

Sixth Grade Social Studies Instructional Materials Scoring Rubric

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored. All Tennessee standards must be addressed within the material. If this is not met, the material will not pass review by the Tennessee Textbook and Instructional Materials Quality Commission.

Introduction:

The following Instructional Materials Scoring Rubric for Social Studies is designed to score materials in the following categories:

- Alignment of Content
- Instructional Focus
- Social Studies Practices
- Accessibility Features

Scoring:

Each section is to be scored using a 0, 1, or 2. Use the following scoring guideline.

Tables 1-4:

- 0: The standard is not present within the material.
- 1: The standard is present within the material. The intent and /or frequency component of the standard is not fully met. •
- 2: A rating of 2 indicates the standard is present and all aspects of the standard are fully met.

Table 1: Alignment of Content				
Directions:				
• 0: The standard is not present within the material				
• 1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met. •				
• 2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.				
	0	1	2	
Conceptual Understanding: Materials support student engagement with the Tennessee Social Studies standards and model curriculum, providing educators with a clear, standards-based pathway to address content and skills in a coherent and sequenced manner.				Evidence
6.01 Interpret a timeline using time designations and abbreviations, including: • BC/BCE • AD/CE • Circa (i.e., c. or ca), decades, centuries			X	<p>Reading - Explore - Describing Time Investigating the Past Through Inquiry</p> <p>Reading - Explore - The Peloponnesian Wars Fighting the Greco-Persian Wars</p>

			<p>Reading - Section 1 - Homo Habilis: Handy Man Early Hominin</p> <p>Unit Project - Timeline Challenge The Rise of Civilization</p>
<p>6.02 Describe the characteristics of Paleolithic societies, including: • Basic hunting weapons • Fire • Nomadic hunter-gatherer lifestyles • Shelter • Tools</p>		X	<p>Reading - Explore - Migration Routes of Our Ancient Ancestors Early Hominins</p> <p>Reading - Explore - Neolithic Societies Around the World</p> <p>Classroom Activity Slideshow - Early Hominins Early Hominins</p> <p>Reading - Explore - Surplus, Population Growth, and Inequality: Three Results of Neolithic Technology and Domestication From Hunters and Gatherers to Farmers</p> <p>Reading - Section 1 - Homo Habilis: Handy Man Early Hominins</p> <p>Reading - Section 2 - Beginnings to 4000 B.C.E. Themes of World History</p> <p>Reading - Section 2 - Homo Erectus: Upright Man Early Hominins</p> <p>Reading - Section 3 - Homo Neanderthalensis: Neanderthal Man Early Hominins</p> <p>Reading - Section 4 - Homo Sapiens: Wise Man Early Hominins</p>
<p>6.03 Explain the impact of the Neolithic Revolution, including: • Agriculture • Domestication of plants and animals • Emergence of permanent settlements • Food surpluses • Increased Barter economy • Labor specialization • New sources of clothing and shelter</p>		X	<p>Classroom Activity Slideshow From Hunters and Gatherers to Farmers</p> <p>Reading - Section 1 - From Old Stone Age to New Stone Age From Hunters and Gatherers to Farmers</p> <p>Reading - Section 2 - Creating a Stable Food Supply From Hunters and Gatherers to Farmers</p> <p>Reading - Section 3 - Making Permanent Shelters From Hunters and Gatherers to Farmers</p> <p>Reading - Section 4 - Establishing Communities From Hunters and Gatherers to Farmers</p> <p>Reading - Section 6 - Beginning to Trade</p>

			<p>From Hunters and Gatherers to Farmers Unit Project - Timeline Challenge The Rise of Civilization Reading - Explore - Neolithic Societies Around the World From Hunters and Gatherers to Farmers Reading - Explore - Surplus, Population Growth, and Inequality: Three Results of Neolithic Technology and Domestication From Hunters and Gatherers to Farmers</p>
<p>6.04 Identify and explain the importance of the following key characteristics of civilizations: • Culture • Government • Religion • Social structure • Stable food supply • Technology • Writing</p>		<p>X</p>	<p>Classroom Activity - Slideshow Ancient Sumer Reading - Section 1 - Characteristics of Civilization Ancient Sumer Reading - Section 2 - Stable Food Supply Ancient Sumer Reading - Section 3 - Social Structure Ancient Sumer Reading - Section 4 - Government Ancient Sumer Reading - Section 5 - Religion Ancient Sumer Reading - Section 6 - The Arts Ancient Sumer Reading - Section 7 - Technology Ancient Sumer Reading - Section 8 - Writing Ancient Sumer</p>
<p>6.05 Identify and locate on a map geographical features of ancient Mesopotamia, including: • Euphrates River • Mediterranean Sea • Persian Gulf • Tigris River • Zagros Mountains</p>		<p>X</p>	<p>Reading - Section 1 - Mesopotamia: A Difficult Environment The Rise of Sumerian City-States Reading - Section 3 - An Uncontrolled Water Supply in the River Valley The Rise of Sumerian City-States Unit Project - Geography Challenge The Rise of Civilization</p>

<p>6.06 Analyze how geographic (e.g., rivers, mountains) and climatic features (e.g., heavy rains, flooding) led to the region being known as the Fertile Crescent.</p>			<p>X</p> <p>Classroom Activity – Slideshow Exploring Four Empires of Mesopotamia</p> <p>Unit Project – Geography Challenge The Rise of Civilization</p> <p>Reading – Section 1 – Mesopotamia: A Difficult Environment The Rise of Sumerian City-States</p> <p>Reading – Section 2 – Food Shortages in the Hills The Rise of Sumerian City-States</p> <p>Reading – Section 3 – An Uncontrolled Water Supply in the River Valley The Rise of Sumerian City-States</p> <p>Reading – Section 4 – Building and Maintaining a Complex Irrigation System The Rise of Sumerian City-States</p> <p>Reading – Section 5 – Attacks by Neighboring Communities The Rise of Sumerian City-States</p> <p>Reading – Section 6 – From Small Farming Villages to Large City-States The Rise of Sumerian City-States</p> <p>Unit Project – Geography Challenge The Rise of Civilization</p>
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<p>6.07 Explain how irrigation, metallurgy, use of animals, and inventions such as the wheel, sail, and plow led to advancements in agriculture.</p>			<p>X</p> <p>Reading – Introduction Ancient Sumer</p> <p>Reading – Section 1 – Characteristics of Civilization Ancient Sumer</p> <p>Reading – Section 2 – Stable Food Supply Ancient Sumer</p> <p>Reading – Section 7 – Technology Ancient Sumer</p> <p>Unit Project – Timeline Challenge The Rise of Civilization</p>
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<p>6.08 Analyze how advancements in agriculture led to economic growth, expansion of trade and transportation, and the emergence of independent city-states (e.g., Ur of the Chaldees).</p>			<p>X</p> <p>Reading - Section 1 - Mesopotamia: A Difficult Environment The Rise of Sumerian City-States</p> <p>Reading - Section 2 - Stable Food Supply Ancient Sumer</p> <p>Reading - Section 4 - Building and Maintaining a Complex Irrigation System The Rise of Sumerian City-States</p> <p>Reading - Section 4 - Government Ancient Sumer</p> <p>Reading - Section 6 - From Small Farming Villages to Large City-States The Rise of Sumerian City-States</p>
<p>6.09 Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the world's first empire.</p>			<p>X</p> <p>Classroom Activity - Slideshow Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 1 - The Akkadian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 2 - Life Under Akkadian Rule Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 3 - Hammurabi and the Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 4 - Life in the Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 5 - The Assyrian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 6 - Life Under Assyrian Rule Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 7 - The Neo-Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 8 - Life in the Neo-Babylonian Empire Exploring Four Empires of Mesopotamia</p>
<p>6.10 Describe the social hierarchy of ancient Mesopotamian society.</p>			<p>X</p> <p>Reading - Investigating Primary Sources - How Did the Different Social Classes of Sumer Interact with One Another? Ancient Sumer</p> <p>Reading - Section 3 - Social Structure Ancient Sumer</p>

