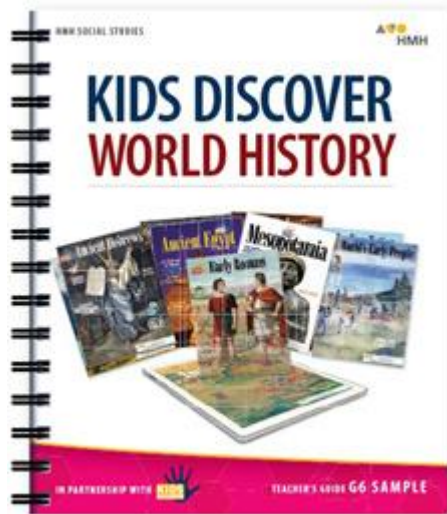


**6<sup>th</sup> Grade Social Studies Pasco Curricular Guide**  
**Pasco School District**  
**Created: June 2018**



HMH KIDS DISCOVER

**G6 Kids Discover World History:**  
**The Ancient World**

**ABSTRACT**

This document contains information based on work of the Social Studies PCG Team. This document may be used in connection with OSPI's adopted social studies curriculum and mandated web-based curriculum. Features of the curriculum and unit outlines are provided in draft form.

# Contents

Overview of Terms and Resources ..... 1

HMH GK Magazine Catalog ..... 2

User Manual..... 6

HMH Social Studies Kids Discover World History: The Ancient World .. **Error! Bookmark not defined.**

## Overview of Terms and Resources

**Since Time Immemorial (STI)** – OSPI’s Web-based Washington State Tribal Sovereignty Curriculum.

Overview: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf>

Elementary Website Link: [www.k12.wa.us/IndianEd/TribalSovereignty/Primary.aspx](http://www.k12.wa.us/IndianEd/TribalSovereignty/Primary.aspx)

*This curriculum is state mandated. Kindergarten should utilize “Pathway 1: Stories and Histories of Our Place”.*

**HMH Social Studies – Kids Discover World History:** Adopted Social Studies Curriculum includes web-based content and features, consumable magazines, and teacher manuals. Additional resources are available, please contact [louise.matlasz@hnhco.com](mailto:louise.matlasz@hnhco.com) with questions.

### **Suggested Unit Outlines for Social Studies Grade Level Expectations (GLEs):**

This document contains the required social studies standards for sixth grade,

<http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesSixthGrade.pdf>

Outline was derived from the Washington State K-12 Social Studies document;







<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>. *The GLE codes (Example: GLE 4.1.1) found within this document do NOT represent grade level indicators consistent with CCSS, please review page 13 for GLE code breakdown.*

**Journey's Correlation to KD GR. 6** - This document is located at <https://padlet.com/hnhco/kd> and provides direct correlations between Journeys Units and HMH Kids Discover Social Studies.

**Rubrics** – Rubrics are available in print and digital for performance task-based activities and are found in the teacher’s manual along with connected activities.

For additional HMH documents relevant to Social Studies PCG work, see <https://padlet.com/hnhco/kd>.

## HMH G6 Magazine Catalog

1	<i>World Geography</i> <b>Lexile Score: 960</b>	 <p>Magazine 1</p>
2	<i>Climate Environment</i> <b>Lexile Score: 860</b>	 <p>Magazine 2</p>
3	<i>World's Early People</i> <b>Lexile Score: 920</b>	 <p>Magazine 3</p>
4	<i>Mesopotamia</i> <b>Lexile Score: 1000</b>	 <p>Magazine 4</p>
5	<i>Ancient Egypt</i> <b>Lexile Score: 980</b>	 <p>Magazine 5</p>
6	<i>Archeology</i> <b>Lexile Score: 950</b>	 <p>Magazine 6</p>

G6 – Kids Discover World History: The Ancient World

<p>*7</p>	<p><i>Language</i> <b>Lexile Score: 940</b></p>	
<p>8</p>	<p><i>Ancient India</i> <b>Lexile Score: 1020</b></p>	
<p>13</p>	<p><i>Indian Empires</i> <b>Lexile Score: 990</b></p>	
<p>9</p>	<p><i>Ancient China</i> <b>Lexile Score: 970</b></p>	
<p>14</p>	<p><i>Chinese Empires</i> <b>Lexile Score: 940</b></p>	
<p>15</p>	<p><i>Great Wall of China</i> <b>Lexile Scores: 980</b></p>	

