Course Description
6th grade social studies course work develops a greater understanding of world history through the investigation of historical themes. This understanding will be achieved by examining time periods from ancient river valley civilizations through Medieval Europe. Emphasis will be given to exploring the past through the traits of geography, culture, economics, government, belief systems, science and technology.

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<th>Timeframe</th>
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<td>Ongoing</td>
<td>Economic Concepts and Principles</td>
<td>1. Economic Decisions</td>
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| 8 Week(s)   | Elements of Geographical Themes and Analysis | 1. Use of Maps and Measurement Tools  
                                                          2. Location and Place  
                                                          3. Interpret, Explain and Predict |
| Ongoing     | Relationships to Individual and Groups to Institutions and Traditions | 1. Culture: Meeting the Needs of People  
                                                          2. Groups: Meeting the Needs of Individuals |
| 24 Week(s)  | World History- Early Civilization         | 1. Early River Valley Civilizations  
                                                          2. Greece and Rome  
                                                          3. African Empires  
                                                          4. Feudal Japan  
                                                          5. Medieval Europe  
                                                          6. Mesoamerica |

Course Rationale
The study of 6th grade social studies enhances an understanding of the past through the investigation of historical themes. Time periods from ancient river valley civilizations through Medieval Europe will be examined to meet grade level expectations for the State of Missouri. The essential skills and concepts of this course provide the necessary background knowledge for success and subsequent social studies course work.

Enduring Understandings
Learning about past civilizations provides a global view of the world.
Past history influences present and future societies.

Key Resources

Board Approval Date
January 28, 2010 (Scoring Guide work)  
July 28, 2011 (Revisions)

Course Details

<table>
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<tr>
<th>Unit: Economic Concepts and Principles</th>
<th>Duration: Ongoing</th>
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Unit Overview
Students will be learning about economic decisions based on supply and demand, specialization, surplus and bartering.

Enduring Understandings
People of ancient civilizations acquired goods in order to survive.

Essential Questions
How do people acquire goods to survive?

Example Assessment Items
Utilizing the Laundry Day formative assessment strategy, students will become experts on Barter Economy, Specialization, Supply & Demand and Trade to share their knowledge with classmates.

**This is a strategy where students evaluate their own learning in preparation for a chapter or unit test. They group themselves in the classroom around four different kinds of laundry detergent: Tide, Gain, Bold and Cheer. In their chosen corner they will work on activities to enrich or improve their understanding of the required content. The teacher can readily assess the students' level of understanding of the basic concepts covered in the unit or chapter.

Academic Vocabulary
- barter
- specialization

*GLE terms:
- capital resources*
- personal economic decisions*
- public economic decisions*

Topic: Economic Decisions | Duration: 0 Day(s)
Learning Targets
The student will compare and contrast the economic elements of scarcity, supply and demand, specialization, trade patterns and bartering in Egypt, China and the African Empires.

Scoring Guide page 1

**Egypt**
Book 1, Chapter 5, Lesson 1, page 147-151 "The Gift of the Nile"
Book 1, Chapter 5, Lesson 2, page 155-158 "Life in Ancient Egypt" (Essential Question 1-2)

**China**
Book 1, Chapter 8, Lesson 4, Page 277-278 "The Legacy of Ancient China" (Essential Question 1)
Book 2, Chapter 7, Lesson 3, Page 236 (map on 234) "The Mongol Empire" (Essential Question 3)

**Africa**
Book 1, Chapter 6, Lesson 1, Page 191 "Nubia and the Land of Kush" (Essential Question 2--Political and Commercial Relations with Egypt)
Book 1, Chapter 6, Lesson 2, Page 197-198 "Kingdom of Aksum" (Essential Question 1 & 2)
Book 1, Chapter 6, Lesson 3, Page 204-205 "West, Central, Southern Africa" (Essential Question 1 & 2--Herding and Farming to Using Iron)
Book 2, Chapter 5, Lesson 1, Page 152-153 "West African Culture and Daily Life" (Essential Question 1 & 2--Work to Rise of Kings)
Book 2, Chapter 6, Lesson 1, Page 182-183 "Growth of Coastal Trading Cities" (Essential Question 2)
Book 2, Chapter 6, Lesson 2, Page 189 "Empires Built on Gold and Trade" (Essential Question 2)

The student will identify the consequences of personal and public economic decisions.