<p>6.11 Explain the concept of polytheism in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.</p>			<p>X</p> <p>Reading - Section 5 - Religion Ancient Sumer</p> <p>Classroom Activity - Slideshow Ancient Sumer</p>
<p>6.12 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.</p>			<p>X</p> <p>Classroom Activity - Slideshow Ancient Sumer</p> <p>Reading - Section 5 - Religion Ancient Sumer</p> <p>Reading - Section 6 - The Arts Ancient Sumer</p> <p>Reading - Section 7 - Technology Ancient Sumer</p> <p>Reading - Section 8 - Writing Ancient Sumer</p>
<p>6.13 Analyze the impact of the Code of Hammurabi, including the introduction of written law and basic principles of justice.</p>			<p>X</p> <p>Reading - Primary Source - What Is Justice? A View from the Code of Hammurabi Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 3 - Hammurabi and the Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading - Section 4 - Life in the Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Hammurabi (ruled 1792–1750 B.C.E.) Biographies</p>
<p>6.14 Identify and locate on a map geographical and political features of ancient Egypt, including:</p> <ul style="list-style-type: none"> • Mediterranean Sea • Nile Delta • Nile River • Nubia • Red Sea • The regions of Upper and Lower Egypt • The Sahara 			<p>X</p> <p>Unit Project - Geography Challenge Ancient Egypt and the Middle East</p> <p>Reading - Section 1 - Environmental Factors and Early Human Settlement Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <p>Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <p>Reading - Section 3 - Environmental Factors and the Early Settlement of Canaan</p>

			<p>Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <p>Classroom Activity - Slideshow</p> <p>Geography and the Early Settlement of Egypt, Kush, and Canaan</p>
<p>6.15 Explain how agricultural practices impacted life in ancient Egypt, including the use of irrigation and development of a calendar.</p>		X	<p>Classroom Activity - Slideshow</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Section 6 - Peasants</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Explore - Using the Nile Ecosystem</p> <p>The Kingdom of Kush</p> <p>Classroom Activity - Slideshow</p> <p>The Ancient Egyptian Pharaohs</p> <p>Reading - Explore - Egyptian Trade</p> <p>The Ancient Egyptian Pharaohs</p>
<p>6.16 Describe the social structure of ancient Egyptian society, including:</p> <ul style="list-style-type: none"> • How social classes were organized by occupation • Role of enslaved people • Position of pharaoh as a god-king 		X	<p>Classroom Activity - Slideshow</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Section 1 - Ancient Egypt and Its Rulers</p> <p>The Ancient Egyptian Pharaohs</p> <p>Reading - Section 1 - Ancient Egypt's Social Pyramid</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Section 2 - Government Officials</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Section 3 - Priests</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Section 4 - Scribes</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Section 5 - Artisans</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Section 6 - Peasants</p> <p>Daily Life in Ancient Egypt</p> <p>Reading - Investigating Primary Sources - What Was It Like to Be a Scribe in Ancient Egypt?</p> <p>Daily Life in Ancient Egypt</p>

<p>6.17 Explain the concept of polytheistic religion in ancient Egypt, with respect to the beliefs about the afterlife and reasons for mummification.</p>			<p>X</p> <p>Reading - Exploring the Social Sciences - The Egyptian Mummy Project The Ancient Egyptian Pharaohs Reading - Section 1 - Ancient Egypt and Its Rulers The Ancient Egyptian Pharaohs Reading - Section 3 - Priests Daily Life in Ancient Egypt Classroom Activity - Slideshow The Ancient Egyptian Pharaohs Classroom Activity - Slideshow Daily Life in Ancient Egypt Reading - Explore - Analyzing Images of Pharaohs The Ancient Egyptian Pharaohs Reading - Explore - Something Borrowed: Kush Transforms Egyptian Ideas The Kingdom of Kush</p>
<p>6.18 Analyze the impact of key figures from ancient Egypt, including:</p> <ul style="list-style-type: none"> • Growth under the leadership of Queen Hatshepsut and her economic policies • Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt • Ramses the Great's military conquests leading to growth of the kingdom 			<p>X</p> <p>Classroom Activity - Slideshow The Ancient Egyptian Pharaohs Reading - Explore - Analyzing Images of Pharaohs The Ancient Egyptian Pharaohs Reading - Explore - The Decline of Ancient Egypt Daily Life in Ancient Egypt Reading - Introduction The Kingdom of Kush Reading - Lesson Summary The Ancient Egyptian Pharaohs Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade The Ancient Egyptian Pharaohs Reading - Section 5 - Ramses II: Leader and Planner The Ancient Egyptian Pharaohs Unit Project - Timeline Challenge Ancient Egypt and the Middle East</p>
<p>6.19 Analyze the achievements of ancient Egypt, including hieroglyphics, papyrus, and structures at Giza (i.e., the</p>			<p>X</p> <p>Classroom Activity - Slideshow The Ancient Egyptian Pharaohs</p>

<p>pyramids and Sphinx).somethi</p>			<p>Reading - Introduction The Ancient Egyptian Pharaohs Reading - Section 1 - Ancient Egypt and Its Rulers The Ancient Egyptian Pharaohs Reading - Section 2 - Khufu: The Pyramid Pharaoh The Ancient Egyptian Pharaohs Reading - Section 3 - Pharaoh Senusret I: Patron of the Arts The Ancient Egyptian Pharaohs Reading - Section 4 - Pharaoh Hatshepsut: Promoter of Egyptian Trade The Ancient Egyptian Pharaohs Reading - Section 5 - Ramses II: Leader and Planner The Ancient Egyptian Pharaohs Unit Project - Timeline Challenge Ancient Egypt and the Middle East</p>
<p>6.20 Examine the relationship between ancient Egypt and Nubia, including cultural diffusion through trade and conflict.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The Kingdom of Kush Reading - Explore - Egyptian Trade The Ancient Egyptian Pharaohs Reading - Explore - Exploring Kushite Trade The Kingdom of Kush Reading - Explore - Something Borrowed: Kush Transforms Egyptian Ideas The Kingdom of Kush Reading - Introduction The Kingdom of Kush Reading - Introduction Geography and the Early Settlement of Egypt, Kush, and Canaan Reading - Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush The Kingdom of Kush Reading - Section 1 - Kush's Early Interactions with Egypt The Kingdom of Kush Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush</p>

			<p>Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <p>Reading - Section 2 - Kush Conquers Egypt The Kingdom of Kush</p> <p>Reading - Section 3 - The Kush Capital of Meroë The Kingdom of Kush</p> <p>Reading - Section 4 - Kush Returns to Its Traditional Roots The Kingdom of Kush</p> <p>Unit Project - Timeline Challenge Ancient Egypt and the Middle East</p>
<p>6.21 Identify and locate on a map geographical and political features of ancient Israel, including:</p> <ul style="list-style-type: none"> • Dead Sea • Jerusalem • Jordan River • Mediterranean Sea • Red Sea • Sinai Peninsula 		<p>X</p>	<p>Classroom Activity - Slideshow Learning About World Religions: Judaism</p> <p>Classroom Activity - Slideshow The Origins of Judaism</p> <p>Reading - Introduction Learning About World Religions: Judaism</p> <p>Reading - Introduction The Origins of Judaism</p> <p>Reading - Introduction Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <p>Reading - Literature - The Historical Migration of the Jews: Psalm 137 Learning About World Religions: Judaism</p> <p>Reading - Literature - The Ten Commandments The Origins of Judaism</p> <p>Reading - Section 1 - What We Know About the Ancient Israelites The Origins of Judaism</p> <p>Reading - Section 2 - Environmental Factors and the Early Settlement of Egypt and Kush Geography and the Early Settlement of Egypt, Kush, and Canaan</p> <p>Reading - Section 2 - Foreign Rule and the Jewish Diaspora Learning About World Religions: Judaism</p> <p>Reading - Section 2 - Important Jewish Leaders The Origins of Judaism</p>