G6 – Kids Discover World History: The Ancient World

11	<i>Ancient Hebrew</i> <b>Lexile Score: 950</b>	 Magazine 11
12	<i>Ancient Persia</i> <b>Lexile Score: 1020</b>	 Magazine 12
16	<i>Early Greeks</i> <b>Lexile Score: 950</b>	 Magazine 16
17	<i>Greece's Golden Age</i> <b>Lexile Score: 940</b>	 Magazine 17
18	<i>Early Romans</i> <b>Lexile Score: 970</b>	 Magazine 18
19	<i>Roman Empire</i> <b>Lexile Score: 950</b>	 Magazine 19

G6 – Kids Discover World History: The Ancient World

20	<p><i>Christianity and Rome's Legacies</i>  <b>Lexile Score: 960</b></p>	
21	<p><i>Early Middle Ages</i>  <b>Lexile Score: 940</b></p>	
22	<p><i>Vikings</i>  <b>Lexile Score: 980</b></p>	
23	<p><i>African Kingdoms</i>  <b>Lexile Score: 1030</b></p>	
24	<p><i>East Asian Civilizations</i>  <b>Lexile Score: 980</b></p>	

*\*Magazines in grey are supplemental resources for other magazines. magazine 7 supplements with magazine 5 and 6.*



## User Manual

### What am I looking at?

These unit outlines provide a quick snapshot of information pulled directly from OSPI’s adopted social studies curriculum. Essential components of a unit are listed in a table format for convenience and contain page numbers, suggested assessments, vocabulary information, performance task suggestions, underlying skills, and other connected documents or resources. This is not a stand-alone document; teacher discretion is advised.

Grade Level Indicators are in the headers.  
(Ex. G5 Kids Discover the United States)

Title of the Unit

Student magazines are in a suggested order of instruction.

Skills practiced in the lesson are described here.

Questions taken directly from the curriculum.

Vocabulary quantity and location

TG, VI = Teacher’s Guide, Volume 1

Language Objectives targeted in Performance Tasks

**Required GLEs**  
These codes (Ex. 4.2.1) are **NOT** grade level indicators; See pg. 1

Additional notes, comments, resources, or standards connections may be listed here.

Date Created:		06.25.18		<b>Unit Overview – Setting in Time and Place</b>	
Magazine #	Titles of Magazine(s):				
1	Regions of North America				
Skills Overview:					
Magazine 1	Map and Globe Skills – Reading a Map / Use Latitude and Longitude				Skills practiced in the lesson are described here.
	Reading Social Studies – Main Idea and Details (Informational)				
Compelling Question(s):					
TG, VI	p. 1	Magazine 1	“How did the variety of landforms, climates, and vegetation regions make North America so attractive to immigrants with different goals?”		
Vocabulary:					
TG, VI	p. 6	12 vocabulary words			
Suggested Assessment(s):					
TG, VI	p. 8	Get Set to Read Activity (Print/Digital)			
Source	Page #	Language Objectives Connected to Assessments (Performance Task Bas			
TG, VI	26	Read Aloud geographic names using correct pronunciation.			
Required GLEs	Description:				
4.2.1	Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: <ul style="list-style-type: none"> <li>• Development of indigenous societies in North America (time immemorial to 1791).</li> <li>• Encounter, colonization, and devastation (1492 – 1763)</li> <li>• Revolution and the Constitution (1763 – 1791)</li> </ul>				
Teacher Notes					
The <b>Since Time Immemorial (STI)</b> curriculum and the <b>HMH Magazine #1: Regions of North America</b> magazine present different viewpoints and theories as to the presence of Native American’s in the United States. STI discusses that Native Americans have always been “s... HMH discusses how scientists believe Native Americans crossed a land bridge t					