Scoring Guide page 1

The student will identify world-wide patterns of resource distribution in China.

Scoring Guide page 1

Book 1, Chapter 8, Lesson 4, Page 277-278 "The Legacy of Ancient China" (Essential Question 1)

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**Unit:** Elements of Geographical Themes and Analysis

**Duration:** 8 Week(s)

**Unit Overview**
Students will locate geographic features on a map and explain how these features effect the world.

**Enduring Understandings**
Geography helps us learn about our world.

**Essential Questions**
How do geographic features effect the world around us?
Why is it important to know where world locations are on a map?

**Example Assessment Items**
Given a list of geographic features the student will identify and explain the effect the features have on that location. Utilize Exit Slips to have students explain why knowing locations on a map are important.

**Academic Vocabulary**
- absolute location (5th Grade BAV term)
- relative location (5th Grade BAV term)

**Topic:** Use of Maps and Measurement Tools

**Duration:** 13 Day(s)

**Learning Targets**
The student will construct a map locating major cities and nations as well as continents, oceans and major geographic features (mountains, rivers, peninsula, seas, deserts, plateau).

Scoring Guide page 2
Book 1, Chapter 1, page A2-A33 (Basic Maps)
Book 1, Chapter 1, page 9-11 "The World's Geography" (Essential Questions 1-2)
Book 1, Chapter 2, page 15, 19-21 "How Maps Help Us Study History" (Part of Essential Question 1, Essential Question 2)
Nystrom Atlases

The student will locate and describe geographic places, using absolute and relative locations.
Scoring Guide page 2.
Book 1, Chapter 1, Page 16 "How Maps Help Us Study History" (Part of Essential Question 1)
Nystrom Atlases

The student will use geographic research sources to acquire information, answer questions and solve problems.
Scoring guide page 2
Nystrom Atlases

**Topic:** Location and Place

**Duration:** 13 Day(s)

**Learning Targets**
The student will describe physical characteristics such as climate, topography, relationship to water and ecosystems.

Scoring Guide page 3.
Nystrom Atlases

The student will identify the environmental consequences of how people use resources.
Scoring Guide page 3
Book 1, Chapter 1, page 11-12 "The World's Geography" (Essential Question 2-3)

**Topic: Interpret, Explain and Predict**

**Duration: 13 Day(s)**

**Learning Targets**
The student will compare regions and predict how human life in one region in the world differs from that in another region.
Book 1, Chapter 1, Page 11-12 "The World's Geography" (Essential Question 2)

The student will identify the effect of natural forces upon human activities.
Book 1, Chapter 1, Page 11-12 "The World's Geography" (Essential Question 3)
Book 1, Chapter 3, Page 85 "Geography of Mesopotamia-Floods & Droughts" (Essential Question 2)
Book 1, Chapter 7, Page 216-217 "Saraswati Earthquake" (Starting With a Story)

The student will use geography features to interpret the past, explain the present and plan for the future.
Scoring guide page 4,
Book 1, Page xxii-xxiii, "Historical Themes & Big Ideas"

**Unit: Relationships to Individual and Groups to Institutions and Traditions**

**Duration: Ongoing**

**Unit Overview**
Students will gain a global view of how others lived in the past.

**Enduring Understandings**
Gain a global view of how others live.
Culture consists of learned ways of acting, thinking and feeling.

**Essential Questions**
Why is it important to know how others live throughout the world?
What makes up a society's culture?