			<p>Reading – Section 3 – Environmental Factors and the Early Settlement of Canaan Geography and the Early Settlement of Egypt, Kush, and Canaan</p>
<p>6.22 Analyze the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia (i.e., Ur of the Chaldees) to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.</p>		X	<p>Classroom Activity – Slideshow Learning About World Religions: Judaism Classroom Activity – Slideshow The Origins of Judaism Reading – Introduction Learning About World Religions: Judaism Reading – Introduction The Origins of Judaism Reading – Literature – The Historical Migration of the Jews: Psalm 137 Learning About World Religions: Judaism Reading – Section 1 – What We Know About the Ancient Israelites The Origins of Judaism Reading – Section 2 – Foreign Rule and the Jewish Diaspora Learning About World Religions: Judaism Reading – Section 2 – Important Jewish Leaders The Origins of Judaism Reading – Section 3 – Preserving the Teachings of Judaism Learning About World Religions: Judaism Reading – Section 3 – The Life of Abraham: Father of the Jews The Origins of Judaism Reading – Section 4 – The Life of Moses: Leader of the Israelites The Origins of Judaism Reading – Section 5 – The Lives of David and Solomon: Kings of Israel The Origins of Judaism</p>
<p>6.23 Describe the origins and central features of Judaism: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible, including the Torah) • Basic Beliefs: monotheism, Ten Commandments,</p>		X	<p>Classroom Activity – Slideshow Learning About World Religions: Judaism Classroom Activity – Slideshow The Origins of Judaism</p>

<p>emphasis on individual worth and personal responsibility</p>			<p>Reading - Introduction The Origins of Judaism</p> <p>Reading - Literature - The Ten Commandments The Origins of Judaism</p> <p>Reading - Section 1 - What We Know About the Ancient Israelites The Origins of Judaism</p> <p>Reading - Section 2 - Foreign Rule and the Jewish Diaspora Learning About World Religions: Judaism</p> <p>Reading - Section 2 - Important Jewish Leaders The Origins of Judaism</p> <p>Reading - Section 3 - Preserving the Teachings of Judaism Learning About World Religions: Judaism</p> <p>Reading - Section 3 - The Life of Abraham: Father of the Jews The Origins of Judaism</p> <p>Reading - Section 4 - The Life of Moses: Leader of the Israelites The Origins of Judaism</p> <p>Reading - Section 5 - The Lives of David and Solomon: Kings of Israel The Origins of Judaism</p> <p>Profiles in History - The Power of Friendship: The Lives of Naomi and Ruth The Origins of Judaism</p>
<p>6.24 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Learning About World Religions: Judaism</p> <p>Classroom Activity - Slideshow The Origins of Judaism</p> <p>Reading - Introduction The Origins of Judaism</p> <p>Reading - Section 1 - What We Know About the Ancient Israelites The Origins of Judaism</p> <p>Reading - Section 2 - Foreign Rule and the Jewish Diaspora Learning About World Religions: Judaism</p> <p>Reading - Section 2 - Important Jewish Leaders The Origins of Judaism</p>

			<p>Reading – Section 3 – Preserving the Teachings of Judaism Learning About World Religions: Judaism</p> <p>Reading – Section 5 – The Lives of David and Solomon: Kings of Israel The Origins of Judaism</p>
<p>6.25 Explain the Assyrian and Babylonian captivities and exiles after the breakup of the Kingdom of Israel, and the return of the Jews to their homeland under the Persian Empire.</p>		X	<p>Classroom Activity – Slideshow Exploring Four Empires of Mesopotamia</p> <p>Reading – Explore – The Decline of Ancient Egypt Daily Life in Ancient Egypt</p> <p>Reading – Introduction Exploring Four Empires of Mesopotamia</p> <p>Reading – Literature – The Historical Migration of the Jews: Psalm 137 Learning About World Religions: Judaism</p> <p>Reading – Primary Source – What Is Justice? A View from the Code of Hammurabi Exploring Four Empires of Mesopotamia</p> <p>Reading – Section 3 – Hammurabi and the Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading – Section 4 – Life in the Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading – Section 5 – The Assyrian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading – Section 6 – Life Under Assyrian Rule Exploring Four Empires of Mesopotamia</p> <p>Reading – Section 7 – The Neo-Babylonian Empire Exploring Four Empires of Mesopotamia</p> <p>Reading – Section 8 – Life in the Neo-Babylonian Empire Exploring Four Empires of Mesopotamia</p>
<p>6.26 Identify and locate on a map geographical and climatic features of ancient India, including:</p> <ul style="list-style-type: none"> • Ganges River • Himalayan Mountains • Indian Ocean • Indus River • Monsoon winds • Subcontinent of India 		X	<p>Classroom Activity – Slideshow Geography and the Early Settlement of India</p> <p>Reading – Introduction Geography and the Early Settlement of India</p> <p>Reading – Section 1 – Brahmaputra River</p>

			<p>Geography and the Early Settlement of India Reading – Section 2 – Deccan Plateau Geography and the Early Settlement of India Reading – Section 3 – Eastern and Western Ghats Geography and the Early Settlement of India Reading – Section 4 – Ganges River Geography and the Early Settlement of India Reading – Section 5 – Himalaya Mountains Geography and the Early Settlement of India Reading – Section 6 – Hindu Kush Mountains Geography and the Early Settlement of India Reading – Section 7 – Indus River Geography and the Early Settlement of India Reading – Section 8 – Thar Desert Geography and the Early Settlement of India Reading – Section 9 – Early Settlements in India Geography and the Early Settlement of India Unit Project – Geography Challenge Ancient India</p>
<p>6.27 Analyze the Indus River Valley civilizations of Harappa and Mohenjo-Daro as early agricultural civilizations, and describe their achievements, including: • Architecture built with bricks • Well planned grid system of roads • Sanitation and sewer systems</p>		<p>X</p>	<p>Classroom Activity – Slideshow Unlocking the Secrets of Mohenjodaro Reading – Explore – Tribal Migrations in India Unlocking the Secrets of Mohenjodaro Reading – Introduction Unlocking the Secrets of Mohenjodaro Reading – Primary Source – Travels in India The Achievements of the Gupta Empire Reading – Section 1 – The Mystery of Mohenjodaro Unlocking the Secrets of Mohenjodaro Reading – Section 2 – A Scale and Weights Unlocking the Secrets of Mohenjodaro Reading – Section 3 – The Great Bath Unlocking the Secrets of Mohenjodaro Reading – Section 4 – A Statue and Beads Unlocking the Secrets of Mohenjodaro Reading – Section 5 – A Seal Unlocking the Secrets of Mohenjodaro</p>

