SS

<table>
<tr><td>Unit: Studying History, Geography, Economics, and Civics</td><td>Time Span: Mid Aug - Early Sept</td></tr>
<tr><td colspan="2">Standards Taught
● 6. SS. 1
● 6. SS. 2</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students' desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
● Notes and Terms
● Assignments that include questions specific to each lesson/chapter
● Assessments
● Short Essays
● Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
<tr><td>● History, culture, archeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources, economy, scarcity, profit, entrepreneur, mixed economy, trade, wealth, civics, government, constitution, democracy, republic, tax</td><td>● Guided Workbook pages that cover the key information from each lesson.
● Lesson questions after reading each section
● Quizzes/Tests over Module Notes
● Projects related to the Lessons/Chapters</td></tr>
<tr><td>Reflection
● This module re-introduces some concepts that are talked about in lower grades and is a great refresher before we start getting into specifics for each group/civilization. Understanding all the different pieces that work together in all groups and</td><td>Essential Questions:
● How does studying history help us improve our understanding of people's actions and beliefs?
● What kinds of clues do we use to learn about the past?
● Why are the two types of geography important to understanding the world?</td></tr>
</table>

civilizations along with knowing about how they all differ is very important to understand different historical events and relationships between groups. This also breaks down how we determine the different geographic aspects of areas and how those things played a role in the development of groups and civilizations.	● How are history and geography connected? ● Who makes the decisions about economic resources? ● What is the difference between needs and wants? ● Why is money such an important part in current economies? ● How can economies help explain events in world history? ● How does a country's government affect the lives of its people? ● What are the different forms of government we have seen throughout history? ● What role do governments play in the economy?

SS

<table>
<tr><td>Unit: Mesopotamia and Kingdoms of the Nile</td><td>Time Span: Early Sept - Mid Oct</td></tr>
<tr><td colspan="2">Standards Taught
6. SS. 1
6. SS. 2
6. SS. 3. A
6. SS. 3. B
6. SS. 4</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students’ desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
Notes and Terms
Assignments that include questions specific to each lesson/chapter
Assessments
Short Essays
Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
<tr><td>Fertile crescent, silt, civilization, irrigation, canals, surplus, division of labor, rural, urban, city-state, Gilgamesh, Sargon, empire, polytheism, priests, social hierarchy, cuneiform, pictographs, scribe, epics, architecture, ziggurat, monarch, Hammurabi, Hammurabi’s code, chariot, Nebuchadnezzar, alphabet, Cyrus the Great, cavalry, Darius I, Persian Wars, Xerxes I, cataracts, delta, Menes, pharaoh, dynasty, Old Kingdom, theocracy, Khufu, nobles, afterlife, mummies, elite, pyramids, engineering, Middle Kingdom, New Kingdom, trade routes, Queen Hatshepsut, Ramses the Great,</td><td>Guided Workbook pages that cover the key information from each lesson.
Lesson questions after reading each section
Quizzes/Tests over Module Notes
Projects related to the Lessons/Chapters</td></tr>
</table>

hieroglyphics, papyrus, Rosetta Stone, sphinxes, obelisk, King Tutankhamen, Piankhi, trade network, merchants, exports, imports, Queen Shanakhdakheto, Aksum, King Ezana	
Reflection ● This module introduces students to two of the world's earliest civilizations, Mesopotamia and the different Kingdoms of the Nile, and helps them understand how geography influenced the development of these societies. Learning about the rivers, resources, governments, and daily life of each civilization provides an important foundation for future units that explore other ancient cultures. Students also begin to recognize how similarities and differences between civilizations shaped their achievements, beliefs, and interactions with others. Students dig deeper into the different creations from these early groups by taking part in projects involving the creation of their own invention or advertising inventions created by the groups. Understanding these early civilizations helps students make connections between the past and the ways geography and human innovation continue to influence societies today.	**Essential Questions:** ● How important were the physical geographic features to the growth of Mesopotamia? ● What effect did farming have on the growth of these areas? ● How did the division of labor help with production and efficiency? ● Why was religion so important in Sumerian society? ● Why is the creation of a writing system so important? ● What is the reason for the creation of new technology? ● Why is Hammurabi's code so famous? ● What kinds of cultural changes did Mesopotamia go through with all the different invasions? ● What impact did the Phoenicians have on the trading society at the time? ● How did the creation of the alphabet change writing? ● What did Cyrus the Great tell us about how people saw their rulers at this time? ● How did Darius I help the Persian Empire grow during his reign? ● Why was Egypt given the name “Gift of the Nile”? ● How did the Nile river affect the development of Egypt? ● How did the first kings of Egypt help unify the land? ● What part did religion play in the daily life of Egyptians? ● What did the construction of the pyramids tell us about the level of engineering the Egyptians were at? ● What was the difference between the daily life of people in different social classes? What does this tell us about the importance of the job your family had at this time? ● How did hieroglyphics differ from other

	writing systems during its time? How was it similar? ● What do the different types of art and decorations tell us about Egyptian beliefs concerning the afterlife?

SS

<table>
<tr><td>Unit: Ancient India and China</td><td>Time Span: Mid Oct - Early Dec</td></tr>
<tr><td colspan="2">Standards Taught
6. SS. 1
6. SS. 2
6. SS. 3. C
6. SS. 3. E
6. SS. 4</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students’ desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
Notes and Terms
Assignments that include questions specific to each lesson/chapter
Assessments
Short Essays
Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
</table>

● Subcontinent, monsoons, seals, sanskrit, caste system, Hinduism, reincarnation, karma, samskaras, Jainism, Mahavira, nonviolence, Sikhism, Guru Nanak, fasting, meditation, the Buddha, Buddhism, nirvana, missionaries, Chandragupta Maurya, Asoka, Chandra Gupta II, metallurgy, alloys, Hindu-Arabic Numerals, inoculation, astronomy, jade, oracle, lords, peasants, Confucius, ethics, Confucianism, Daoism, Laozi, Legalism, Shi Huangdi, Great Wall, sundial, seismograph, acupuncture, silk, diffusion, Silk Road	● Guided Workbook pages that cover the key information from each lesson. ● Lesson questions after reading each section ● Quizzes/Tests over Module Notes ● Projects related to the Lessons/Chapters
Reflection ● This module introduces students to the ancient civilizations of China and India and helps them understand how geography, culture, and innovation influenced their development. Learning about the governments, religions, achievements, and daily lives of these civilizations provides an important foundation for understanding how they contributed to world history. Students also explore the similarities and differences between the two civilizations and examine how ideas, beliefs, and trade helped shape their growth and influence. Understanding Ancient China and India helps students recognize the lasting impact these civilizations have had on cultures and societies around the world.	**Essential Questions:** ● How did the geography of the Indian subcontinent shape early civilization? ● Why were rivers like the Indus River important to early settlements? ● What factors led to the rise and decline of the Indus Valley Civilization? ● What made cities like Harappa and Mohenjo-daro advanced for their time? ● What do artifacts tell us about daily life in the Indus Valley? ● Why is so much about this civilization still a mystery? ● Who were the Aryans, and how did they change Indian society? ● What role did the Vedas play in shaping culture and religion? ● How did social classes begin to form during this time? ● What are the core beliefs of Hinduism? ● How do concepts like karma, dharma, and reincarnation influence people's lives? ● How does religion connect to the caste system? ● Who was Siddhartha Gautama, and what inspired his teachings?

	● What are the Four Noble Truths and why are they important? ● How did Buddhism spread beyond India? ● How did Chandragupta Maurya build a strong empire? ● What leadership style did Ashoka adopt after converting to Buddhism? ● Why is the Gupta Empire considered a “Golden Age”? ● What advances did ancient India make in math, science, and medicine? ● Why is the invention of zero important? ● How has ancient India influenced the modern world? ● How did geography shape the development of early Chinese civilization? ● Why was the Huang He both helpful and dangerous? ● How did natural barriers influence China’s isolation and culture? ● What is the importance of the Shang Dynasty in Chinese history? ● What role did bronze work and writing play in early China? ● How did the Zhou Dynasty maintain control over such a large area? ● What is the Mandate of Heaven and how did it justify rule? ● How did different philosophies try to create order in society? ● What problems were rulers trying to solve during times of conflict? ● What were the main ideas of Confucius? ● How did Confucianism influence government and society? ● How did Daoism differ from Confucianism? ● What role did Legalism play in government? ● How did Qin Shi Huang unify China? ● What were the strengths and weaknesses of Qin rule? ● Why is the Han Dynasty considered a golden age? ● How did government and civil service improve under the Han?

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	● What were the most important inventions of ancient China? ● How did trade routes like the Silk Road impact China and other regions? ● How did Chinese ideas and goods spread to other cultures? ● How has ancient China influenced modern society? ● Why are philosophies like Confucianism still important today?

SS

<table>
<tr><td>Unit: The Hebrews and Judaism</td><td>Time Span: Early Dec - Mid/Late Dec</td></tr>
<tr><td colspan="2">Standards Taught
6.SS.4.D
6.SS.4.E
6.SS.4.A
6.SS.1
6.SS.2
6.SS.3.B</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students’ desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
Notes and Terms
Assignments that include questions specific to each lesson/chapter
Assessments
Short Essays
Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
<tr><td>Judaism, Abraham, Moses, Exodus, Ten Commandments, David, Solomon, Diaspora, monotheism, Torah, synagogue, prophets, Talmud, Dead Sea Scrolls, Zealots, rabbis, Passover, High Holy Days</td><td>Guided Workbook pages that cover the key information from each lesson.
Lesson questions after reading each section
Quizzes/Tests over Module Notes
Projects related to the Lessons/Chapters</td></tr>
<tr><td>Reflection
This module introduces students to the history of the Hebrews and the development of Judaism while helping</td><td>Essential Questions:
How did the geography of Canaan shape the lives and movements of the</td></tr>
</table>

them understand the importance of religion in shaping civilizations. Learning about the beliefs, traditions, leaders, and historical experiences of the Hebrews provides an important foundation for understanding their influence on world history. Students also examine how Judaism contributed to the development of later religions and how religious beliefs affected daily life, laws, and culture. Understanding the Hebrews and Judaism helps students recognize the lasting impact of faith, traditions, and shared values on societies throughout history. Students also learn about the different pieces that they learn about in a later unit that involves Christianity and they can make connections between the different religions we have today.	Hebrews? ● Why did the Hebrews migrate, and how did this affect their culture and beliefs? ● What are the key beliefs of Judaism? ● How did the idea of monotheism make the Hebrews different from other ancient peoples? ● What is a covenant, and why was it important to the Hebrew people? ● How did the Ten Commandments influence behavior and laws? ● In what ways did religion shape daily life for the Hebrews? ● Why are Hebrew laws considered important in world history? ● What roles did key figures like Abraham and Moses play in shaping Hebrew history? ● How did events like the Exodus define Hebrew identity? ● How has Judaism influenced other religions and cultures? ● Why are Hebrew beliefs still important in the modern world? ● How did the Hebrews contribute to ideas about law, justice, and morality?

SS

<table>
<tr><td>Unit: Ancient Greece and the Hellenistic World</td><td>Time Span: Early Jan - Early Feb</td></tr>
<tr><td colspan="2">Standards Taught

● 6.SS.4.F
● 6.SS.4.G
● 6.SS.4.H
● 6.SS.4.A
● 6.SS.4.I
● 6.SS.1
● 6.SS.2</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students’ desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
● Notes and Terms
● Assignments that include questions specific to each lesson/chapter
● Assessments
● Short Essays
● Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
<tr><td>● polis, acropolis, democracy, aristocrats, oligarchy, aristocracy, citizens, tyrant, Pericles, alliance, Peloponnesian war, mythology, Homer, Sappho, Aesop, fables, Socrates, Plato, Aristotle, reason, Euclid, Hippocrates, Philip II, phalanx, Alexander the Great, Hellenistic, Antigonus, Seleucus, Ptolemy, Cleopatra VII, Aristarchus</td><td>● Guided Workbook pages that cover the key information from each lesson.
● Lesson questions after reading each section
● Quizzes/Tests over Module Notes
● Projects related to the Lessons/Chapters</td></tr>
<tr><td>Reflection
● This module introduces students to</td><td>Essential Questions:</td></tr>
</table>

Ancient Greece and the Hellenistic World while helping them understand the lasting impact these civilizations had on history. Learning about Greek city-states, government, culture, philosophy, and the achievements of influential leaders provides an important foundation for understanding their contributions to the modern world. Students also explore how the spread of Greek ideas during the Hellenistic period influenced other cultures through trade, conquest, and the exchange of knowledge. Understanding Ancient Greece and the Hellenistic World helps students recognize how ideas and innovations can shape civilizations and continue to influence societies today.	● How did geography shape the development of Greek city-states like Athens and Sparta? ● Why did Greek communities develop independently instead of forming one unified country? ● Why is Athens considered the birthplace of democracy? ● What are the strengths and weaknesses of direct democracy? ● How did government differ between Athens and Sparta? ● How did competition and conflict shape Greek identity? ● What can we learn from events like the Peloponnesian War? ● What questions did Socrates, Plato, and Aristotle explore? ● How did Greek philosophy influence modern thinking and education? ● What are the most important cultural contributions of ancient Greece? ● Why do Greek ideas about government, art, and science still matter today? ● How did Alexander the Great build such a vast empire? ● What challenges come with ruling a large and diverse empire? ● What is the Hellenistic world, and how did it form? ● How did Greek culture spread and mix with other cultures? ● What is cultural diffusion, and why is it important? ● Why was Alexandria an important center of knowledge? ● How did the Hellenistic period advance science, math, and technology? ● What new ideas and discoveries came from the Hellenistic world? ● How did this period influence later civilizations? ● How did the Hellenistic world connect different regions of Afro-Eurasia? ● Why is the spread of ideas sometimes as important as conquest?

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Unit: The Romans and Christianity	**Time Span:** Mid February- Early March
Standards Taught ● 6.SS.5 ● 6.SS.4.I ● 6.SS.1 ● 6.SS.2	
Differentiation	**Classroom Management and Environment**
Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.	The classroom has students' desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.
What will students be doing?	**Prior Knowledge Needed**
To assess student understanding, they must complete: ● Notes and Terms ● Assignments that include questions specific to each lesson/chapter ● Assessments ● Short Essays ● Projects	Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.
Key Terms and People	**Assessments**
Aeneus, Romulus and Remus, republic, dictators, Cincinnatus, plebeians, patricians, magistrates, consuls, Roman Senate, majority rule, veto, Latin, checks and balances, Forum, legions, Punic Wars, Hannibal, Gaius Marius, Lucius Cornelius Sulla, Spartacus, Cicero, orator, Julius Caesar, Pompey, Cleopatra VII, Brutus, Marc Antony, Augustus, Hadrian, provinces, currency, Pax Romana, Diocletian, Clovis, Attila the Hun, corruption, Galen, aqueduct, Virgil, Ovid, satire, Romance languages, civil law, Christianity, Jesus of Nazareth, Messiah, John the Baptist, Bible, crucifixion, Resurrection, disciples, Apostles, Paul, saint, monotheism, martyrs, persecution, bishops, Eucharist, pope, Augustine of Hippo,	● Guided Workbook pages that cover the key information from each lesson. ● Lesson questions after reading each section ● Quizzes/Tests over Module Notes ● Projects related to the Lessons/Chapters

Constantine	
Reflection This module introduces students to the Roman Empire and the rise of Christianity while helping them understand how both influenced the development of civilizations throughout history. Learning about the Roman government, engineering, laws, and daily life provides an important foundation for understanding the empire's lasting contributions to the modern world. Students also examine the origins and spread of Christianity and how it shaped culture, beliefs, and societies within and beyond the Roman Empire. Understanding the Roman Empire and Christianity helps students recognize how governments, religions, and cultural ideas can have a lasting impact on future civilizations.	**Essential Questions:** ● Was Rome more successful as a republic or as an empire? ● How did Rome's republican government help Rome to grow? ● How did Italy's geography help the Roman Empire flourish? ● Who were Aeneaus, Romulus, and Remus? ● How has the term dictator changed from the time of the Roman empire to modern day? ● Who was Hannibal? ● How did the Roman Republic lead to the creation of different pieces of government we see today (civic duty, checks and balances, majority rule, etc.)? ● What parts of our own government can be seen when looking at the government of Rome? ● How did the Punic Wars end? ● Who was Julius Caesar? ● What happened during the Ides of March? ● How did Julius Caesar change Rome as a ruler? ● How did the religion of the Romans change? ● In what areas of culture did the Romans take from the Greeks? ● How does Roman mythology relate to the planets in our solar system? ● How did Roman law affect the modern law codes of the world? ● How did Pax Romana show the difference between life in the cities and life in the country? ● Why is Latin so important as a language? ● What was the reasoning behind the split of the Roman empire into two separate halves? ● What allowed Romans to build huge structures? ● How did the Romans get water into their cities?

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	● What problem led to the ban against Jewish rituals? ● Who was Jesus of Nazareth? ● What was the resurrection? ● What part do miracles and parables play in Christianity? ● What led to all the different denominations of Christianity we see today? ● Why are martyrs and saints so highly honored today? ● In what ways did Christianity differ from the many other religions that came earlier? ● How did Constantine change the way Romans looked at Christianity during his time as ruler?