## **HMH Social Studies Kids Discover World History**

**The following unit breakdowns are based on Office Superintendent of Public Instruction’s (OSPI) suggested grade level expectations (GLEs). These documents are designed to assist with the utilization of the adopted HMH Social Studies Curriculum in connection with the GLEs and components of OSPI’s mandated web-based Since Time Immemorial – Native American Sovereignty Curriculum.**

You will find the following units presented in this document:

**HMH Social Studies – Kids Discover World History**

<b>Date Created:</b> 06.25.18	<b>Unit 1 World Geography</b>		
<b>Magazine #</b>	<b>Titles of Magazine(s):</b>		
1	World Geography		
2	Climate/ Environment		
<b>Magazine #</b>	<b>Skills Overview:</b>		
1	Explore physical and human geography and some of the tools that are used to understand them		
2	Discover how climates around the world vary and how climate and weather affect plants, animals, and people.		
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV1	1	1	How did early humans live and adapt to new environments over time?
TGV1	29	2	What factors shape climate, and how do climate and weather affect plants, animals, and people?
<b>Vocabulary:</b>			
TGV1	Pg. 6, 34	24	
<b>Assessment(s):</b>			
PT Mag 1	Make a Research Notebook pg. 82-83 TE Write a Narrative pg. 82-83 TE		
Assessment	Pg. 84 TE		
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TGV1	Pg. 1	Present summaries and discuss information for classmates Use language appropriate for audience and purpose.	
<b>Required GLEs</b>			
	<b>Description:</b>		
3.1.1	Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.		
3.1.2	Identifies the location of places and regions in the world and understands their physical and cultural characteristics		
4.3.1	Analyzes and interprets historical materials from a variety of perspectives in ancient history		

<b>Date Created:</b> 06.25.18		<b>Unit 2 Mesopotamia</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
3		World's Early People pg. 57-84 TE	
4		Mesopotamia pg. 85-112	
<b>Magazine #</b>		<b>Skills Overview:</b>	
3		Discover how early humans lived and how they adapted to new environments around the world.	
4		Explore archaeology and uncover the inventions, innovations, and accomplishments of ancient Mesopotamian civilizations.	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV1	Pg. 57	3	How did early humans live and adapt to new environments over time?
TGV1	Pg. 85	4	How did small farming communities grow to become the complex urban societies of Mesopotamia?
<b>Vocabulary:</b>			
TGV1	Pg. 62	World's Early People – 16 words	
TGV1	Pg. 90	Mesopotamia – 15 words	
<b>Assessment(s):</b>			
PT Mag 3		Make a Research Notebook pg. 82-83 TE Write a Narrative pg. 82-83 TE	
Assessment		Pg. 84 TE	
PT Mag 4		Write a Narrative pg. 110-111 TE Create an Advertisement pg. 110-111	
Assessment		Pg. 112 TE	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TGVI	Pg. 82	Present summaries and discuss information for classmates	
TGV1	Pg.110	Use language appropriate for audience and purpose	
<b>Required GLEs</b>		<b>Description:</b>	
1.2.3		Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments	
2.1.1		Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits	
2.3.1		Evaluates the costs and benefits of governmental fiscal and monetary policies	
3.1.2		Evaluates the complexities of regions and the challenges involved in defining those regions	
4.1		Understands historical chronology	
4.2.3		Evaluates the ethics of current and future uses of technology based on how technology has shaped history.	
5.3.1		Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues	