				<p>Reading – Section 6 – Sewer System Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 7 – Homes Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 7 – Mathematics The Achievements of the Gupta Empire</p> <p>Reading – Section 8 – Games Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 9 – Clay Models Unlocking the Secrets of Mohenjodaro</p> <p>Unit Project – Timeline Challenge Ancient India</p>
<p>6.28 Describe the effects of the Aryan migration into India, including changes to religion, social structure, and language.</p>			X	<p>Reading – Explore – Changes in Hinduism Over Time Learning About World Religions: Hinduism</p> <p>Reading – Explore – Tribal Migrations in India Unlocking the Secrets of Mohenjodaro</p>
<p>6.29 Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.</p>			X	<p>Reading – Explore – Tribal Migrations in India Unlocking the Secrets of Mohenjodaro</p> <p>Reading – Section 2 – Hinduism and Social Structure Learning About World Religions: Hinduism</p>
<p>6.30 Describe the origins and central features of Hinduism:</p> <ul style="list-style-type: none"> • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha 			X	<p>Classroom Activity – Slideshow Learning About World Religions: Hinduism</p> <p>Reading – Explore – Changes in Hinduism Over Time Learning About World Religions: Hinduism</p> <p>Reading – Introduction Learning About World Religions: Hinduism</p> <p>Reading – Literature – The Ramayana Learning About World Religions: Hinduism</p> <p>Reading – Section 1 – The Origins of Hinduism Learning About World Religions: Hinduism</p> <p>Reading – Section 2 – Hinduism and Social Structure Learning About World Religions: Hinduism</p> <p>Reading – Section 3 – Hindu Beliefs About Brahman Learning About World Religions: Hinduism</p> <p>Reading – Section 4 – Hindu Beliefs About Deities</p>

			<p>Learning About World Religions: Hinduism Reading – Section 5 – Hindu Beliefs About Dharma Learning About World Religions: Hinduism Reading – Section 6 – Hindu Beliefs About Karma Learning About World Religions: Hinduism Reading – Section 7 – Hindu Beliefs About Samsara Learning About World Religions: Hinduism</p>
<p>6.31 Describe the origins and central features of Buddhism: • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana</p>		X	<p>Classroom Activity – Slideshow Learning About World Religions: Buddhism Reading – Introduction Learning About World Religions: Buddhism Reading – Investigating Primary Sources – What Are Different Ways Buddhist Principles Were Passed Down? Learning About World Religions: Buddhism Reading – Section 1 – Prince Siddhartha’s Birth Learning About World Religions: Buddhism Reading – Section 2 – The Prince’s Royal Life Learning About World Religions: Buddhism Reading – Section 3 – The Prince Discovers Three Forms of Suffering Learning About World Religions: Buddhism Reading – Section 4 – The Prince Becomes an Ascetic Learning About World Religions: Buddhism Reading – Section 5 – The Prince Becomes the Buddha Learning About World Religions: Buddhism Reading – Section 6 – The Buddha’s Teachings Learning About World Religions: Buddhism Reading – Summary Learning About World Religions: Buddhism Reading – Explore – Buddhism Spreads Worldwide Learning About World Religions: Buddhism</p>
<p>6.32 Analyze the achievements of ancient India, including medical education, medical techniques, yoga as a Hindu practice, and mathematics (e.g., Hindu-Arabic numerals).</p>		X	<p>Classroom Activity – Slideshow The Achievements of the Gupta Empire Reading – Introduction The Achievements of the Gupta Empire Reading – Primary Source – Travels in India</p>

			<p>The Achievements of the Gupta Empire Reading - Section 1 - The Rise of the Gupta Empire The Achievements of the Gupta Empire Reading - Section 2 - Universities The Achievements of the Gupta Empire Reading - Section 3 - Literature The Achievements of the Gupta Empire Reading - Section 3 - The Great Bath Unlocking the Secrets of Mohenjodaro Reading - Section 4 - Painting The Achievements of the Gupta Empire Reading - Section 5 - Sculpture The Achievements of the Gupta Empire Reading - Section 6 - Metalwork The Achievements of the Gupta Empire Reading - Section 7 - Mathematics The Achievements of the Gupta Empire Reading - Section 8 - Roads The Achievements of the Gupta Empire</p>
<p>6.33 Identify and locate on a map geographical features of ancient China, including: • Gobi Desert • Himalayan Mountains • Pacific Ocean • Plateau of Tibet • Yangtze River • Yellow River</p>		<p>X</p>	<p>Classroom Activity - Slideshow Geography and the Early Settlement of China Reading - Introduction Geography and the Early Settlement of China Reading - Section 1 - An Overview of China's Geography Geography and the Early Settlement of China Reading - Section 2 - The Tibet-Qinghai Plateau Geography and the Early Settlement of China Reading - Section 3 - The Northwestern Deserts Geography and the Early Settlement of China Reading - Section 4 - The Northeastern Plain Geography and the Early Settlement of China Reading - Section 5 - The North China Plain Geography and the Early Settlement of China Reading - Section 6 - The Chang Jiang Basins Geography and the Early Settlement of China Reading - Section 7 - Early Settlement in Ancient China Geography and the Early Settlement of China</p>

			<p>Reading - Section 8 - Ancient China's Isolation Geography and the Early Settlement of China</p> <p>Reading - Section 9 - Different Regions, Different Ways of Life Geography and the Early Settlement of China</p> <p>Unit Project - Geography Challenge Ancient China</p>
<p>6.34 Explain the origin of ancient China's civilizations in the Yellow River Valley (e.g., Xia and Shang Dynasty).</p>			<p>X</p> <p>Classroom Activity - Slideshow The Shang Dynasty</p> <p>Reading - Introduction The Shang Dynasty</p> <p>Reading - Section 1 - A Shang Capital City The Shang Dynasty</p> <p>Reading - Section 2 - Shang Government The Shang Dynasty</p> <p>Reading - Section 3 - Shang Social Classes The Shang Dynasty</p> <p>Reading - Section 4 - Establishing Communities From Hunters and Gatherers to Farmers</p> <p>Reading - Section 4 - Shang Religion The Shang Dynasty</p> <p>Reading - Section 5 - Shang Writing The Shang Dynasty</p> <p>Reading - Section 6 - Shang Art The Shang Dynasty</p> <p>Reading - Section 7 - Shang Technology The Shang Dynasty</p> <p>Reading - Section 8 - The End of the Shang Dynasty The Shang Dynasty</p> <p>Unit Project - Timeline Challenge Ancient China</p>
<p>6.35 Analyze how China's geography made governing difficult and influenced isolation from the rest of the world.</p>			<p>X</p> <p>Classroom Activity - Slideshow Geography and the Early Settlement of China</p> <p>Classroom Activity - Slideshow The Silk Road</p> <p>Classroom Activity - Slideshow The Han Dynasty</p>