**Example Assessment Items**
Utilizing a Plus/ Delta chart, student will showcase how others lived throughout the world.
**"The students write how a civilization could improve their living conditions (delta) and what were the benefits of the civilization (plus) and what more information they need to gather about the civilization(next)."**

Utilizing a Visual Representation, the students will diagram important aspects and characteristics of a society's culture. This could be done digitally as well as using PowerPoint, Visio, etc.

**Academic Vocabulary**
- Christianity
- Buddhism
- Hinduism
- Islam
- Judaism
- nomad
- civilization
- domestication
- specialization
- irrigation
- civilization

**Topic: Culture: Meeting the Needs of People**

**Duration: 0 Day(s)**

**Learning Targets**
The student will describe how cultural traditions, human actions and institutions affect people's behavior in Japan and Europe during the Middle Ages.
Scoring Guide page 5

**Feudal Japan**
Book 2, page 248-249 "Education of a Samurai"
Book 2, Chapter 8, Lesson 1, "Land of the Rising Sun", page 252 top of page (last of Essential Question 1) to page 254 (end of lesson)
Book 2, Chapter 8, Lesson 2, page 257-258 "Growth of Japanese Culture" **Essential Question 1 ONLY**
Book 2, Chapter 9, Lesson 3, page 307-311, "Feudalism in Europe and Japan"

**Medieval Europe**
Book 2, Chapter 9, Lesson 1, page 290-297, "The Development of Feudalism"
Book 2, Chapter 9, Lesson 2, page 298-305, "Daily Life in Medieval Europe"
Book 2, Chapter 9, page 304-305 "Life on a Medieval Manor"
Book 2, Chapter 9, page 288-289 " Becoming a Knight"
Book 2, Chapter 9, Lesson 3, page 307-311, "Feudalism in Europe and Japan" **Essential Question 1 ONLY**
Book 2, Chapter 10, Lesson 1, page 321-323 "The Role of the Catholic Church" **Essential Question 1 ONLY**
Book 2, Chapter 10, Lesson 2, page 326-331 "The Crusades"

The student will describe major patterns of population distribution, demographics and migration in the world and the impact of these patterns on Greece, Rome and India.

Scoring Guide page 5

**India**
Book 1, Chapter 7, Lesson 1, Page 221-222 "Geography & Indian Life" (Essential Question 2)
Book 1, Chapter 7, Lesson 2, Page 227-228 "The Origins of Hinduism" (Essential Question 1)

**Greece**
Book 1, Chapter 11, Lesson 1, Page 358 "The Geography of Greece" (Essential Question 3)
Book 1, Chapter 11, Lesson 3, Page 371 "The City-State and Democracy" (Essential Question 1)

**Rome**
Book 1, Chapter 13, Lesson 1, Page 432-433 "Geography of Rome" (Essential Question 2)
Book 1, Chapter 13, Lesson 2, Page 440-441 "Roman Republic" (Essential Question 3)

The student will identify how technology and culture are influenced in China and Egypt.

Scoring Guide page 5

**India**
Book 1, Chapter 5, Lesson 2, page 155-158 "Life in Ancient Egypt" (Essential Question 1-2)
Book 1, Chapter 8, Lesson 2, Page 259-263 "China's Ancient Philosophies"
Book 1, Chapter 8, Lesson 3, Page 268 "The Qin and Han Dynasty" (Essential Question 1-The Great Wall)
Book 1, Chapter 8, Lesson 3, Page 270-271 "The Qin and Han Dynasty" (Essential Question 3)
Book 1, Chapter 8, Lesson 4, Page 279-280 "The Legacy of Ancient China" (Essential Question 3)

The student will describe major characteristics of India's religion and culture.