<b>Date Created:</b> 06.25.18	<b>Unit 3 Ancient Egypt</b>		
<b>Magazine #</b>	<b>Titles of Magazine(s):</b>		
5	Ancient Egypt pg. 113-140		
6	Archeology pg. 141-168		
*7	Language pg. 169-196 (supplemental resource)		
	*NOTE* Magazine #'s with an * are supplemental materials for the core resources, e.g. Mag 7 is an additional resource for Mag 6		
<b>Magazine #</b>	<b>Skills Overview:</b>		
5	Explore the lifestyle, culture, beliefs, and government of the ancient Egyptians.		
6	Learn about important discoveries archeologists have made and the methods they use to learn about the past.		
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV1	Pg.113	5	How did geography, climate, and economic necessity shape the ancient Egyptians' culture and government?
	Pg.141	6	In addition to studying written history, what are some other ways to learn about the past?
<b>Vocabulary:</b>			
TGV1	Pg.118	Ancient Egypt 16 works	
TGV1	Pg.146	Archeology 10 words	
<b>Assessment(s):</b>			
PT Mag 5	Write a Narrative pg. 138-139 TE Make a Poster pg. 138-139 TE		
Assessment	Pg. 140 TE		
PT Mag 6	Make a Scale Drawing pg. 166-167 TE Write a Journal Entry pg. 166-167 TE		
Assessment	Pg. 168 TE		
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TGV1	Pg.138	Express ideas about ancient Egypt using academic and domain-specific vocabulary	
TGV1	Pg.166	Describe the work of archeologists using the terms scale and site	
<b>Required GLEs</b>	<b>Description:</b>		
2.4.1	Understands the economic issues and problems that all societies face		
3.1.2	Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface		
3.2.1	Understands human interaction with the environment		
4.1.2	Understands historical chronology		
4.2.2	Understands and analyzes causal factors that have shaped major events in history		
4.2.3	Understands and analyzes how technology and ideas from ancient civilizations have impacted world history		
4.3.1	Understands that there are multiple perspectives and interpretations of historical events		
4.4.1	Analyzes how an event in ancient history helps us to understand a current issue.		

<b>Date Created:</b> 06.25.18		<b>Unit 4 Ancient India &amp; China</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
8		Ancient India	
*13		Indian Empires	
9		Ancient China	
*14		China's Empires	
*15		Great Wall of China	
		*NOTE* Magazine #'s with an * are supplemental materials for the core resources, e.g. Mag 13 is an additional resource for Mag 8	
<b>Magazine #</b>		<b>Skills Overview:</b>	
8		Learn about the various cultures of ancient India and discover why so much of its history is still mysterious	
9		Discover the history and culture of ancient China	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV1	Pg.197	8	Why has it been difficult for historians to learn about the development of ancient India?
TGV1	Pg.225	9	What factors influenced ancient China's development into a powerful empire?
<b>Vocabulary:</b>			
TGV1	Pg.197	Ancient India – 11 words	
TGV1	Pg.230	Ancient China – 11 words	
<b>Assessment(s):</b>			
PT Mag 8		Make a Map pg. 222-223 TE Write a Narrative pg. 222-223 TE	
Assessment		Pg. 224 TE	
PT Mag 9		Write a Compare-Contrast Essay pg. 250-251 TE Write a Summary pg. 250-251 TE	
Assessment		Pg. 252 TE	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TGV1	Pg.222	Write a narrative from a clear and consistent perspective	
TGV1	Pg.250	Use words such as <i>similarly</i> , <i>while</i> , and <i>also</i> to express comparisons and contrasts.	
<b>Required GLEs</b>		<b>Description:</b>	
1.2.3		Understands a variety of forms of government from the past or present.	
1.4.1		Understands the historical origins of civic involvement	
2.1.1		Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present	
2.2.1		Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present	
3.2.2		Understands the characteristics of cultures in the world from the past or in the present	
4.2.1		Understands and analyzes how individuals and movements from ancient civilizations have shaped world history	
4.3.2		Analyzes multiple causal factors that shape major events in ancient history	
5.4.2		Analyzes multiple factors, compares two groups,	

	generalizes, and connects past to present to formulate a thesis in a paper or presentation
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<b>Date Created:</b> 06.25.18		<b>Unit 5 Ancient Hebrew &amp; Persia</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
11		Ancient Hebrew	
12		Ancient Persia	
<b>Magazine #</b>		<b>Skills Overview:</b>	
11		Learn about how early Judaism affected individuals, rulers, and societies, while also examining how the religious practices of Judaism changed and developed over time.	
12		Learn about the origins, growth, and decline of the Persian Empire.	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV2	Pg.281	11	How did their environment, beliefs, customs, and interactions shape the religion and culture of the Israelites?
TGV2	Pg.309	12	In what ways did ancient Persians interact with other peoples of their time?
<b>Vocabulary:</b>			
TGV2	Pg.286	Ancient Hebrews- 16 words	
TGV2	Pg.309	Ancient Persia- 9 words	
<b>Assessment(s):</b>			
PT Mag 11		Timeline of Moses's Life pg. 306-307 TE A Game of People, Places, and Events pg. 306-307 TE	
Assessment		Pg. 308 TE	
PT Mag 12		Write an Expository Paragraph pg. 334-335 TE Make a Table pg. 334-335 TE	
Assessment		Pg. 336 TE	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TGV2	Pg.306	Discuss central ideas and provide summaries of text based on close reading.	
TGV2	Pg.334	Summarize the political organization of the Persian Empire using terms such as <i>rule</i> and <i>conquer</i> .	
<b>Required GLEs</b>	<b>Description:</b>		
1.2.1	Understand the purpose, organization, and function of governments, laws, and political systems		
2.3.1	Understands the role of government in the world's economies through the creation of money, taxation, and spending in the past or present		
3.2.3	Understands and analyzes how individuals and movements from ancient civilizations have shaped world history		
4.2.1	Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history		
4.2.2	Understands and analyzes how technology and ideas from ancient civilizations have impacted world history		