SS

<table>
<tr><td>Unit: The Middle Ages</td><td>Time Span: Early March - Mid/Late March</td></tr>
<tr><td colspan="2">Standards Taught
● 6.SS.1
● 6.SS.2
● 6.SS.6</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students’ desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
● Notes and Terms
● Assignments that include questions specific to each lesson/chapter
● Assessments
● Short Essays
● Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
<tr><td>● Eurasia, Middle ages, medieval, Patrick, monks, monasteries, Benedict, Charlemagne, knights, vassal, feudalism, William the Conqueror, manor, serfs, Eleanor of Aquitaine, excommunicate, Pope Gregory VII, Emperor Henry IV, Crusades, Holy Land, Pope Urban II King Richard I, Saladin, clergy, religious order, Franis of Assisi, friars, Thomas Aquinas, natural law, Magna Carta, Parliament, Hundred Years’ War, Joan of Arc, Black Death, heresy, Reconquista, King Ferdinand, Queen Isabella, Spanish Inquisition</td><td>● Guided Workbook pages that cover the key information from each lesson.
● Lesson questions after reading each section
● Quizzes/Tests over Module Notes
● Projects related to the Lessons/Chapters</td></tr>
<tr><td>Reflection
● This module introduces students to the Middle Ages and helps them</td><td>Essential Questions:
● How did the fall of the Roman Empire</td></tr>
</table>

understand how this period shaped the development of European society after the fall of the Roman Empire. Learning about feudalism, the role of the Church, kingdoms, castles, and daily life provides an important foundation for understanding the political, social, and economic changes that occurred during this time. Students also examine how trade, innovation, and cultural exchanges influenced the growth of medieval societies and set the stage for future historical developments. Understanding the Middle Ages helps students recognize how events and institutions from this period continue to influence the modern world.	lead to the development of feudalism in Europe? ● How did the feudal system organize power, land, and responsibilities? ● Why was loyalty so important in feudal society? ● How did social class affect daily life in the Middle Ages? ● What roles did kings, nobles, knights, peasants, and serfs play in medieval society? ● How did the manorial system meet people's basic needs? ● Why was the Catholic Church so powerful in medieval Europe? ● How did religion influence politics, education, and daily life? ● In what ways did the Church unify people across Europe? ● How did Europe's geography shape the development of separate kingdoms and cultures? ● Why did isolation lead to political and cultural differences in medieval Europe? ● How was order maintained in a time without strong central governments? ● What role did agreements and land ownership play in keeping society stable? ● What stayed the same and what changed in Europe after the fall of Rome? ● How did the Middle Ages set the stage for later developments in European history?

SS

<table>
<tr><td>Unit: Renaissance and Reformation</td><td>Time Span: Late March - Mid April</td></tr>
<tr><td colspan="2">Standards Taught
6.SS.1
6.SS.2
6.SS.7</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students’ desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
Notes and Terms
Assignments that include questions specific to each lesson/chapter
Assessments
Short Essays
Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
<tr><td>Marco Polo, interest, Cosimo de’Medici, Renaissance, humanism, Dante Alighieri, Niccolò Machiavelli, Petrarch, perspective, Michelangelo, Leonardo da Vinci, Johann Gutenberg, Christian humanism, Desiderius Erasmus, Alberch Durer, Miguel de Cervantes, William Shakespeare, Reformation, indulgences, purgatory, Martin Luther, Protestants, John Calvin, King Henry VIII, Catholic Reformation, Ignatius of Loyola, Jesuits, Francis Xavier, Huguenots, Edict of Nantes, Thirty Years’ War, congregation, federalism</td><td>Guided Workbook pages that cover the key information from each lesson.
Lesson questions after reading each section
Quizzes/Tests over Module Notes
Projects related to the Lessons/Chapters</td></tr>
<tr><td>Reflection
This module introduces students to the Renaissance and the Reformation while helping them understand how</td><td>Essential Questions:
How did the Renaissance represent a “rebirth” of classical Greek and</td></tr>
</table>

these movements transformed Europe and influenced the modern world. Learning about the achievements of Renaissance artists, thinkers, and inventors, along with the religious changes brought about by the Reformation, provides an important foundation for understanding this period of history. Students also examine how new ideas, technology, and challenges to traditional beliefs led to cultural, religious, and political changes across Europe. Understanding the Renaissance and the Reformation helps students recognize how the exchange of ideas and the pursuit of knowledge can shape societies and influence future generations.	Roman ideas? ● What is humanism, and how did it change the way people viewed themselves and the world? ● Why did people begin to question traditional beliefs during the Renaissance? ● How did Renaissance art and science reflect new ways of thinking? ● What innovations did artists like Leonardo da Vinci and Michelangelo contribute? ● How did observation and experimentation change science during this period? ● How did trade and cities help spread Renaissance ideas across Europe? ● Why did the Renaissance begin in Italy? ● How did the Renaissance influence modern art, science, and education? ● What problems in the Catholic Church led to the Protestant Reformation? ● Why did people begin to challenge the authority of the Church? ● What were the main ideas of Martin Luther and the 95 Theses? ● How did new religious ideas spread so quickly across Europe? ● How did the Reformation change political and religious unity in Europe? ● Why did the Reformation lead to conflict and division? ● How did the Reformation change Christianity permanently? ● How did it influence ideas about freedom of religion and individual belief?

SS

<table>
<tr><td>Unit: Scientific Revolution, Enlightenment and Revolution</td><td>Time Span: Mid April - Mid May</td></tr>
<tr><td colspan="2">Standards Taught
6.SS1
6.SS.2
6.SS.8</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>Students receive a note guide to help them answer key questions throughout the lessons, extra time for assignments, notes, quizzes/tests.</td><td>The classroom has students’ desks paired up allowing them to bounce ideas off of one another and for easy partner work. Rules and procedures are basic to help keep the room free of distractions during lecture and worktimes.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>To assess student understanding, they must complete:
Notes and Terms
Assignments that include questions specific to each lesson/chapter
Assessments
Short Essays
Projects</td><td>Prior knowledge is discussed before the beginning of each lesson as a class. Some students carry prior knowledge from past classes or their own personal research.</td></tr>
<tr><td>Key Terms and People</td><td>Assessments</td></tr>
<tr><td>Scientific Revolution, science, theories, Ptolemy, rationalists, alchemy, Nicolaus Copernicus, Tycho Brahe, Johannes Kelper, Galileo Galilei, Sir Isaac Newton, barometer, Francis Bacon, Rene Descartes, scientific method, hypothesis, Enlightenment, Voltaire, salon, Mary Wollstonecraft, unlimited government, John Locke, natural rights, majority rule, Charles-Louis Montesquieu, Jean-Jaqcues Rousseau, popular sovereignty, English Bill of Rights, rule of law, Declaration of Independence, Declaration of the Rights of Man and of the Citizen, Napoleon Bonaparte, coup d’etat, Klemens von Metternich, conservatism, liberalism, Simon Bolivar</td><td>Guided Workbook pages that cover the key information from each lesson.
Lesson questions after reading each section
Quizzes/Tests over Module Notes
Projects related to the Lessons/Chapters</td></tr>
</table>

Reflection ● This module introduces students to the Scientific Revolution, the Enlightenment, and the Age of Revolutions while helping them understand how new ideas changed societies around the world. Learning about scientific discoveries, Enlightenment thinkers, and the causes and effects of major revolutions provides an important foundation for understanding how these events influenced government, individual rights, and innovation. Students also examine how the spread of new ideas inspired people to challenge existing beliefs and systems, leading to lasting political and social change. Understanding the Scientific Revolution, Enlightenment, and Age of Revolutions helps students recognize how knowledge, critical thinking, and the pursuit of freedom continue to shape the modern world.	**Essential Questions:** ● How did the Scientific Revolution change the way people understood the natural world? ● Why did people begin to rely on observation and evidence instead of tradition? ● How did the ideas of Nicolaus Copernicus, Galileo Galilei, and Isaac Newton challenge traditional beliefs? ● What is the scientific method, and why was it important? ● How did scientific discoveries challenge the authority of the Church and traditional beliefs? ● How did the Scientific Revolution lead to new ways of thinking in Europe? ● How do ideas from the Scientific Revolution still influence modern science today? ● How did Enlightenment thinkers change ideas about government and human rights? ● What are natural rights, and why are they important? ● How did the ideas of John Locke influence government and individual rights? ● What did thinkers like Montesquieu and Voltaire contribute to political thought? ● How did Enlightenment ideas lead to revolutions such as the American and French Revolutions? ● Why did people begin to question absolute monarchy? ● How did Enlightenment ideas shape modern democracy and governments? ● Why are ideas about liberty, equality, and justice still important today?

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