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| **Standards****Standards that Extended Response items may be written to are bolded and in italics** | **Learning Outcomes (I can…)** | **Content** |
| 6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H) | I can identify evidence of human origins in Africa.I can describe the evidence found by archeologist, that shows human origins. | First People Readings(See Human Origins Folder)Who’s Who of Early Man Graphic Organizer(See Human Origins Folder) |
| ***6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).*** ***(C, H)*** | I can site textual evidence to identify the advantages and disadvantages of nomadic life and early farming.I can site textual evidence to identify the advantages and disadvantages and their use of tools and fire as well as other basic hunting weapons, beads and jewelry. | Early Human Power point(See Human Origins Folder)Early Human guided notes(See Human Origins Folder) [The Stone-age Song](https://www.youtube.com/watch?v=w9-st9BoB_U)[Could you Survive as a Hunter- Gatherer- Quiz](http://www.proprofs.com/quiz-school/story.php?title=could-you-survive-today-as-huntergatherer)[Stone Age Tool Kit](http://www.pbs.org/wgbh/nova/ancient/stone-age-toolkit.html) |
| ***6.3 Explain the importance of the discovery of metallurgy and agriculture. (E, H)*** | I can determine the long- term effects of metallurgy and the beginnings of agriculture. | [Neolithic Agriculture Revolution](https://www.youtube.com/watch?v=NTgIDO1hLQ4)[Ancient Metallurgy: A Guide to Metals](http://pages.ucsd.edu/~dkjordan/arch/metallurgy.html)[History of Metallurgy](http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab16) |
| **Human Origins and the Emergence of Civilization** Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age, which led to the development of civilizations. |  | **Recommended Pacing: 15 Days****5-11% of assessment****3 - 5 Items** |
| 6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H) | I can describe the climatic changes that caused the domestication of plants and animals.I can describe the human modifications that caused the domestication of plants and animals.I can describe the climatic and human changes that caused the rise of new sources of clothing and shelter. | Population Power Point(See Human Origins Folder)[Early Human Migration](http://www.classzone.com/cz/books/ms_wh_aemt/resources/html/animations/wh01_humanmigration.html) |

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| 6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H) | I can summarize the impact of agriculture on settlements in civilizations.I can summarize the impact of agriculture on the population of civilizationsI can summarize the impact of agriculture on the growth of civilizations. | [Who Were the First Farmers?](https://www.youtube.com/watch?v=1P3jyqdWQJ0)[Agricultural Revolution](http://www.kidspast.com/world-history/0022-agricultural-revolution.php)[Brain Pop- Agricultural Revolution](https://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/preview.weml)[Paleolithic to Neolithic Eras](http://www.rivervalleycivilizations.com/neolithic.php) |
| 6.6 Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P)* The presence of geographic boundaries and political institutions
	+ - an economy that produces food surpluses
		- a concentration of population in distinct areas or cities
		- the existence of social classes
		- developed systems of religion, learning, art, and architecture
		- a system of record keeping technology
 | I can identify the presence of geographic boundaries and political institutions.I can describe an economy that produces food surpluses.I can identify a concentration of population in cities.I can identify the existence of social classes within a civilization.I can describe the system of religion, art and technology within a civilization.I can identify a system of record keeping technology within a civilization. | Mesopotamia ppt(See Mesopotamia Folder)[Social Class Article](http://www.lepg.org/classes.htm)[What is a Civilization?](https://www.youtube.com/watch?v=hpny3cvwWPE)[Daily Life in Mesopotamia](http://www.ancient.eu/article/680/)[Timeline of Ancient Mesopotamia/Civilizations](http://www.timemaps.com/civilization/Ancient-Mesopotamia#location)[First Systems of Record Keeping](http://apworldhistory2012-2013.weebly.com/systems-of-recordkeeping.html) |
| 6.7 Recognize time designations and the abbreviations, including: (H)* B.C
* B.C.E.
* A.D.
* C.E.