<b>Date Created:</b> 06.25.18		<b>Unit 6 Early Greeks, Greece's Golden Age</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
16		Early Greeks pg. 421-448 TE	
17		Greece's Golden Age pg. 449-476 TE	
<b>Magazine #</b>		<b>Skills Overview:</b>	
16		Students will learn how Greece became a center of civilization for many centuries.	
17		Students will discover the history and culture of ancient Greece.	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV2	Pg.421	16	How did early Greek civilization change the world forever?
TGV2	Pg.449	17	What factors allowed the city-states of ancient Greece to attain great political power and lasting cultural significance?
<b>Vocabulary:</b>			
TGV2	Pg.426	Early Greeks – 16 words	
TGV2	Pr 454	Greece's Golden Age – 11 words	
<b>Assessment(s):</b>			
PT Mag 16		Make a Venn Diagram pg. 446-447 TE	
PT Mag 16		Create a Front Page of a Newspaper pg. 446-447 TE	
Assessment		pg. 448 TE	
PT Mag 17		Write a Summary pg. 474-475 TE	
PT Mag 17		Make a Museum Exhibit pg. 474-475 TE	
Assessment		pg. 476 TE	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TGV2	Pg.446	Use language that is appropriate to task and audience when writing informational articles.	
TGV2	Pg.474	Write and present summaries and discuss them with classmates.	
<b>Required GLEs</b>		<b>Description:</b>	
1.2.3		Understands a variety of forms of government from the past or present.	
1.4.1		Understands the historical origins of civic involvement.	
2.1.1		Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.	
2.2.1		Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present	
3.2.2		Understands the characteristics of cultures in the world from the past or in the present.	
4.2.1		Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.	
4.3.2		Analyzes multiple causal factors that shape major events in ancient history.	
5.2.1		Creates and uses research questions to guide inquiry on an historical event.	
5.4.1		Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation	

<b>Date Created:</b> 06.25.18		<b>Unit 7 Early Romans, Roman Empire, Christianity and Rome's Legacies, Early Middle Ages</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
18		Early Romans pg. 477-504 TE	
19		Roman Empire pg. 505-532 TE	
20		Christianity and Rome's Legacies pg. 533-560 TE	
21		Early Middle Ages pg. 561-588 TE	
<b>Magazine #</b>		<b>Skills Overview:</b>	
18		Discovering the ways in which innovative practices in government, engineering, war strategy, and culture marked the rise of the early Romans.	
19		Exploring the origins, growth, and eventual decline of the Roman Empire.	
20		Exploring how both the Christian religion and ancient Rome have impacted the history of the world.	
21		Discovering how the fall of the Roman Empire caused a reorganization of Europe and how powerful leaders and institutions restored order—if only for a short time.	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV2	Pg.477	18	Why Roman citizens created a new form of government by the people.
TGV2	Pg.505	19	How the Roman Republic became a powerful empire that covered much of the Western world.
TGV2	Pg.533	20	How did Christianity and the Roman Empire contribute to the rise of Western civilization.
TGV3	Pg.561	21	What social, political, and economic changes occurred in Europe after the fall of the Roman Empire.
<b>Vocabulary:</b>			
TGV2	Pg.482	Early Romans - 15 words	
TGV2	Pg.510	Roman Empire - 9 words	
TGV2	Pg.538	Christianity and Rome's Legacies – 16 words	
TGV3	Pg.566	Early Middle Ages – 12 words	
<b>Assessment(s):</b>			
PT Mag 18	Publish an Ancient Newspaper pg. 502-503 TE		
PT Mag 18	Role-Play the Functions of Rome's Tripartite Government pg. 502-503 TE		
Assessment	pg. 504 TE		
PT Mag 19	Expository Writing pg. 530-531 TE		
PT Mag 19	Roman Coin pg. 530-531 TE		
Assessment	pg. 532TE		
PT Mag 20	Make a Table pg. 558-559 TE		
PT Mag 20	Write an Expository Essay pg. 558-559 TE		
Assessment	pg. 560 TE		
PT Mag 21	Make a Diorama or Mural pg. 586-587 TE		
PT Mag 21	Write a Song or Sage pg. 586-587 TE		
Assessment	pg. 588 TE		