Scoring Guide page 5

**Mesopotamia**
Book 1, Chapter 3, page 85-86 "Finding Resources" (Essential Question 3)
Book 1, Chapter 3, page 92-95 "Sumerian City-State" (Essential Question 2-3)

**Greece**
Book 1, Chapter 3, Lesson 3 "Life in Sumer" ( Essential Questions 1 and 3 only) Book 1, Chapter 11, Lesson 1, Page 358-359 "The Geography of Greece" (Essential Question 3)
Book 1, Chapter 11, Lesson 2, Page 361-363 "Beliefs and Customs" (Essential Question 1 & 2)
Book 1, Chapter 11, Lesson 4, Page 378-381 "Sparta and Athens" (Essential Question 1 & 2)

**Rome**
Book 1, Chapter 13, Lesson 2, Page 437-441 "The Roman Republic"
Book 1, Chapter 13, Lesson 3, Page 446-447 "Rome Becomes and Empire" (Essential Question 3)
Book 1, Chapter 13, Lesson 3, Page 453-458 "The Daily Life of Romans"

The student will identify how personal and group experiences influence people's perceptions and judgments of events in the Middle Ages.

Scoring Guide page 6

**Mesopotamia**
Book 2, Chapter 10, Lesson 2 "The Crusades", page 329-331, **Essential Question 3 ONLY**
Book 2, Chapter 10, Lesson 3 "The Plague and the Hundred Years' War", page 332-334, **Essential Question 1 ONLY**
Book 2, p338-339 Connect to Today
During this unit, students will be examining time periods from ancient river valley civilizations through Medieval Europe.

Enduring Understandings
- People live differently throughout the world.
- Democracy has historical significance.
- There are many belief systems throughout the world.
- Inventions have influenced today's society.

Essential Questions
- Why is it important to know how others live throughout the world?
- How does a democratic government affect your life today?
- Why is it important to understand and respect others' beliefs?
- How have inventions influenced today's society?

Example Assessment Items
- In a Classroom Discussion, the student will explain why it is important to gain a worldly view of how others live.
- Utilizing an Exit Slip, the student will explain the historical significance of where our government came from.
- The student will compare and contrast two belief systems that are provided for them.
- Utilizing Think-Pair-Share, the student will tell how one of the ancient inventions effects their life today.

Academic Vocabulary
- Academic Vocabulary for this unit is also aligned at the topic level
  - civilization
  - nomad
  - philosophy
  - caste system
  - city-state
  - domestication
  - dynasty
  - empire
  - irrigation
  - monotheism
  - polytheism
  - democracy
  - monarchy
  - oligarchy
  - aristocracy
  - republics
  - barter
  - Hinduism
  - Buddhism
  - Islam
  - Christianity
  - Judaism
  - feudalism

Learning Targets
- The student will explain the influences of the beginning of civilization in Mesopotamia.
- Scoring Guide page 7 Book 1, Chapter 3, page 83-86 "Geography of Mesopotamia" Book 1, Chapter 3, page 89-92 "The First Civilization" (Essential Questions 1-2) Book 1, Chapter 3, Lesson 3 "Life in Sumer" (Essential Questions 1, 2, 3)
The student will evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in Mesopotamia, Greece and Rome.

**Mesopotamia**
- Book 1, Chapter 3, page 85-86 "Finding Resources" (Essential Question 3)
- Book 1, Chapter 3, page 92-95 "Sumerian City-State" (Essential Question 2-3)

**Greece**
- Book 1, Chapter 3, Lesson 3 "Life in Sumer" (Essential Questions 1 and 3 only)
- Book 1, Chapter 11, Lesson 2, Page 361-363 "Beliefs and Customs" (Essential Question 1 & 2)
- Book 1, Chapter 11, Lesson 4, Page 378-381 "Sparta and Athens" (Essential Question 1 & 2)

**Rome**
- Book 1, Chapter 13, Lesson 2, Page 437-441 "The Roman Republic"
- Book 1, Chapter 13, Lesson 3, Page 446-447 "Rome Becomes and Empire" (Essential Question 3)
- Book 1, Chapter 13, Lesson 3, Page 453-458 "The Daily Life of Romans"

The student will describe the relationships between the pyramids and mathematics of Egypt.

**Egypt**
- Book 1, Chapter 5, page 147-151 "The Gift of the Nile"
- Book 1, Chapter 5, page 155-158 "Life in Ancient Egypt" (Essential Question 1-2)
- Book 1, Chapter 4, Page 173-174 "The New Kingdom" (Essential Question 1)

**China**
- Book 1, Chapter 8, Lesson 4, Page 277-278 "The Legacy of Ancient China" (Essential Question 1)
- Book 2, Chapter 7, Lesson 3, Page 236 (map on 234) "The Mongol Empire" (Essential Question 3)

**Africa**
- Book 1, Chapter 6, Lesson 1, Page 191 "Nubia and the Land of Kush" (Essential Question 2--Political and Commercial Relations with Egypt)
- Book 1, Chapter 6, Lesson 2, Page 197-198 "Kingdom of Aksum" (Essential Question 1 & 2)
- Book 2, Chapter 5, Lesson 1, Page 259-263 "China's Ancient Philosophies"
- Book 2, Chapter 6, Lesson 1, Page 270-271 "the Qin and Han Dynasty" (Essential Question 3)
- Book 1, Chapter 8, Lesson 3, Page 279-280 "The Legacy of Ancient China" (Essential Question 3)

The student will describe major characteristics of India's religion and culture.

**India**
- Book 1, Chapter 7, Lesson 1, Page 221-222 "Geography & Indian Life" (Essential Question 2)
- Book 1, Chapter 7, Lesson 2, Page 227-228 "The Origins of Hinduism" (Essential Question 1)

**Greece**
- Book 1, Chapter 11, Lesson 1, Page 358 "The Geography of Greece" (Essential Question 3)
- Book 1, Chapter 11, Lesson 3, Page 371 "The City-State and Democracy" (Essential Question 1)

**Rome**
- Book 1, Chapter 13, Lesson 1, Page 432-433 "Geography of Rome" (Essential Question 2)
- Book 1, Chapter 13, Lesson 2, Page 440-441 "Roman Republic" (Essential Question 3)

The student will identify the inventions of ancient China.
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Scoring Guide page 7
Book 1, Chapter 8, Lesson 4, Page 279-280 "The Legacy of Ancient China" (Essential Question 3)
Book 2, Chapter 7, Lesson 2, Page 227-229 “Advances Under the Tang and Song” (Essential Question 3)

The student will identify world-wide patterns of resource distribution in China.
Scoring Guide page 1
Book 1, Chapter 8, Lesson 4, Page 277-278 "The Legacy of Ancient China" (Essential Question 1)

Topic: Greece and Rome
Duration: 20 Day(s)

Description
Academic Vocabulary:
- empire
- Christianity
- democracy
- monarchy
- oligarchy
- aristocracy
- philosophy
- republics

Learning Targets
The student will describe major patterns of population distribution, demographics and migration in the world and the impact of these patterns on Greece, Rome and India.
Scoring Guide page 5
India
Book 1, Chapter 7, Lesson 1, Page 221-222 “Geography & Indian Life” (Essential Question 2)
Book 1, Chapter 7, Lesson 2, Page 227-228 “The Origins of Hinduism” (Essential Question 1)

Greece
Book 1, Chapter 11, Lesson 1, Page 358 “The Geography of Greece” (Essential Question 3)
Book 1, Chapter 11, Lesson 3, Page 371 “The City-State and Democracy” (Essential Question 1)

Rome
Book 1, Chapter 13, Lesson 1, Page 432-433 “Geography of Rome” (Essential Question 2)
Book 1, Chapter 13, Lesson 2, Page 440-441 “Roman Republic” (Essential Question 3)

The student will evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in Mesopotamia, Greece and Rome.
Scoring Guide page 6
Mesopotamia
Book 1, Chapter 3, page 85-86 “Finding Resources” (Essential Question 3)
Book 1, Chapter 3, page 92-95 “Sumerian City-State” (Essential Question 2-3)