* Circa (c. or ca), decades, centuries, prehistoric, historic
 | I can interpret dates on a timeline.I can recognize and use time designations and abbreviations. | [How We Measure Time- Matching Game](http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=rburgesstime)[Time Dating Practice Questions](http://www.studyzone.org/testprep/ss5/b/comtimebcadquizli.cfm) |
| **Mesopotamia: c. 3500-1200 BC/BCE**Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia. |  | **Recommended Pacing: 15 Days****49-55% of assessment (pink)****7-9 Items** |
| 6.8 On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucuses Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee and explain why the region is referred to as the Fertile Crescent. (G)q | I can locate and describe the major landforms and waterways that make up the Fertile Crescent.I can identify the reasons behind the naming of the Fertile Crescent. | Mesopotamia- The Land Between the Rivers(See Ancient Mesopotamia Folder)The Geography of Ancient Mesopotamia (power point)(See Ancient Mesopotamia Folder)Meso Map Activity(See Ancient Mesopotamia Folder)[Fertile Crescent Rap](https://www.flocabulary.com/fertile-crescent-civilizations/) |
| 6.9 Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H) | I can summarize the sequential order of Mesopotamian civilizations and empires.I can explain the development of, and identify significant City-States. I can provide details about important Mesopotamian leaders. | [The Virtual Museum of Iraq](http://www.virtualmuseumiraq.cnr.it/homeENG.htm)[Sumerians- Brain Pop](https://www.brainpop.com/socialstudies/worldhistory/sumerians/preview.weml)[The Sumer Article/with Quiz](http://www.ducksters.com/history/mesopotamia/ancient_sumer.php)[Babylonian Empire/with Quiz](http://www.ducksters.com/history/mesopotamia/babylonian_empire.php)[The Assyrian Empire/with Quiz](http://www.ducksters.com/history/mesopotamia/assyrian_empire.php) |
| 6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H) | I can trace how agricultural techniques led to economic surplus and the development of cities as centers of culture and power. | Mesopotamia Advertisement(See Mesopotamia Folder)The Birth of Farming(See Mesopotamia Folder) |
| 6. 11 Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (C, H) | I can examine the role of religion in the Mesopotamian region.I can describe the significance of polytheism to the Mesopotamian civilizations. | Mesopotamia- The Land Between the Rivers(See Ancient Mesopotamia Folder)[Meso Religion/with Quiz](http://www.ducksters.com/history/mesopotamia/religion_gods.php)[Mesopotamian list of gods and goddesses](http://www.ancient.eu/article/221/) |
| 6. 12 Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations. (C, E, H) | I can determine the effects of technological advancements in Mesopotamia. | [The History of Plumbing](https://www.plumbingsupply.com/pmbabylon.html)[Mesopotamia- Nomads to Farmers](https://www.youtube.com/watch?v=Ki8S5I83Ccc)[The Mesopotamian Minute](https://www.youtube.com/watch?v=otpu_VvvWAg)[It Happened First in Mesopotamia](http://www-news.uchicago.edu/releases/03/oi/030715.oi-firsts.shtml) |
| 6.13 Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals). (C, E, G, H) | I can analyze important achievements, writings, and art of Mesopotamian civilizations. | Mesopotamia Bundle(See Mesopotamia Folder)[The Epic of Gilgamesh Article/with Quiz](http://www.ducksters.com/history/mesopotamia/epic_of_gilgamesh.php)[The Tower of Babel](http://unmuseum.mus.pa.us/babel.htm)[Mesopotamia- The Development of Written Language](https://www.youtube.com/watch?v=VroX-_thMLg)[Ziggurats](http://www.historyforkids.org/learn/westasia/architecture/ziggurats.htm)[Science, Inventions, and Technology in Mesopotamia](http://www.ducksters.com/history/mesopotamia/science_and_technology.php) |
| ***6.14 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). (C, E, H, P)*** | I can write an expository piece describing contributions of Mesopotamian leaders and its code of justice.  | Mesopotamia- The Land Between the Rivers(See Ancient Mesopotamia Folder)[The Biography of Hammurabi](http://www.ducksters.com/history/mesopotamia/hammurabi.php)[Code of Hammurabi/with Quiz](http://www.ducksters.com/history/mesopotamia/hammurabi.php)[You be the Judge- Hammurabi’s Code](http://www.phillipmartin.info/hammurabi/homepage.htm)[Eye for an Eye](http://www.ushistory.org/civ/4c.asp) |
| **Ancient Egypt: c. 3000-1200 BC/BCE**Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt. |  | **Recommended Pacing: 14 Days****49-55% of assessment****7-9 Items** |
| 6.15 On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G, H) | I can use a historical map to locate and describe the significant geographic features of Ancient Nubia and Egypt.I can identify and explain the significance of Upper and Lower Egypt. I can use a modern map to identify the countries of Egypt and Sudan. | Life in Egypt- Power Point(See Ancient Egypt Folder)[Fantastic Trip to the Egypt and the Nile](https://www.youtube.com/watch?v=QLussf-QyjE)[Geography and the Nile](http://www.ducksters.com/history/ancient_egypt/geography_nile_river.php)[The Sahara Desert](https://www.youtube.com/watch?v=L7XrabWYHSg) |
| ***6.16 Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H, P)*** | I can analyze the evidence used by archaeologist and historians to draw conclusions about cultural characteristics of Ancient Nubia compared to Ancient Egypt. | Kush and Egypt Power Point(See Ancient Egypt Folder)Ancient Egypt and Nubia(See Ancient Egypt Folder)[History and Geography of Nubia](http://www.mummies2pyramids.info/geography-cities/nubia.htm) |
| 6.17 Develop a visual representation of the structure of Egyptian society including the role of the Pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants and the role of slaves in ancient Egypt. (C, E, H, P) | I can create a visual representation of Egyptian social hierarchy and explain how each level relates to the other.  | Egyptian Class Structure Power Point(See Ancient Egypt Folder)[Fun Pharaoh Facts](http://www.ancientegyptforkids.net/pharaohs-for-kids/)[Social Pyramid](http://www.carlos.emory.edu/ODYSSEY/EGYPT/people.html)[Pharaoh Fragment Game](http://www.carlos.emory.edu/ODYSSEY/EGYPT/egyptpeople-l%26d.html)[Egyptian Slavery Video](https://www.youtube.com/watch?v=xNRglVOiaSE) |
| ***6.18 Site evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)*** | I can site evidence to describe the beliefs about death and the afterlife within Egyptians polytheistic religion.I can site evidence to describe the mummification process within Egyptians polytheistic religion.I can site evidence to describe the roles of different deities within the Egyptians polytheistic religion. | [Article: The Afterlife in Ancient Egypt](http://www.pbs.org/wgbh/nova/ancient/afterlife-ancient-egypt.html) (See Ancient Egypt Folder)[Article: How the Egyptians Made Mummies](http://www.pbs.org/wgbh/nova/ancient/making-mummies.html)(See Ancient Egypt Folder)[Egyptian Religion Power Point](http://www.authorstream.com/Presentation/mkaighn-254277-egyptian-religion-education-ppt-powerpoint/)(See Ancient Egypt Folder)[Egyptian Tomb Adventure](http://www.nms.ac.uk/explore/play/discover-ancient-egypt/egyptian-tomb-adventure/)[Mummification Song](https://www.youtube.com/watch?v=1JqlAD7dn-E)The Mummies of Egypt Power Point(See Ancient Egypt Folder) |
| 6.19 Summarize important achievements of Egyptian civilization, including: (C, E, H)* the agricultural and irrigation systems
* the invention of a calendar
* main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza
* evolution of writing-hieroglyphics
* the invention of papyrus
 | I can summarize the important achievements of Egyptian civilization.I can determine the effect of the agricultural and irrigation systems in Egypt.I can describe the effect of the invention of a calendar in Ancient Egypt.I can identify the main features of the monumental architecture and art, such as the Pyramids and the Sphinx.I can describe the evolution of writing- hieroglyphics in Ancient Egypt.I can describe the invention of papyrus in Ancient Egypt. | Ancient Egypt Bundle(See Ancient Egypt Folder)Pyramid Template: Students cut out, glue, and create their own pyramid.(See Ancient Egypt Folder)The writings of Ancient Egypt- DBQ Packet (Document Based Questions Packet of Ancient Egypt)(See Ancient Egypt Folder)[Inventions and Technology of Egypt](http://www.ducksters.com/history/ancient_egypt/inventions_and_technology.php)[How is Papyrus Made?](https://vimeo.com/3806036) |
| 6.20 Identify the Old, Middle and New Kingdom time periods and evaluate the significance of the following: (C, H, P)* Menes
* Khufu
* Hyksos invasion
* Ahmose
* King Tut
* Queen Hatshepsut
* Ramses the Great
 | I can identify the Old, Middle and New Kingdom time periods.I can evaluate the significances of important people and events in Ancient Egypt.  | [Ramses Facts](http://discoveringegypt.com/ancient-egyptian-kings-queens/rameses-ii/)[Hatshepsut Facts](http://discoveringegypt.com/ancient-egyptian-kings-queens/hatshepsut/)[Pharaoh Facts /with Quiz](http://www.ducksters.com/history/ancient_egyptian_pharaohs.php)[Cleopatra Facts /with Quiz](http://www.ducksters.com/history/ancient_egypt/cleopatra_vii.php)[The Middle Kingdom](http://discoveringegypt.com/ancient-egyptian-kings-queens/egyptian-dynasties-middle-kingdom/)[The Old Kingdom](http://discoveringegypt.com/ancient-egyptian-kings-queens/egyptian-old-kingdom-dynastys/)[The New Kingdom](http://discoveringegypt.com/ancient-egyptian-kings-queens/egyptian-old-kingdom-dynastys/) |
| 6.21 Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P) | I can identify the location of the Kush civilization. I can describe the commercial, political, and cultural relationship between Kush and Egypt.  | Kush and Egypt Power Point(See Ancient Egypt Folder) |
| 6.22 Compare and Contrast the religious, social and political structures in Mesopotamia and Egypt. (C, P, H) | I can compare and contrast the culture of Mesopotamia and Egypt. | [Comparison of Egypt and Mesopotamia](http://history-world.org/egypt_and_mesopotamia_compared.htm) |
| **Ancient India**Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India. |  | **Recommended Pacing: 14 Days****49-55% of assessment****7-9 Items** |
| 6.23 Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each. (E, G, H) | I can locate and describe the important geographic features of India.I can identify the importance of the Indus and Ganges Rivers to Ancient India. | Geography of India PPT(See Ancient India Folder)Ancient India Interactive Foldable(See Ancient India Foldable) |
| 6.24 Analyze the impact of the Aryan invasions. (C, H, P) | I can analyze the impact of the Aryan invasions. | Invasion of the Aryans(See Ancient India Folder) |
| 6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H) | I can identify the practices of Brahmanism.I can determine how Brahman evolved into early Hinduism.  | Hinduism Power Point(See Ancient India Folder)[Hinduism Video](https://www.youtube.com/watch?v=DxXP2BliN9A&list=PLNTnDcbUijNHTWTn5kYhUwapgKzKBFpUp) |
| 6.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P) | I can outline the social structure of the caste system. I can identify the effects of the caste system on everyday life in Indian society. | Chapter 6 National Geo Resource(See Ancient India Folder)Caste System Package(See Ancient India Folder)The Caste System PPT(See Ancient India Folder) |
| ***6.27 Write a narrative text describing how Siddhartha Gautama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G).*** | I can identify Siddhartha Gautama’s teachings, and the causes of those teachings resulting in a new religion.I can write a narrative text describing how Buddha’s life experiences led to the development and spread of a new religion. | [The Story of Buddha (Animated)](https://www.youtube.com/watch?v=_3gK4VO9roE)Life and Teachings of Buddha PPT(See Ancient India Folder)[Crash Course: Buddha and Ashoka](https://www.youtube.com/watch?v=8Nn5uqE3C9w) |
| 6.28 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P) | I can describe the growth of the Mauryan Empire. I can describe the achievements of the Emperor Asoka.  | The Mauryan Empire PPT(See Ancient India Folder)Rulers of the Maurya and Gupta Empires(See Ancient India Folder) |
| 6.29 Identify the important aesthetic and intellectual traditions, including: (C, E, H)* Sanskrit literature, including the *Bhagvada-Gita Gita, Ramayana, and the Mahabhrata*
* Medicine
* Metallurgy
* Mathematics, including Hindu-Arabic numerals and the zero
 | I can identify the important achievements of the Indian society.I can describe the impact the traditions and achievements of the Indian society had on its culture.  | The Bhagavad Gita Talking Book(See Ancient India Folder)[Science, Medicine, and Technology in Ancient India](http://www.crystalinks.com/indiascience.html)[The Tradition of Sanskrit Literature](http://study.com/academy/lesson/the-tradition-of-sanskrit-literature.html)Ancient India Math and Science PPT(See Ancient India Folder) |
| **Ancient China**Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China. |  | **Recommended Pacing: 13 Days****49-55% of assessment****7-9 Items** |
| 6.30 Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Deser. (G) | On a map, I can locate the geographical landforms and waterways of China. | Ancient China Power Point(See Ancient China Folder) |
| 6.31 Locate and describe the origins of Chinese civilizations in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H) | I can locate the origins of Chinese civilizations during the Shang Dynasty.I can describe the origins of the Chinese civilizations during the Shang Dynasty. | Ancient China song by Mr. Nicky to the tune of Blurred Lines(See Ancient China Folder)Journals Through History Video- China(See Ancient China Folder)Shang Dynasty Reading(See Ancient China Folder) |
| ***6.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)*** | I can describe how China’s geographic features form natural barriers that promote isolation.I can identify how China’s geography effected the spread of ideas and goods difficult. | How Geography Influenced the Development of China PPT(See Ancient China Folder)[How Geography Isolated Ancient China](http://study.com/academy/lesson/how-geography-isolated-ancient-china.html) |
| 6.33 Analyze the structure of the Zhou Dyansty and the emergence of Taoism, Confucianism, and Legalism. (C, H) | I can analyze the structure of the Zhou Dynasty.I can describe the significance of Taoism, Confucianism, and Legalism. | Ancient China Bundle(See Ancient China Folder)Three Chinese Philosophies PPT(See Ancient China Folder)The Zhou Dynasty PPT(See Ancient China Folder) |
| 6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P) | I can identify the political and cultural problems during the time of Confucius.I can describe how Confucius sought to solve problems. | Ancient China Bundle(See Ancient China Folder)Confucianism PPT(See Ancient China Folder)[Confucius for Kids](http://ancienthistory.mrdonn.org/Confucius.html) |
| ***6.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)*** | I can list the policies and achievements of Shi Huang. I can describe the impact and effects of Shi Huang’s policies and achievements on the Qin Dynasty.I can describe the impact and effects of Shi Huang’s policies and achievements on the construction of the Great Wall of China. | Ancient China Bundle(See Ancient China Folder)The Qin and the Han PPT(See Ancient China Folder)The Great Wall of China PPT(See Ancient China Folder)[The Great Wall of China Brain Pop](https://www.brainpop.com/socialstudies/worldhistory/greatwallofchina/preview.weml)[Shi Huang Video- to Lady Gaga Song](https://www.youtube.com/watch?v=D5atoe51Ylo) |
| ***6.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)*** | I can describe the political contributions of the Han Dynasty.I can identify the effects of the Han Dynasty on China.  | The Han Dynasty PPT(See Ancient China Folder)[The Han Times](http://china.mrdonn.org/han.html)[The Han Dynasty](http://www.teachertube.com/video/han-dynasty-176328) |
| 6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H) | I can cite the importance of the trans-Eurasian “silk roads”.I can identify the location of the “silk roads”. | Ancient China Bundle(See Ancient China Folder)Silk Roads PPT(See Ancient China Folder)[Silk Road Brain Pop](https://www.brainpop.com/socialstudies/worldhistory/silkroad/preview.weml) |
| 6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H) | I can describe the migration of Buddhism into China. | The Spread of…into China PPT(See Ancient China Folder) |
| **Ancient Israel, c. 2000 BC/BCE-70 AD/CE**Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel. |  | **Recommended Pacing: 16 Days****49-55% of assessment****7-9 Items** |
| 6.39 On a historical map of the Mediterranean Sea, Jordan River, Sinai Peninsula, locate Asia Minor, the Kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G) | I can locate Asia Minor on a historical map.I can locate the Kingdoms of the Hittites and the Phoenicians on a historical map.I can locate Israel and Egypt on a historical map. | [The Land of the Israelites](http://score.rims.k12.ca.us/activity/ancient_hebrews/pages/landof.htm)The Geography of the Middle East PPT(See Ancient Israel Folder)[Interactive Timeline](http://www.metmuseum.org/toah/ht/?period=03&region=wae)[Map of Israel Flashcard](https://quizlet.com/4218970/map-of-historical-mediterranean-flash-cards/) |
| 6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G) | I can trace the migration of the ancient Israelites from Mesopotamia to Canaan.I can describe the significant roles of Abraham and Moses. | Moses OR Abraham(See Ancient Israel Folder)[Origins of the Hebrews](http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_10_01.pdf)Abraham’s Journey to the Promised Land PPT (See Ancient Israel Folder)Moses leads the Israelites out of Egypt(See Ancient Israel Folder) |
| 6.41 Describe the monotheistic religion of the Israelites, including: (C, H)* The belief in one God (monotheism)
* The Ten Commandments
* The emphasis on individual worth and personal responsibility
* The belief that all people must adhere to the same moral obligations, whether ruler or ruled
* The Torah and the Hebrew Bible as part of the history of early Israel.
 | I can describe the monotheistic religion of the Israelites.I can describe the Ten Commandments, and their significance to the Israelites.I can describe the emphasis the Israelites placed on individual worth and personal responsibility.I can describe the moral obligations of the Israelites.I can describe the significance of the Torah and the Hebrew Bible to the Israelites. | Hebrew Selfie(See Ancient Israel Folder)[Ancient Hebrew Lesson Bundle](http://www.mountainviewms.org/apps/download/k6noo1Z7tQsNI7X9QVZUtFvJ8LUczken4xxsoU2MD6QechLb.pdf/C96_324-329.pdf)[Jewish Facts: What is the Torah?](http://www.jewfaq.org/torah.htm)Ancient Hebrews PPT(See Ancient Israel Folder)[The Basic Beliefs of Judaism](http://www.jewfaq.org/beliefs.htm)Ancient Hebrews Activity Menu(See Ancient Israel Folder) |
| 6.42 Describe the unification of the tribes of Israel under Kings Saul, David and Solomon, including David’s founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (G, H, P) | I can describe the unification of the tribes of Israel under King Saul.I can describe the unification of the tribes of Israel under King David.I can describe the unification of the tribes of Israel under King Solomon. | [King David and Israel](http://www.historyforkids.org/learn/religion/jews/david.htm)[Quest for Solomon’s Mines](http://video.pbs.org/video/1657294197/)[King Saul](http://www.myjewishlearning.com/article/king-saul/)[King David](http://www.myjewishlearning.com/article/king-david/)[King Solomon](http://www.myjewishlearning.com/article/king-solomon-his-kingdom/) |
| 6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H) | I can summarize the major events in the history of Israel following the rule of King Solomon.I can describe the breakup of the Kingdom of Israel.I can describe the destruction of the Northern Kingdom.I can summarize the effects of the Babylonian captivity under Nebuchadnezzar.I can describe the return of the Jews to their homeland un the Persian Empire. | The Kingdom of Israel PPT(See Ancient Israel Folder)[The Persian Empire](http://www.ushistory.org/civ/4e.asp)[The Babylonian Empire](http://www.ancient.eu/babylon/)[King Nebuchadnezzar](http://www.ancient.eu/Nebuchadnezzar_II/)[Ancient Hebrews BUNDLE](http://www.socialstudiescms.com/#!ancient-israel/c1o1i) |
| 6.44 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H) | I can conduct a research piece on Second Babylon, Persian Empire, and the Median Empire. | [Snip it Article: 2nd Babylonian/Darius](http://www.bartleby.com/86/20.html)[Persian Empires](http://www.persianempires.com/index.html)[Who was Nebuchadnezzar?](http://ancienthistory.about.com/cs/people/g/nebuchadnezzar.htm)[Hanging Gardens Facts](http://www.unmuseum.org/hangg.htm)[Encyclopedia Biography: Cyrus the Great](http://www.newworldencyclopedia.org/entry/Cyrus_the_Great)[Who is Xerxes?](http://ancienthistory.about.com/od/xerxes/g/Xerxes.htm) |
| 6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (C, H) | I can describe how Judaism survived after the destruction of the second temple in Jerusalem in 70 AD/CE.I can describe how the Judaism survived the Diaspora. | [Jewish Virtual Library: The Diaspora](http://www.jewishvirtuallibrary.org/jsource/History/Diaspora.html)[The Diaspora](https://www.youtube.com/watch?v=7vfDhlI5EUs&list=WL&index=5) |
| **Ancient Greece, c. 800-300 BC/BCE**Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece. |  | **Recommended Pacing: 15 Days****17-23% of the Assessment****9-11 Items** |
| 6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H) | I can locate Greece and trace the boundaries of its influence up to 300 BC/CE, on a historical map. I can trace the current boundaries of Greece, on a contemporary map. I can compare and contract the sphere of Greece’s influence during the two different eras.  | Ancient Greece Song by Mr. Nicky(See Ancient Greece Folder)Greek Geography and Civilizations PPT(See Ancient Greece Folder)Geography of Greece PPT(See Ancient Greece Folder) |
| 6.47 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H) | I can describe how the geographical location of ancient Athens and other city-states influenced the maritime trade and their colonies in the Mediterranean.I can describe the cultural influence of ancient Athens and other city-states. | Greek Geography and Civilizations PPT(See Ancient Greece Folder)The Story of Ancient Greece PPT(See Ancient Greece Folder)[Kids Past: Ancient Greece](http://www.kidspast.com/world-history/0058-ancient-greeks.php)Ancient Green Map Activity PDF(See Ancient Greece Folder) |
| 6.48 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship. (C, H, P) | I can describe the transition of the different forms of government in ancient Greece. I can identify and describe the significance of the development of citizenship. | Government in Athens(See Ancient Greece Folder)Rise of Democracy- Warm up Activity PPT (See Ancient Greece Folder)[What is Oligarchy?](http://www.historyforkids.org/learn/government/oligarchy.htm)[Athenian Democracy](https://www.youtube.com/watch?v=3o7yl5zILV0) |
| 6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy, including: (C, H, P)* The “polis” or the city-state
* Civic participation and voting rights
* Legislative bodies
* Constitution writing
* Rule of law
 | I can describe the impact of democratic principles developed in ancient Greece on direct and representative Democracy.I can describe the impact of the “polis” or the city-state on Democracy.I can describe the impact of civic participation and voting rights on Democracy in ancient Greece. I can describe the impact of legislative bodies and rule of law on the democracy of ancient Greece. I can describe the impact of Rule of Law on ancient Greece. | Greek Geography and Civilizations PPT(See Ancient Greece Folder)The Story of Ancient Greece PPT(See Ancient Greece Folder)[Interactive Ancient Greece Quiz](http://www.greatauk.com/wqancientgreece.html)Legacy of Ancient Greece Government PPT (See Ancient Greece Folder)[Brain Pop- Democracy](https://www.brainpop.com/socialstudies/worldhistory/democracy/preview.weml) |
| 6.50 Compare and contrast life in Athens and Sparta. (C, H) | I can compare and contrast life in Athens and Sparta. | The Story of Ancient Greece PPT(See Ancient Greece Folder)[Life in Athens versus Sparta](http://home.freeuk.net/elloughton13/gcontent.htm) Sparta and Athens PPT(See Ancient Greece Folder)[Brain Pop- Athens](https://www.brainpop.com/socialstudies/worldhistory/athens/preview.weml)[Sparta Facts and Quiz](http://www.ducksters.com/history/ancient_greece/sparta.php)[Athens Facts and Quiz](http://www.ducksters.com/history/ancient_greek_athens.php) |
| 6.51 Compare and contrast the status of women and slaves between Athens and Sparta. (C, H) | I can compare and contrast the status of women in Athens and Sparta.I can compare and contrast the status of slaves in Athens and Sparta.  | Life in Athens and Sparta (Women and Slaves) PPT(See Ancient Greece Folder) |
| 6.52 Analyze the causes, course and consequences of the Persian Wars. (C, H, G) | I can describe the people involved in the Persian Wars.I can analyze the causes of the Persian Wars.I can identify the course of the Persian Wars.I can describe the consequences of the Persian Wars. | Persian War Power Point(See Ancient Greece Folder)[Persian War Crash Course](https://www.youtube.com/watch?v=Q-mkVSasZIM)[Persian War Interactive Story Book](http://www.ancientgreece.co.uk/war/home_set.html) |
| 6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P) | I can analyze the causes of the Peloponnesian Wars.I can identify the course of the Peloponnesian Wars.I can describe the consequences of the Peloponnesian Wars. | Greek Geography and Civilizations PPT(See Ancient Greece Folder)Peloponnesian War PPT(See Ancient Greece Folder) |
| 6.54 Explain the rise of Alexander the Great and the spread of Greek culture. (C, E, G, H, P) | I can describe the rise of Alexander the Great and the spread of Greek culture.  | Alexander the Great- Hero or Villain(See Ancient Greece Folder)Alexander the Great PPT(See Ancient Greece Folder)[Alexander the Great Facts and Quiz](http://www.ducksters.com/biography/alexander_the_great.php) |
| 6.55 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P) | I can identify the Hellenistic culture of Greece, and its characteristics. I can analyze the causes of the Hellenistic culture of Greece. I can describe the effects of the Hellenistic culture of Greece. | Alexander the Great and the Hellenistic Era PPT(See Ancient Greece Folder)The Hellenistic World(See Ancient Greece Folder) |
| 6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today. (C, H) | I can describe the myths and stories of classical Greece. I can provide examples of Greek gods, goddesses, heroes, and events. I can describe where and how we see Greek mythological characters used today. | Greek Mythology Activity BundleGreek Mythology Power Point- How it all BeganEpic and Mythology PPTGreek Gods and Goddesses PPTOh My Gods PPT(See Ancient Greece Folder)[Brain Pop- Greek Gods](https://www.brainpop.com/socialstudies/worldhistory/greekgods/preview.weml)[Greek Mythology Facts and Quiz](http://www.ducksters.com/history/ancient_greek_mythology.php)[Greek Mythology Reading Lesson](https://www.youtube.com/watch?v=ccxNhewW-fs) |
| 6.57 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H) | I can compare and contrast the Titans with the Olympian gods.I can describe the Greek mythology surrounding the Titans and the Olympian gods. | Greek Mythology Activity Bundle(See Ancient Greece Folder)Olympians versus Titans PPT(See Ancient Greece Folder)[Who were the Titans?](http://gogreece.about.com/od/greekmythology/a/The_Titans_Early_Gods_of_Greece.htm) |
| 6.58 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H) | I can identify why Greece instituted a tradition of athletic competitions. I can describe the sports that were featured in the Greek athletic competitions. | The Ancient Olympics PPT(See Ancient Greece Folder)The Story of the Olympics PPT(See Ancient Greece Folder)[Greek Olympic Facts and Quiz](http://www.ducksters.com/history/ancient_greek_olympics.php)[The Olympic Games: The Penn Museum](http://www.penn.museum/sites/olympics/olympicorigins.shtml) |
| **Ancient Rome, c. 500 BC/BCE-500 AD/CE** Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome. |  | **Recommended Pacing: 15 Days****17-23% of the Assessment****9-11 Items** |
| 6.59 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H)* Thales (science)
* Pythagoras and Euclid (mathematics)
* Hippocrates (medicine)
* Socrates, Plato, and Aristotle (philosophy)
* Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, Euripides (history, poetry, and drama)
* The Parthenon, the Acropolis, and the Temple of Apollo (architecture)
* The development of the first complete alphabet, with symbols representing both consonants and vowels.
 | I can identify the purpose of the lyceum, the gymnasium and the Library of Alexandria.I can describe the functions of the lyceum, the gymnasium and the Library of Alexandria.I can describe the major scientific accomplishments of the ancient Greeks.I can describe the major mathematics accomplishments of the ancient Greeks.I can describe the major medical accomplishments of the ancient Greeks.I can describe the major philosophical accomplishments of the ancient Greeks.I can describe the major historical, poetic and dramatic accomplishments of the ancient Greeks. I can describe the development of the writing system for the ancient Greeks.I can describe the architectural accomplishments of the ancient Greeks. | [Story Board: The Odyssey](http://www.storyboardthat.com/teacher-guide/the-odyssey-by-homer)The Odyssey Animation(See Ancient Greece Folder)[The Iliad Song](http://www.teachertube.com/video/iliad-song-160241)Greek Achievements(See Ancient Greece Folder)[Famous Greeks Facts and Quiz](http://www.ducksters.com/history/ancient_greek_famous_people.php)[Greek Philosophers Facts and Quiz](http://www.ducksters.com/history/ancient_greek_philosophers.php)[Aristotle Facts](http://www.ducksters.com/history/ancient_greece/aristotle.php)[Greek Philosophy](http://www.crystalinks.com/greekphilosophy.html)[Quotes from the Iliad](http://www.allgreatquotes.com/iliad_quotes.shtml)[Thucydides: Periles’ Funeral Oration](http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp)[Ancient Script: Greek Alphabet](http://www.ancientscripts.com/greek.html)[Greek Alphabet Facts and Quiz](http://www.ducksters.com/history/ancient_greece/greek_alphabet.php) |
| 6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H) | I can locate ancient Rome on a historical map.I can trace the extent of the Roman Empire and its influences to 500 AD/CE. | Ancient Rome Geography PPT(See Ancient Rome Folder) |
| 6.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P) | I can describe the influence of the geographical location of ancient Rome on Roman society.I cam describe the influence of the geographical location of ancient Rome on the expansion of its political power. | Rome Bundle (Geography and Life)(See Ancient Rome Folder)[Roman Online Textbook](http://www.sugarcreek.k12.oh.us/cms/lib5/OH01000520/Centricity/Domain/187/chap14.pdf)Rome From Village to Empire PPT(See Ancient Rome Folder)The Founding of Rome PDF(See Ancient Rome Folder)[Interactive Map of Rome](http://resourcesforhistory.com/map.htm) |
| 6.62 Explain the rise of the Roman Republic and the role of the mythical and historical figures in Roman history including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P) | I can describe the rise of the Roman Republic.I can describe the role of the mythical figures in Roman history.I can describe the role of the historical figures in Roman history. | Aeneid Power Point(See Ancient Rome Folder)Caesar Power Point(See Ancient Rome Folder)CSI Rome- The Assassination of Caesar(See Ancient Rome Folder)Do you Want to Kill a Roman? Mp4(See Ancient Rome Folder)The Story of Cincinnatus- Clip(See Ancient Rome Folder)Augustus PPT(See Ancient Rome Folder)Cicero and the Roman Republic PPT(See Ancient Rome Folder)Hadrian's Wall PPT(See Ancient Rome Folder)Hannibal and the Punic Wars PPT(See Ancient Rome Folder)The Birth of Rome, Romulus and Remus PPT (See Ancient Rome Folder)[Romulus and Remus Facts and Quiz](http://www.ducksters.com/history/ancient_rome/romulus_and_remus.php) |
| 6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P) | I can describe the government of the Roman Republic.I can identify the governmental contributions to the development of a written constitution, such as the rule of law.I can identify the governmental contributions to the development of separation of powers.I can identify the governmental contributions to the development of checks and balances.I can identify the governmental contributions to the development of representative government.I can identify the governmental contributions to the development of civic duty. | Ancient Rome DBQ(See Ancient Rome Folder)Roman Government PPT(See Ancient Rome Folder)[Roman Republic Crash Course](https://www.youtube.com/watch?v=oPf27gAup9U)Democratic System Chart PDF(See Ancient Rome Folder)The Twelve Tables of Law- Clip(See Ancient Rome Folder) |
| 6.64 Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P)* Military organization, tactics, and conquests and decentralized administration
* The purpose and functions of taxes
* The promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
* The benefits of a Pax Romana
 | I can describe the influence of Julius Caesar in Rome’s transition from a republic to an empire. I can describe the influence of Augustus in Rome’s transition from a republic to an empire.I can describe the military organization, tactics and conquests in the Roman Empire.I can describe the impact military organization, tactics, and administration had on the growth and long life of the Roman Empire.I can identify the purpose and functions of taxes.I can describe the impact taxes had on the growth and long life of the Roman Empire.I can describe the economic growth through the use of a standard currency, road construction and the protection of trade routes in Rome.I can describe the impact standard currency and the protection of trade routes had on the growth and long life of the Roman Empire.I can identify a Pax Romana and describe its benefits.I can describe the impact a Pax Romana had on the growth and long life of the Roman Empire. | The Senate and the People of Rome- clip(See Ancient Rome Folder)Roman Republic PPT(See Ancient Rome Folder)[Julius Caesar’s Biography](http://www.livius.org/caa-can/caesar/caesar00.html)[From Republic to Empire](http://www.pbs.org/empires/romans/empire/republic.html)[Caesar’s Accomplishments](http://www.pbs.org/empires/romans/empire/julius_caesar.html)[Augustus’ Accomplishments](http://www.pbs.org/empires/romans/empire/augustus.html)[Taxes in the Roman Empire](http://www.unrv.com/economy/roman-taxes.php)What is the Pax Romana? PDF(See Ancient Rome Folder) [Life and Economy in Ancient Greece](http://www.slideshare.net/15wilsjr/ancient-greece-12848431) |
| 6.65 Reflect on the impact of the lives of Cleopatra, Mac Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire. (H, P) | I can describe the impact the life of Cleopatra had on the Roman Empire. I can describe the impact the life of Mac Anthony had on the Roman Empire. I can describe the impact the life of Nero had on the Roman Empire. I can describe the impact the life of Diocletian had on the Roman Empire. I can describe the impact the life of Constantinople had on the Roman Empire.  | Cleopatra PPT(See Ancient Rome Folder)[Biography of Constantine](http://www.sacklunch.net/biography/C/Constantine.html)[Famous Roman Leaders](http://www2.mbusd.org/library/famrms.htm)Diocletian PPT(See Ancient Rome Folder)Emperor Nero(See Ancient Rome Folder)[Brain Pop- Cleopatra](https://www.brainpop.com/socialstudies/famoushistoricalfigures/cleopatra/preview.weml)[Movie- Constantine The Great](https://www.youtube.com/watch?v=Om5SA6El3yA&list=PLxsEovxKmHwo6czr3JNujWBNA-ZIbfmFd) |
| 6.66 Identify the location of, and the political and geographical reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. (C, E, G, H, P) | I can identify the location of the Roman territories.I can describe how the geography of the Roman territories impacted growth of the empire.I can describe the Roman political impact on the growth of the Roman empire. I can describe the impact of currency and trade routes on the economic growth of the Roman empire | [The Roman Empire at it’s Height](http://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/AC_13_427_romheight/AC_13_427_romheight.html)Rome- Location and Politics PPT(See Ancient Rome Folder) |
| 6.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H) | I can describe the characteristics of slavery under the Romans.I can describe the slave revolt led by Spartacus. | Roman Slavery PPT(See Ancient Rome Folder)[Movie- Spartacus Behind the Myth](https://www.youtube.com/watch?v=OWWy_nSgv8w)[Slavery in Rome](http://www.pbs.org/empires/romans/empire/slaves_freemen.html)[Three Minutes in the Roman Empire](https://www.youtube.com/watch?v=ZmCtx11izBQ) |
| 6.68 Describe the origins and central features of Christianity. (C, G, H, P)* Monotheism
* The belief in Jesus as the Messiah and God’s Son
* The concept of resurrection
* Belief in the Old and New Testaments
* The lives, teachings and contributions of Jesus and Paul
* The relationship of early Christians to officials of the Roman Empire
 | I can describe the origins of Christianity.I can describe the monotheistic feature of Christianity.I can describe the belief of the Christians in Jesus as the Messiah and God’s Son.I can describe the Christian concept of resurrection.I can describe the Christians beliefs in the Old and New Testaments.I can describe the lives, teachings and contributions of Jesus and Paul.I can describe the relationship of early Christians to officials of the Roman Empire. | Christianity in Rome PPT(See Ancient Rome Folder)Jesus, Paul, and the Spread of Christianity PPT(See Ancient Rome Folder) |
| 6.69 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P) | I can analyze how the rise of autonomous military powers caused the disintegration of the Roman Empire.I can analyze how political corruption caused the disintegration of the Roman Empire.I can analyze how economical and political instability caused the disintegration of the Roman Empire.I can analyze how shrinking trade caused the disintegration of the Roman Empire.I can analyze how invasions and attacks by Germanic tribes caused the disintegration of the Roman Empire. | The Fall of the Roman Empire(See Ancient Rome Folder)[The Fall of Rome Facts and Quiz](http://www.ducksters.com/history/ancient_rome/fall_of_rome.php)Fall of Rome PPT(See Ancient Rome Folder) |
| 6.70 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P) | I can describe the Roman contributions to law.I can identify the Roman contributions to literature and poetry.I can identify the Roman contributions to art and architecture.I can identify the Roman contributions to engineering and technology.I can describe the significance of Roman contributions such as the Coliseum.I can describe the significance of Roman contributions such as Circus Maximus.I can describe the significance of Roman contributions such as roads, bridges, and arches.I can describe the significance of Roman contributions such as arenas.I can describe the significance of Roman contributions such as baths, aqueducts, and plumbing.I can describe the significance of Roman contributions such as central air and heat, plumbing, and sanitation. | Daily Life Ancient Rome(See Ancient Rome Folder)[The Roman Aqueducts- Video](https://www.youtube.com/watch?v=oTMrfyAt6Mo)[Interactive Map of Roman Roads](http://orbis.stanford.edu/#mapping)Ancient Roman Contributions PPT(See Ancient Rome Folder)Roman Art, Architecture, and Engineering PPT(See Ancient Rome Folder)Roman Culture and Society(See Ancient Rome Folder)[Roman Entertainment](http://www.camelotintl.com/romans/entertain.html)[The Circus Maximus](http://www.romeguide.it/MONUM/ARCHEOL/ccircus_maximus/circus.htm)[Panorama of the Coliseum](http://www.panoramas.dk/7-wonders/colosseum.html) |
| 6.71 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G) | I can describe the spread and influence of the Roman alphabet. I can describe the spread and influence of the Latin language.I can identify the use of Latin as the language of education for more than 1,000 years. I can describe the role of Latin and Greek in scientific and academic vocabulary. | [Interactive Timeline of the Latin Alphabet](http://terpconnect.umd.edu/~rfradkin/latin.html) |
| 6.72 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.  | I can compare and contrast the Roman gods and goddesses to the Greek gods and goddesses.I can describe the Roman and Greek gods and goddesses and their inclusion in modern society. | Rome gods PPT(See Ancient Rome Folder)[Rome Versus Greek Mythology](http://recomparison.com/comparisons/101235/roman-mythology-vs-greek-mythology-ancient-mythologies-compared/) |

\*\* See CK-12 FLEXBOOK in Content/Resources Folder: This resource has information for each standard as well as several links and videos that can be used as well\*\*