Source	Page #	Language Objectives Connected to Assessments (Performance Task Based)
TGV2	Pg.502	Plan and deliver an oral presentation in a role-playing situation.
TGV2	Pg.530	Present summaries and discuss them using the terms <i>empire</i> and <i>symbol</i> .
TGV2	Pg.558	Express and discuss ideas about Rome's legacies using academic and domain-specific vocabulary.
TGV3	Pg.586	Present summaries and discuss them with classmates.
Required GLEs	Description:	
1.2.3	Understands a variety of forms of government from the past or present.	
1.4.1	Understands the historical origins of civic involvement.	
2.1.1	Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.	
2.2.1	Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present	
3.2.2	Understands the characteristics of cultures in the world from the past or in the present.	
4.2.1	Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.	
4.3.2	Analyzes multiple causal factors that shape major events in ancient history.	
5.4.1	Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation	

<b>Date Created:</b> 06.25.18		<b>Unit 8 Vikings, African Kingdoms, East Asian Civilizations</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
22		Vikings pg. 589-616 TE	
23		African Kingdoms pg. 617-644 TE	
24		East Asian Civilizations pg. 645-672 TE	
<b>Magazine #</b>		<b>Skills Overview:</b>	
22		Discovering that the Vikings were traders as well as raiders, farmers as well as warriors—and explorers, too.	
23		Learning how people used the African continent’s many resources and geographic features to build great kingdoms.	
24		Exploring the history and culture of East Asia, from ancient to modern times, and learn why stability in the region is especially important today.	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TGV3	Pg.589	22	What impact the Vikings had on the world?
TGV3	Pg.617	23	How the resources and geography of Africa used to build great kingdoms
TGV3	Pg.645	24	What similarities and differences are there between China, Japan, and Korea
<b>Vocabulary:</b>			
TGV3	Pg.594	Vikings – 16 words	
TGV3	Pg.622	African Kingdom – 15 words	
TGV3	Pg.652	East Asian Civilizations - 15 words	
<b>Assessment(s):</b>			
PT Mag 22		Write a Research Report pg. 614-615 TE Create a Set of Rooms pg. 614-615 TE	
Assessment		Pg. 616 TE	
PT Mag 23		Write a Journal Entry pg. 642-643 TE Draw a Map pg. 642-643 TE	
Assessment		Pg. 644TE	
PT Mag 24		Write a Haiku pg. 670-671 TE Make a Brochure pg. 670-671 TE	
Assessment		pg. 672 TE	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TGV3	Pg.614	Participate in a panel discussion about Viking culture.	
TGV3	Pg.642	Integrate facts from multiple sources in writing.	
TGV3	Pg.670	Use precise words to describe East Asia.	
<b>Required GLEs</b>		<b>Description:</b>	
3.3.1		Understands that learning about the geography of the world helps us understand the global issue of sustainability.	
4.2.1		Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.	

4.3.1	Analyzes and interprets historical materials from a variety of perspectives in ancient history.
4.4.1	Analyzes how an event in ancient history helps us to understand a current issue.
5.1.1	Understands positions on an issue or event.
5.2.1	Creates and uses research questions to guide inquiry on an historical event.
5.4.1	Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation.