <p>G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4) Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in ancient world history context. The investigation may be addressed at the conclusion of each Era or may be included at the conclusion of the course. (See page 52)</p>	<p>Matrilineal society Patrilineal society Maori Aborigine</p> <p>Copra</p>	<p>Great Dividing Range Outback Uluru (Ayers Rock) Great Victoria Desert</p> <p>Canberra New Zealand Antarctica Papua New Guinea Western Australia Northern Territory Queensland South Australia New South Wales Victoria Tasmania</p> <p>Take a Stand</p>	<p>Channel One</p>

6th Grade; 2nd Trimester

Oceania & Antarctica, , Capstone, Ancient Civilizations

Standards	Vocabulary	Assessments/Activities	Resources
<p>P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues, plan and conduct activities intended to advance views on matters of public policy, report the results and evaluate effectiveness.</p> <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied • Clearly state the issue as a question of public policy orally or in written form • Use inquiry methods to acquire content knowledge and appropriate data about the issue • Identify the causes and consequences and analyze the impact, both positive and negative • Share and discuss findings of research and issue analysis in group discussions and debates • Compose a persuasive essay justifying the position with a reasoned argument <p>Develop an action plan to address or inform others about the issue at the local to global scales.</p> <p>P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>P4.2.3 Participate in projects to help or inform others (e.g. service learning projects)</p> <p>G1.2.5 Use information from modern technology such as Geographic Positioning System, Geographic Information System and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions. (Latin America)</p> <p>H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g. Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar-B.C./A.D.; contemporary secular-B.C.E./C.E. (Mexico, Central America)</p>	<p>*calendar system Olmec Mayan Aztec</p>	<p><u>Mr. Donn and Maxie’s World History Series: Incas, Mayas, Aztecs</u> (W1.2.2) (W2.1.1) (W2.1.2)</p>	<p><u>Mr. Donn and Maxie’s World History Series: Incas, Mayas, Aztecs</u>; Social Studies School Service</p>

6th Grade; 2nd Trimester

Oceania & Antarctica, , Capstone, Ancient Civilizations

Standards	Vocabulary	Assessments/Activities	Resources
<p>W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g. available water for irrigation, adequate precipitation, and suitable growing season) (Mexico, South America)</p> <p>W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere. (Mexico)</p> <p>W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivations, and development of villages and towns). (Mexico)</p> <p>W2.1.4: Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor). (Mexico, Central America, South America)</p> <p>W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles. (Mexico)</p> <p>W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products) (South America)</p> <p>W3.1.3 Describe similarities and differences among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structures. (Mexico, Central America, South America)</p> <p>W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires. (Mexico, Central America, South America)</p> <p>W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere. (Olmec, Mayan, Aztec, and Incan)</p>	<p>*irrigation *precipitation *suitable growing season</p> <p>hunter-gatherer pastoral</p> <p>agrarian civilizations harvest specialized crops *cultivation</p> <p>*pastoral nomads (herding) social structure division of labor</p> <p>*empire</p> <p>trade routes Inca Road supply and demand aqueduct</p> <p>*Mayan *Aztec *Incan</p> <p>Olmec *civilizations</p>	<p>(W2.1.4) (W3.1.1) (W3.1.2) (W3.1.1) (W3.1.4)</p> <ul style="list-style-type: none"> • Incredible Incas; Pg. 3-72 • Mysterious Mayas; Pg. 75-112 • Awesome Aztecs; Pg. 116-138 <p><u>Everything You Need to Teach Latin America</u>; InspirEd Educators, Inc.</p> <ul style="list-style-type: none"> • In the Midst of Mesoamerica; Pg. 65-72 • More Mesoamerica; Pg. 73-78 • Same Old Story; Pg. 79-84 <p><u>World Explorer Latin America</u>; Prentice Hall</p> <ul style="list-style-type: none"> • Chapter 2-Section 1-3 • Time Line; Pg. 48-49 (W3.1.5) 	<p><u>Everything You Need to Teach Latin America</u>; InspirEd Educators, Inc.</p> <p><u>World Explorer Latin America</u>; Prentice Hall</p> <p><u>Ancient Civilizations Reader’s Theater</u>; Creative Teaching Press</p> <p>Discovery Streaming <i>Peru: Kingdom in the Clouds</i></p> <p><i>Peru: Inca Heritage</i></p> <p><i>Ancient Americans: The Mayas and Aztecs</i></p> <p><i>Juanita’s Dream: A Mayan’s Guide to Guatemala</i></p>

6th Grade; 2nd Trimester

Oceania & Antarctica, , Capstone, Ancient Civilizations

Standards	Vocabulary	Assessments/Activities	Resources
------------------	-------------------	-------------------------------	------------------