Greece
Book 1, Chapter 3, Lesson 3 “Life in Sumer” (Essential Questions 1 and 3 only)
Book 1, Chapter 11, Lesson 1, Page 358-359 “The Geography of Greece” (Essential Question 3)
Book 1, Chapter 11, Lesson 2, Page 361-363 “Beliefs and Customs” (Essential Question 1 & 2)
Book 1, Chapter 11, Lesson 4, Page 378-381 “Sparta and Athens” (Essential Question 1 & 2)

Rome
Book 1, Chapter 13, Lesson 2, Page 437-441 “The Roman Republic”
Book 1, Chapter 13, Lesson 3, Page 446-447 “Rome Becomes and Empire” (Essential Question 3)
Book 1, Chapter 13, Lesson 3, Page 453-458 “The Daily Life of Romans”

The student will explain the origins of democracy, rule of law and governmental structures.
Scoring Guide page 8
Book 1, Chapter 11, Lesson 3, Page 372-376 “The City-State and Democracy” (Essential Question 2 & 3)
Book 1, Chapter 11, Lesson 4, Page 379-381 “Sparta and Athens” (Essential Question 1 & 2)
Book 1, Chapter 12, Lesson 1, Page 393-395 “The Golden Age of Greece” (Essential Question 1 & 2)

Topic: African Empires
Duration: 6 Day(s)

Description
Academic Vocabulary:
- Islam
- nomad
- barter

Learning Targets
The student will explain the significance that agriculture, arts, gold production and the trans-Saharan caravan trade had on African Empires.

Scoring Guide page 12.
Book 2, Chapter 5 p146-17 Trade Map
Book 2, Chapter 5 page 148-149 "Trading Gold in Africa"
Book 2, Chapter 5, Lesson 1 "West African Culture and Daily Life" Only "Work" under Essential Question 1 and page 152-153 "Cities and States Develop" under Essential Question 2 only agriculture and trade
Book 2, Chapter 5, Lesson 2, page 157-158 "The Empire of Ghana" Essential Question 1 ONLY agriculture and trans-Saharan caravan trade
Book 2, Chapter 6, page 176-177 Gold Deposit Map
Book 2, Chapter 6, page 189 "Gold and Trade" only under Essential Question 2
Book 2, Chapter 6 page 200-201 "Timeless Appeal of Gold"

The student will understand how Islam spread into Africa.

Scoring Guide page 12
Book 2, Chapter 6, Lesson 1, Page 183 "The Growth of Coastal Trading Cities" (Essential Question 3--Only Cultural Influence)

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**Topic:** Feudal Japan  
**Duration:** 6 Day(s)

**Description**
Academic Vocabulary:
- feudalism

**Learning Targets**
The student will describe how cultural traditions, human actions and institutions affect people's behavior in Japan and Europe during the Middle Ages.

Scoring Guide page 5

**Feudal Japan**
Book 2, page 248-249 "Education of a Samurai"
Book 2, Chapter 8, Lesson 1, "Land of the Rising Sun", page 252 top of page (last of Essential Question 1) to page 254 (end of lesson)
Book 2, Chapter 8, Lesson 2, page 257-258 "Growth of Japanese Culture" Essential Question 1 ONLY
Book 2, Chapter 9, Lesson 3, page 307-311, "Feudalism in Europe and Japan"

**Medieval Europe**
Book 2, Chapter 9, Lesson 1, page 290-297, "The Development of Feudalism"
Book 2, Chapter 9, Lesson 2, page 298-305, "Daily Life in Medieval Europe"
Book 2, Chapter 9, page 304-305 "Life on a Medieval Manor"
Book 2, Chapter 9, page 288-289 "Becoming a Knight"
Book 2, Chapter 9, Lesson 3, page 307-311, "Feudalism in Europe and Japan"
Book 2, Chapter 10, Lesson 1, page 321-323 "The Role of the Catholic Church" Essential Question 1 ONLY
Book 2, Chapter 10, Lesson 2, page 326-331 "The Crusades"

The student will describe the rise of different war lords in a military society.

Scoring Guide page 10
Book 2, Chapter 8, page 262-265 Reader's Theatre
Book 2, Chapter 8, Lesson 3 page 266-271 "Samurai and Shoguns"

The student will research the various forms of Japanese art to explain the influences it had on the development of their culture.

Scoring Guide page 10
Book 2, Chapter 8, Lesson 2 page 257-261 "Growth of Japanese Culture" Essential Questions 2 and 3 ONLY

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**Topic:** Medieval Europe  
**Duration:** 20 Day(s)

**Description**
Academic Vocabulary:
- Christianity
- feudalism
- Islam

**Learning Targets**
The student will define feudalism and explain how it shaped the Medieval social structure.

Scoring Guide page 9
Book 2, Chapter 9, Lesson 1, page 291-297, "The Development of Feudalism"
Book 2, Chapter 9, Lesson 2, page 299-302, "The Daily Life in Medieval Europe"
Book 2, page 304-305 Life on a Medieval Manor
Book 2, page 288-289 Becoming a Knight
The student will describe how cultural traditions, human actions and institutions affect people's behavior in Japan and Europe during the Middle Ages.

**Scoring Guide page 5**

**Feudal Japan**
- Book 2, page 248-249 "Education of a Samurai"
- Book 2, Chapter 8, Lesson 1, "Land of the Rising Sun", page 252 top of page (last of Essential Question 1) to page 254 (end of lesson)
- Book 2, Chapter 8, Lesson 2, page 257-258 "Growth of Japanese Culture" **Essential Question 1 ONLY**
- Book 2, Chapter 9, Lesson 3, page 307-311, "Feudalism in Europe and Japan"

**Medieval Europe**
- Book 2, Chapter 9, Lesson 1, page 290-297, "The Development of Feudalism"
- Book 2, Chapter 9, Lesson 2, page 298-305, "Daily Life in Medieval Europe"
- Book 2, Chapter 9, page 304-305 "Life on a Medieval Manor"
- Book 2, Chapter 9, page 288-289 "Becoming a Knight"
- Book 2, Chapter 9, Lesson 3, page 307-311, "Feudalism in Europe and Japan"
- Book 2, Chapter 10, Lesson 1, page 321-323 "The Role of the Catholic Church" **Essential Question 1 ONLY**
- Book 2, Chapter 10, Lesson 2, page 326-331 "The Crusades"

The student will describe the rise of many kingdoms across Europe and the impact of the Crusades.

**Scoring Guide page 9**
- Book 2, Chapter 10, Lesson 2, page 326-331 "The Crusades"

The student will identify how personal and group experiences influence people's perceptions and judgments of events in the Middle Ages.

**Scoring Guide page 6**
- Book 2, Chapter 10, Lesson 3 "The Plague and the Hundred Years' War", page 332-334, **Essential Question 1 ONLY**
- Book 2, p338-339 Connect to Today

### Topic: Mesoamerica  
**Duration:** 10 Day(s)

### Learning Targets

The student will examine and compare the different features of Mayan, Aztec and Incan cultures.

**Scoring Guide page 11.**
- Book 2, Chapter 11, Lesson 3 page 364-365 & 380-389 "The Mayan Civilization"
- Book 1, Chapter 9, Lesson 4 page 306-313 "The Mayan Civilization"
- Book 2, Chapter 11, Lesson 1 page 366-371 "Geography & Agriculture in Mesoamerica"
- Book 2, Chapter 12, Lesson 1 page 396-402 & 404-407 "The Aztecs"
- Book 2, Chapter 12, Lesson 2 page 408-415 & 416-417 "The Incas"

**Compare the Following Features Among the Maya, Aztec, & Incas: Location & Agriculture, Religious Beliefs, Social Classes & Daily Life, & Advances**