

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Western European Cultural Contributions	6 th	4th	29 days
TEKS/Student Expectations		Examples/Specifications:	
<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p> <p>(A) explain the significance of individuals or groups from selected societies, past and present; and</p> <p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies.</p> <p>(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p> <p>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p> <p>(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p> <p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.</p>		<p>1A-B, 2A-B, 3A-C, 6A-C, 21A-C, 13A-C, 14A-B, 20A-C, 23A-B</p> <p>Greek Architecture: Greek Temple Building Contest Map Identification of Western Europe Current Event Reports: Western Europe Cultural Sharing: Western Europe and North and South America Daily Literature Warm-Up: The Illiad; Greek Mythology Democracy and the Greeks: Greek Debates Sparta vs. Athens: Daily Contest Greek Alphabet: Alexander the Great Greek Philosophy Id. Aeneas Storyboard: Illustrate The Rulers of Rome: Who’s Who? Simulation What is a Republic? : Choosing a Classroom Representative The Punic Wars: Simulation Roman Architecture: Illustrations Latin Phrases and dialogue Who Wants to be a Legionaire? Game Show</p> <p>Medieval Times in Western Europe Cultural Sharing The Rise of the Christian Church: Primary Source</p>	

(4) Geography. The student understands the characteristics and relative locations of major historical and contemporary societies. The student is expected to:

(A) locate major historical and contemporary societies on maps and globes;

(B) identify and explain the geographic factors responsible for patterns of population in places and regions;

(C) explain ways in which human migration influences the character of places and regions; and

(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

(A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and

(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.

(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:

(A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;

(B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and

(C) analyze the effects of physical processes and the physical environment on humans.

(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions.

The Feudal System: Design and illustrate a fief

Elements of Medieval Culture

The Guild System and the Growth of the Union:

Classroom Guilds

The Crusades: Causes/ Effects

The Renaissance: Art, Literature, Science, Technology:

da Vinci's Perspective Art Project

The student is expected to:

- (A) identify and analyze ways people have adapted to the physical environment in selected places and regions;
- (B) identify and analyze ways people have modified the physical environment; and
- (C) describe ways in which technology influences human capacity to modify the physical environment.

(11) Government. The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments. The student is expected to:

- (A) describe characteristics of limited and unlimited governments;
- (B) identify examples of limited and unlimited governments;
- (C) identify reasons for limiting the power of government; and
- (D) compare limited and unlimited governments.

(12) Government. The student understands alternative ways of organizing governments. The student is expected to:

- (A) identify alternative ways of organizing governments such as rule by one, few, or many;
- (B) identify examples of governments with rule by one, few, or many;
- (C) identify historical origins of democratic forms of government; and
- (D) compare how governments function in selected world societies such as China, Germany, India, and Russia.

(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(A) describe roles and responsibilities of citizens in selected contemporary societies including the United States;

(B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and

(C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to:

(A) identify and explain the importance of voluntary civic participation in democratic societies; and

(B) explain relationships among rights and responsibilities in democratic societies.

(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to:

(A) define the concepts of culture and culture region;

(B) describe some traits that define cultures;

(C) analyze the similarities and differences within selected societies such as Belgium, Canada, and Rwanda.

(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and

(B) compare characteristics of institutions in selected contemporary societies. differences among selected world societies; and

(D) identify and explain examples of conflict and cooperation between and among cultures

Language of Instruction:

Instructional Resources/Textbook Correlations:

<p>Gulf Stream Mediterranean Sea Ural Mountains City-States Aegean Sea Oligarchy Democracy Republic Aristotle Socrates Plato Philosophy Senate Patrician Plebeian Julius Caesar Augustus Constantine Charlemagne The Holy Roman Catholic Church Feudal System The Renaissance Reformation Martin Luther Age of Exploration</p>	<p>Textbook Chapters 10-14</p> <hr/> <p>Weblinks/Other Resources:</p> <p>United Streaming Video Primary Sources Maps Guest Speakers</p>
<p>Evaluation/External Assessment/Local Assessment:</p>	<p>Best Instruction Timeline:</p>
<p>Map Identification Greek Debates Latin Quiz Roman Leaders Oral Reports Philosophy Evaluation</p>	<p>Weeks 1-3: Western European Geography Cultural Elements and Contributions of Ancient Greece and Rome Weeks 4-6: Medieval Times: The Beginnings of Christianity The Renaissance The Reformation</p>