			<p>Reading - Introduction The Shang Dynasty</p> <p>Reading - Introduction Geography and the Early Settlement of China</p> <p>Reading - Section 1 - A Shang Capital City The Shang Dynasty</p> <p>Reading - Section 1 - An Overview of China's Geography Geography and the Early Settlement of China</p> <p>Reading - Section 2 - The Tibet-Qinghai Plateau Geography and the Early Settlement of China</p> <p>Reading - Section 3 - The Northwestern Deserts Geography and the Early Settlement of China</p> <p>Reading - Section 4 - The Northeastern Plain Geography and the Early Settlement of China</p> <p>Reading - Section 5 - The North China Plain Geography and the Early Settlement of China</p> <p>Reading - Section 6 - The Chang Jiang Basins Geography and the Early Settlement of China</p> <p>Reading - Section 7 - Early Settlement in Ancient China Geography and the Early Settlement of China</p> <p>Reading - Section 8 - Ancient China's Isolation Geography and the Early Settlement of China</p> <p>Reading - Section 9 - Different Regions, Different Ways of Life Geography and the Early Settlement of China</p> <p>Unit Project - Geography Challenge Ancient China</p> <p>Unit Project - Inquiry Project Ancient China</p>
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<p>6.36 Describe the concepts of the Mandate of Heaven, its origin in the Zhou Dynasty, and how Legalism emerged as a solution to cultural, geographic, and political challenges.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Three Chinese Philosophies</p> <p>Reading - Explore - Confucianism: One Man's Great Vision for Ancient China Three Chinese Philosophies</p> <p>Reading - Introduction Three Chinese Philosophies</p> <p>Reading - Primary Source - Lessons for Women</p>
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			<p>Three Chinese Philosophies Reading - Section 1 - A Shang Capital City The Shang Dynasty Reading - Section 1 - The Zhou Dynasty Three Chinese Philosophies Reading - Section 2 - Confucianism Three Chinese Philosophies Reading - Section 3 - Daoism Three Chinese Philosophies Reading - Section 4 - Ending Opposition The First Emperor of China Reading - Section 4 - Legalism Three Chinese Philosophies Unit Project - Timeline Challenge Ancient China</p>
<p>6.37 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty, including building projects (e.g., the Great Wall, roads and canals), and a standardized writing system.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The First Emperor of China Reading - Introduction The First Emperor of China Reading - Reading Further - China's Great Walls The First Emperor of China Reading - Section 1 - Creating an Empire The First Emperor of China Reading - Section 2 - Standardizing the Culture The First Emperor of China Reading - Section 3 - Protecting the Northern Border The First Emperor of China Reading - Section 4 - Ending Opposition The First Emperor of China Reading - Section 4 - Legalism Three Chinese Philosophies Reading - Section 5 - The Emperor's Death and the End of the Qin Dynasty The First Emperor of China Unit Project - Applying World History Themes Ancient China Unit Project - Geography Challenge</p>

				<p>Ancient China</p> <p>Unit Project - Timeline Challenge</p> <p>Ancient China</p>
<p>6.38 Identify the political and cultural problems prevalent in the time of Confucius, and how the philosophy of Confucianism and <i>The Analects</i> emphasized the concepts of kinship, order, and hierarchy to address these problems.</p>			X	<p>Classroom Activity - Slideshow</p> <p>Three Chinese Philosophies</p> <p>Reading - Explore - Confucianism: One Man's Great Vision for Ancient China</p> <p>Three Chinese Philosophies</p> <p>Reading - Introduction</p> <p>Three Chinese Philosophies</p> <p>Reading - Section 1 - The Zhou Dynasty</p> <p>Three Chinese Philosophies</p> <p>Reading - Section 2 - Confucianism</p> <p>Three Chinese Philosophies</p>
<p>6.39 Explain how the Han Dynasty's political success was influenced by Confucianism, and describe major accomplishments such as the magnetic compass, paper making, porcelain, silk, seismograph and woodblock printing.</p>			X	<p>Classroom Activity - Slideshow</p> <p>The Han Dynasty</p> <p>Reading - Explore - Confucianism: One Man's Great Vision for Ancient China</p> <p>Three Chinese Philosophies</p> <p>Reading - Explore - Daily Life During the Han Dynasty</p> <p>The Han Dynasty</p> <p>Reading - Introduction</p> <p>The Han Dynasty</p> <p>Reading - Literature - Muk Lan's Parting: An Anonymous Ballad</p> <p>The Han Dynasty</p> <p>Reading - Section 1 - Warfare</p> <p>The Han Dynasty</p> <p>Reading - Section 2 - Government</p> <p>The Han Dynasty</p> <p>Reading - Section 2 - Standardizing the Culture</p> <p>The First Emperor of China</p> <p>Reading - Section 3 - Agriculture</p> <p>The Han Dynasty</p> <p>Reading - Section 4 - Industry</p> <p>The Han Dynasty</p>

				<p>Reading - Section 6 - Medicine The Han Dynasty</p> <p>Reading - Section 7 - Science The Han Dynasty</p>
<p>6.40 Explain how the development of the Silk Road led to cultural diffusion between China and Eurasia, including traded goods and the spread of Buddhism into ancient China.</p>			X	<p>Classroom Activity - Slideshow The Silk Road</p> <p>Reading - Introduction The Silk Road</p> <p>Reading - Investigating Primary Sources - How Did Geography Affect Travelers Along the Silk Road? The Silk Road</p> <p>Reading - Investigating Primary Sources - What Are Different Ways Buddhist Principles Were Passed Down? Learning About World Religions: Buddhism</p> <p>Reading - Section 1 - The Opening of the Silk Road The Silk Road</p> <p>Reading - Section 2 - The Eastern Silk Road The Silk Road</p> <p>Reading - Section 3 - The Western Silk Road The Silk Road</p> <p>Reading - Section 4 - Cultural Exchanges and the Silk Road The Silk Road</p> <p>Unit Project - Timeline Challenge Ancient China</p>
<p>6.41 Identify and locate on a map geographical and political features of ancient Greece, including: • Aegean Sea • Asia Minor • Athens • Macedonia • Mediterranean Sea • Peloponnesian peninsula • Sparta</p>			X	<p>Classroom Activity - Slideshow Geography and the Settlement of Greece</p> <p>Reading - Introduction Geography and the Settlement of Greece</p> <p>Reading - Section 1 - Isolated Communities and the Difficulties of Travel Geography and the Settlement of Greece</p> <p>Reading - Section 2 - Farming in Ancient Greece Geography and the Settlement of Greece</p> <p>Reading - Section 3 - Starting Colonies Geography and the Settlement of Greece</p> <p>Reading - Section 4 - Trading for Needed Goods</p>

			<p>Geography and the Settlement of Greece Reading – Section 6 – Geography The Legacy of Ancient Greece Unit Project – Geography Challenge Ancient Greece</p>
<p>6.42 Analyze how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.</p>		X	<p>Classroom Activity – Slideshow Geography and the Settlement of Greece Reading – Introduction Geography and the Settlement of Greece Reading – Section 1 – Isolated Communities and the Difficulties of Travel Geography and the Settlement of Greece Reading – Section 2 – Farming in Ancient Greece Geography and the Settlement of Greece Reading – Section 3 – Starting Colonies Geography and the Settlement of Greece Reading – Section 4 – Trading for Needed Goods Geography and the Settlement of Greece Reading – Section 6 – Geography The Legacy of Ancient Greece Unit Project – Geography Challenge Ancient Greece</p>
<p>6.43 Examine the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.</p>		X	<p>Classroom Activity – Slideshow Life in Two City–States: Athens and Sparta Classroom Activity – Slideshow The Golden Age of Athens Classroom Activity – Slideshow The Legacy of Ancient Greece Classroom Activity – Slideshow Geography and the Settlement of Greece Reading – Explore – Case Study of Government in Athens The Rise of Democracy Reading – Explore – Hellenism Alexander the Great and His Empire Reading – Explore – The Peloponnesian Wars Fighting the Greco–Persian Wars</p>

			<p>Reading - Exploring the Social Sciences - Painting the Gods The Legacy of Ancient Greece</p> <p>Reading - Introduction Life in Two City-States: Athens and Sparta</p> <p>Reading - Primary Source - Athens vs. Sparta Life in Two City-States: Athens and Sparta</p> <p>Reading - Primary Source - Pericles' Funeral Oration The Golden Age of Athens</p> <p>Reading - Section 1 - Comparing Two City-States Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 2 - Athenian Government Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 3 - Athenian Economy Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 4 - Education in Athens Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 5 - Women and Enslaved People in Athens Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 6 - Spartan Government Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 7 - Spartan Economy Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 8 - Education in Sparta Life in Two City-States: Athens and Sparta</p> <p>Reading - Section 9 - Women and Enslaved People in Sparta Life in Two City-States: Athens and Sparta</p> <p>Unit Project - Applying World History Themes Ancient Greece</p> <p>Unit Project - Geography Challenge Ancient Greece</p> <p>Unit Project - Timeline Challenge Ancient Greece</p>
<p>6.44 Contrast the characteristics of the major Greek city-states of Athens and Sparta, including:</p> <ul style="list-style-type: none"> • Approaches to education • Geographic locations • Role of enslaved persons • Status of women • Styles of government (i.e., direct democracy and oligarchy) 		X	<p>Classroom Activity - Slideshow Life in Two City-States: Athens and Sparta</p> <p>Reading - Introduction Life in Two City-States: Athens and Sparta</p> <p>Reading - Primary Source - Athens vs. Sparta</p>

			<p>Life in Two City–States: Athens and Sparta Reading – Section 1 – Comparing Two City–States Life in Two City–States: Athens and Sparta Reading – Section 2 – Athenian Government Life in Two City–States: Athens and Sparta Reading Section 3 – Athenian Economy Life in Two City–States: Athens and Sparta Reading Section 4 – Education in Athens Life in Two City–States: Athens and Sparta Reading – Section 5 – Women and Enslaved People in Athens Life in Two City–States: Athens and Sparta Reading – Section 6 – Spartan Government Life in Two City–States: Athens and Sparta Section 7 – Spartan Economy Life in Two City–States: Athens and Sparta Section 8 – Education in Sparta Life in Two City–States: Athens and Sparta Reading – Section 9 – Women and Enslaved People in Sparta Life in Two City–States: Athens and Sparta</p>
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<p>6.45 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states.</p>		<p>X</p>	<p>Classroom Activity – Slideshow Fighting the Greco–Persian Wars Reading – Explore – The Peloponnesian Wars Fighting the Greco–Persian Wars Reading – Introduction Fighting the Greco–Persian Wars Reading – Section 1 – The Persian Empire Fighting the Greco–Persian Wars Reading – Section 2 – The Ionian Revolt Fighting the Greco–Persian Wars Reading – Section 3 – Religion in Ancient Persia The Achievements of Ancient Persia Reading – Section 3 – The Battle of Marathon Fighting the Greco–Persian Wars Reading – Section 4 – The Battle of Thermopylae Fighting the Greco–Persian Wars</p>
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			<p>Reading – Section 5 – The Battle of Salamis Fighting the Greco–Persian Wars</p> <p>Reading – Section 6 – The Battle of Plataea Fighting the Greco–Persian Wars</p> <p>Unit Project – Timeline Challenge Ancient Greece</p>
<p>6.46 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and weakened the city-states.</p>		X	<p>Classroom Activity – Slideshow Alexander the Great and His Empire</p> <p>Reading – Explore – The Peloponnesian Wars Fighting the Greco–Persian Wars</p> <p>Reading – Introduction Alexander the Great and His Empire</p> <p>Reading – Section 1 – The Peloponnesian War and the Rise of Macedonia Alexander the Great and His Empire</p> <p>Unit Project – Timeline Challenge Ancient Greece</p>
<p>6.47 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.</p>		X	<p>Classroom Activity – Slideshow The Golden Age of Athens</p> <p>Reading – Exploring the Social Sciences – Painting the Gods The Legacy of Ancient Greece</p> <p>Reading – Section 2 – Greek Religion The Golden Age of Athens</p> <p>Reading – Section 5 – How Alexander Used Religion Alexander the Great and His Empire</p> <p>Reading – Section 7 – Greek Sports The Golden Age of Athens</p> <p>Reading – Section 7 – The Influence of Greek Religion Geography and the Early Development of Rome</p> <p>Unit Project – Timeline Challenge Foundations of History</p>
<p>6.48 Examine the influence of major ancient Greek philosophers (i.e., Socrates, Plato, and Aristotle) and their impact on education and society in ancient Greece.</p>		X	<p>Classroom Activity – Slideshow The Golden Age of Athens</p> <p>Classroom Activity – Slideshow The Legacy of Ancient Greece</p>

			<p>Profiles in History - In Search of a Perfect World: The Life of Plato The Golden Age of Athens Reading - Introduction The Golden Age of Athens Reading - Introduction The Legacy of Ancient Greece Reading - Primary Source - Pericles' Funeral Oration The Golden Age of Athens Reading - Section 6 - Greek Philosophy The Golden Age of Athens Reading - Section 7 - Biology The Legacy of Ancient Greece</p>
<p>6.49 Describe the purposes of major Greek architecture (e.g., columns), including the Parthenon and the Acropolis.</p>		<p>X</p>	<p>Classroom Activity - Slideshow The Golden Age of Athens Classroom Activity - Slideshow The Legacy of Ancient Greece Reading - Section 3 - Greek Architecture The Golden Age of Athens Reading - Section 8 - Architecture The Legacy of Ancient Greece Reading - Section 9 - Theater The Legacy of Ancient Greece</p>
<p>6.50 Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture.</p>		<p>X</p>	<p>Classroom Activity - Slideshow Alexander the Great and His Empire Reading - Explore - Hellenism Alexander the Great and His Empire Reading - Introduction Alexander the Great and His Empire Reading - Section 1 - The Peloponnesian War and the Rise of Macedonia Alexander the Great and His Empire Reading - Section 2 - Alexander Creates an Empire Alexander the Great and His Empire Reading - Section 3 - Alexander's Plan to Unite His Empire Alexander the Great and His Empire</p>

			<p>Reading – Section 4 – How Alexander Spread Greek Ideas Alexander the Great and His Empire</p> <p>Reading – Section 5 – How Alexander Used Religion Alexander the Great and His Empire</p> <p>Reading – Section 6 – How Alexander Adopted the Ways of Conquered Cultures Alexander the Great and His Empire</p> <p>Reading – Section 7 – Alexander’s Empire Crumbles Alexander the Great and His Empire</p> <p>Unit Project – Timeline Challenge Ancient Greece</p>
<p>6.51 Identify and locate on a map the geographical and political features of ancient Rome, including:</p> <ul style="list-style-type: none"> • Constantinople • Italian Alps • Italian Peninsula • Mediterranean Sea • Rome • Tiber River 		X	<p>Classroom Activity – Slideshow Geography and the Early Development of Rome</p> <p>Reading – Introduction Geography and the Early Development of Rome</p> <p>Reading – Section 1 – Early Romans and Their Neighbors Geography and the Early Development of Rome</p> <p>Unit Project – Geography Challenge Ancient Rome</p>
<p>6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.</p>		X	<p>Classroom Activity – Slideshow The Rise of the Roman Republic</p> <p>Classroom Activity – Slideshow Geography and the Early Development of Rome</p> <p>Classroom Activity – Slideshow From Republic to Empire</p> <p>Reading – Introduction Geography and the Early Development of Rome</p> <p>Reading – Section 1 – Early Romans and Their Neighbors Geography and the Early Development of Rome</p> <p>Reading – Section 1 – From Republic to Empire: An Overview From Republic to Empire</p> <p>Reading – Section 2 – Rome’s Conquest of the Italian Peninsula, 509 B.C.E. to 264 B.C.E. From Republic to Empire</p> <p>Unit Project – Geography Challenge Ancient Rome</p>

<p>6.53 Describe the class system of ancient Rome, including the role of patricians, plebeians, and enslaved people in Roman society.</p>			<p>X</p> <p>Classroom Activity - Slideshow Daily Life in the Roman Empire Reading - Introduction Daily Life in the Roman Empire Reading - Section 1 - Daily Life in Ancient Rome Daily Life in the Roman Empire Reading - Section 2 - Law and Order Daily Life in the Roman Empire Reading - Section 4 - Family Life Daily Life in the Roman Empire Reading - Section 5 - Food and Drink Daily Life in the Roman Empire Reading - Section 6 - Housing Daily Life in the Roman Empire Reading - Section 7 - Education Daily Life in the Roman Empire Reading - Section 8 - Recreation Daily Life in the Roman Empire Reading - Section 9 - Country Life Daily Life in the Roman Empire</p>
<p>6.54 Describe the government of the Roman Republic, including: • Branches of government • Checks and balances • Civic participation • Representative democracy • The rule of law and the Twelve Tables</p>			<p>X</p> <p>Classroom Activity - Slideshow The Rise of the Roman Republic Reading - Explore - Changing Citizenship in the Roman Republic The Rise of the Roman Republic Reading - Explore - Cincinnatus and Roman Citizenship The Rise of the Roman Republic Reading - Introduction The Rise of the Roman Republic Reading - Section 1 - Patricians and Plebeians Under Etruscan Rule The Rise of the Roman Republic Reading - Section 2 - The Patricians Create a Republic The Rise of the Roman Republic Reading - Section 3 - The Plebeians Rebel The Rise of the Roman Republic Reading - Section 4 - The Plebeians Gain Political Equality</p>

			The Rise of the Roman Republic
<p>6.55 Describe the characteristics of Julius Caesar’s rule, including: • Leadership in the military • Popularity amongst plebeians • Role as dictator for life • Assassination</p>		X	<p>Classroom Activity - Slideshow From Republic to Empire Reading - Explore - The Roman and Persian Empires at War From Republic to Empire Reading - Explore - Trade Routes and Currency Help the Romans Build a Stronger Empire From Republic to Empire The Legacy of Rome in the Modern World Reading - Section 1 - From Republic to Empire: An Overview From Republic to Empire Reading - Section 4 - Expansion During the Final Years of the Republic, 145 B.C.E. to 44 B.C.E. From Republic to Empire Reading - Section 5 - Rome Becomes an Empire, 44 B.C.E. to 14 C.E. From Republic to Empire</p>
<p>6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.</p>		X	<p>Classroom Activity - Slideshow From Republic to Empire Reading - Section 1 - From Republic to Empire: An Overview From Republic to Empire Reading - Section 5 - Rome Becomes an Empire, 44 B.C.E. to 14 C.E. From Republic to Empire</p>
<p>6.57 Determine how the engineering and architectural achievements of Ancient Rome influenced daily life, including the role of: • Aqueducts • Arches • Bridges • Domes • Roads • Sanitation • The Colosseum</p>		X	<p>Classroom Activity - Slideshow The Legacy of Rome in the Modern World Reading - Exploring Connections to Today - Lessons from Pompeii The Legacy of Rome in the Modern World Reading - Introduction The Legacy of Rome in the Modern World Reading - Section 1 - Daily Life in Ancient Rome Daily Life in the Roman Empire Reading - Section 2 - Art</p>

			<p>The Legacy of Rome in the Modern World Reading – Section 2 – The Influence of Etruscan Engineering Geography and the Early Development of Rome Reading – Section 3 – Architecture and Engineering The Legacy of Rome in the Modern World Reading – Section 4 – The Influence of Greek Architecture Geography and the Early Development of Rome Reading – Section 6 – Housing Daily Life in the Roman Empire Reading – Section 8 – Recreation Daily Life in the Roman Empire Reading – Section 9 – Country Life Daily Life in the Roman Empire</p>
<p>6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.</p>		X	<p>Classroom Activity – Slideshow Daily Life in the Roman Empire Classroom Activity – Slideshow The Legacy of Rome in the Modern World Reading – Section 3 – Religion Daily Life in the Roman Empire Reading – Section 7 – The Influence of Greek Religion Geography and the Early Development of Rome</p>
<p>6.59 Describe the origins and central features of Christianity: • Key Person(s) Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah</p>		X	<p>Classroom Activity – Slideshow Learning About World Religions: Christianity Classroom Activity – Slideshow The Origins and Spread of Christianity Reading – Introduction The Origins and Spread of Christianity Reading – Introduction Learning About World Religions: Christianity Reading – Section 1 – Judea: The Birthplace of Christianity The Origins and Spread of Christianity Reading – Section 1 – The Central Beliefs of Christianity Learning About World Religions: Christianity Reading – Section 2 – The Birth of Jesus The Origins and Spread of Christianity Reading – Section 3 – Christian Sacraments</p>

			<p>Learning About World Religions: Christianity</p> <p>Reading – Section 3 – The Life and Death of Jesus</p> <p>The Origins and Spread of Christianity</p> <p>Reading – Section 4 – The Missionary Work of Paul</p> <p>The Origins and Spread of Christianity</p> <p>Reading – Section 5 – Christianity Spreads</p> <p>The Origins and Spread of Christianity</p> <p>Reading – Section 5 – The Christian Year</p> <p>Learning About World Religions: Christianity</p>
<p>6.60 Explain the reasons for the expulsion of the Jews from their homeland by the Romans (i.e., the Jewish diaspora).</p>		X	<p>Reading – Section 1 – Judea: The Birthplace of Christianity</p> <p>The Origins and Spread of Christianity</p> <p>Reading – Section 2 – Foreign Rule and the Jewish Diaspora</p> <p>Learning About World Religions: Judaism</p> <p>Reading – Section 3 – Preserving the Teachings of Judaism</p> <p>Learning About World Religions: Judaism</p>
<p>6.61 Explain the division of the Roman Empire into East and West, and identify why Constantinople was established as the capital by Constantine.</p>		X	<p>Classroom Activity – Slideshow</p> <p>Learning About World Religions: Christianity</p> <p>Classroom Activity – Slideshow</p> <p>The Origins and Spread of Christianity</p> <p>Reading – Section 1 – The End of the Empire in the West</p> <p>The Legacy of Rome in the Modern World</p> <p>Reading – Section 5 – A World of Changes, 300–1750 C.E.</p> <p>Themes of World History</p> <p>Reading – Summary</p> <p>The Legacy of Rome in the Modern World</p>
<p>6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.</p>		X	<p>Classroom Activity – Slideshow</p> <p>Learning About World Religions: Christianity</p> <p>Classroom Activity – Slideshow</p> <p>The Origins and Spread of Christianity</p> <p>Reading – Introduction</p> <p>The Legacy of Rome in the Modern World</p> <p>Reading – Section 1 – The End of the Empire in the West</p> <p>The Legacy of Rome in the Modern World</p> <p>Reading – Section 5 – A World of Changes, 300–1750 C.E.</p> <p>Themes of World History</p>

				<p>Reading - Section 5 - Rome Becomes an Empire, 44 B.C.E. to 14 C.E.</p> <p>From Republic to Empire</p> <p>Reading - Summary</p> <p>From Republic to Empire</p> <p>Reading - Summary</p> <p>The Legacy of Rome in the Modern World</p>
Total 124				



Table 2: Instructional Focus

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Essential Questions	Lacks essential questions, or questions are fact based and closed ended.	Essential questions are present but lack depth, relevance, or alignment to standards.	Text includes open-ended, thought provoking questions that encourage inquiry and align with the big ideas.	2	<p>Unit Inquiry Projects begin with a Compelling Question that anchors instruction around big ideas rather than recall. Each TCI lesson centers on an open-ended Essential Question aligned with unit goals, prompting students to analyze information, evaluate perspectives, and construct explanations.</p> <p>Reading - Introduction Ancient Sumer</p> <p>Unit Project - Inquiry Project Ancient China</p>
Supporting Questions	Lacks supporting questions or those included are unrelated to	Supporting questions are present but only partially develop key concepts or	Clear, scaffolded supporting questions build toward answering the	2	<p>Unit Inquiry Projects include (or guide students to generate) scaffolded Supporting Questions that build concept by concept toward answering the Compelling Question. These questions organize lessons and sources so students can investigate, revise their thinking, and synthesize learning into an evidence-based response.</p>

	compelling questions.	inquiry.	compelling question.		<p>Unit Project – Inquiry Project Ancient Greece</p> <p>Unit Project – Inquiry Project Ancient Egypt and the Middle East</p>
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Student Centered Learning	Materials are teacher-directed with no student autonomy or exploration.	Materials includes occasional student centered activities.	Materials promote a student centered approach that promotes inquiry, choice, and collaboration, with materials designed to support exploration, critical thinking, and real-world problem-solving.	2	<p>TCI's programs follow The TCI Approach, prioritizing active learning through structured collaboration, simulations, and inquiry routines that require students to do the intellectual work. Classroom Activities and Inquiry Projects provide meaningful choice in how students discuss, write, and demonstrate understanding. Video Activities add flexibility, allowing students to control the pace of their learning with sequenced short videos, interactive tasks, and built-in assessments.</p> <p>Classroom Activity – Slideshow The Rise of Sumerian City–States</p> <p>Classroom Activity – Slideshow The Silk Road</p>
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Disciplinary Literacy	Lacks meaningful engagement with disciplinary literacy; focus is on rote memorization.	Few opportunities for disciplinary thinking; tasks are often recall based or procedural.	Students consistently engage in authentic disciplinary practices through inquiry, primary source analysis, and evidence-based writing.	2	<p>Students regularly read, write, speak, and reason like social scientists by analyzing maps, images, and primary and secondary sources and using evidence in discussion and writing. TCI lessons include source-based prompts and writing tasks (e.g., Processing and Writing for Understanding) that require claims supported by textual and visual evidence. Students analyze and compare artifacts, documents, and data through Investigating Primary Sources activities and the Unit Inquiry Project to answer investigative questions.</p> <p>Reading – Investigating Primary Sources – How Did Geography Affect Travelers Along the Silk Road? The Silk Road</p>
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					Unit Project - Applying World History Themes Ancient Greece
Multiple Perspectives and Narratives	Materials lack diverse perspectives and experiences.	Attempts to include diverse voices, but representation is superficial or unbalanced.	Meaningful inclusion of multiple perspectives is integrated into narratives	2	TCI integrates multiple perspectives through diverse sources and narratives (e.g., biographies, literature, primary sources) and asks students to compare viewpoints and consider context. Teacher guidance supports facilitating discussion of complex topics in respectful, evidence-based ways. Reading - Section 5 - Women and Enslaved People in Athens Life in Two City-States: Athens and Sparta Reading - Biography - The Power of Friendship: The Lives of Naomi and Ruth The Origins of Judaism
Concepts before Vocabulary	Emphasis on vocabulary memorization over conceptual understanding.	In some instances, materials develop conceptual meaning first.	In all instances, conceptual understanding is prioritized; vocabulary is introduced after students explore ideas.	2	Each lesson begins with a Preview that builds background knowledge and conceptual understanding before the formal introduction of key terms. Vocabulary is then reinforced through purposeful practice (e.g., Vocabulary Activities and application during Reading and Processing) so students use terms in context. Classroom Activity - Slideshow The Kingdom of Kush Reading - Introduction Geography and the Early Settlement of Egypt, Kush, and Canaan
Connections across content ideas	Content is presented in isolated segments and lacks connections across time, themes, or disciplines.	Students are occasionally prompted to relate new content to prior knowledge or other disciplines, but support for making these connections	The material consistently and intentionally connects key concepts across time periods, geographic regions, and building on	2	TCI's programs use a coherent spiral design that intentionally revisits and deepens key concepts across units, so students make connections across time periods and geographic regions. Units intentionally foreground geography and spatial thinking so students can analyze how location, resources, and environment shape societies and historical developments, then apply those ideas when studying new regions and eras. Recurring routines—such as Geography Challenges, Timeline Challenges, and end-of-lesson Processing—ask students to

		is limited.	prior knowledge allowing students to deepen their understanding.		compare patterns, trace continuity and change, and apply previously learned concepts (e.g., cause and effect, civics concepts, cultural diffusion) to new contexts, supporting deeper understanding over time. Unit Project - Applying World History Themes Ancient Egypt and the Middle East Classroom Activity - Slideshow The Achievements of the Gupta Empire
Connects across disciplines	Lacks connections with other subject areas.	Basic or infrequent interdisciplinary connections.	Strong, intentional connections to ELA, math, science, arts, etc., enhancing understanding.	2	TCI lessons intentionally connect social studies to ELA through frequent reading, evidence-based writing, and structured speaking/listening routines. Connections to math are built through analysis of charts, graphs, and timelines, while connections to the arts are developed by using art and architecture as historical evidence of cultural values and change over time. TCI also integrates science concepts by exploring how technology, natural resources, and human-environment interactions have shaped societies. Classroom Activity - Slideshow The Legacy of Rome in the Modern World Reading - Section 4 - Sports and the Arts in Ancient Persia The Achievements of Ancient Persia
Review Opportunities	Lacks built-in opportunities to review or reinforce concepts.	Some reviews included but lacks variety or alignment with learning goals.	Frequent and varied opportunities to review and reinforce key ideas and skills.	2	TCI's programs build frequent, standards-aligned review into lessons and units through Reading Checks, lesson games, and Processing tasks that require students to retrieve and apply learning (not just reread). Video Activities also reinforce key ideas through guided viewing with embedded questions. Units also include summative opportunities—such as the Unit Inquiry Project and unit assessments—that ask students to synthesize learning and demonstrate mastery using evidence. Lesson Review Game Exploring Four Empires of Mesopotamia Processing Activity Daily Life in Ancient Egypt

					Video Activity The Silk Road
Total 18					



Table 3: Attending to the Social Studies Practices (SSPs)

Directions:
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Collect information from various primary and secondary sources	Relies of a single source or lacks source integration.	Uses multiple sources inconsistently or with limited relevance.	Effectively integrates a diverse range of relevant sources (e.g., texts, media, data, artifacts).	2	<p>Lessons routinely incorporate multiple source types (e.g., primary sources, maps, images, secondary readings, and multimedia) so students gather information from more than one perspective. Digital Reading supports make these sources accessible while keeping students anchored in grade-level content.</p> <p>Reading - Investigating Primary Sources - How Did Geography Affect Travelers Along the Silk Road? The Silk Road</p> <p>Classroom Activity - Slideshow Three Chinese Philosophies</p>
Critically examine primary & secondary sources	Lacks examination or reference to source types.	Some attempt to differentiate or analyze sources but lacks depth or clarity.	Provides clear opportunities to analyze, compare, and evaluate both primary and secondary sources.	2	<p>Students analyze source content and reliability through recurring routines (e.g., Investigating Primary Sources) and close-reading prompts that address both primary and secondary sources. Tasks require students to compare accounts, evaluate the author's perspective or bias, and use evidence from multiple sources to justify conclusions and support claims.</p> <p>Reading - Investigating Primary Sources - Why Did Gladiators Fight?</p>

					<p>Daily Life in the Roman Empire</p> <p>Reading - Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush</p> <p>The Kingdom of Kush</p>
<p>Synthesize data from multiple sources</p>	<p>Materials do not include opportunities for synthesis, comparison, or integration of ideas.</p>	<p>The materials provide data or information from multiple sources, but students are only asked to observe or reference it without meaningful analysis or synthesis.</p>	<p>Students are actively engaged in tasks that require students to integrate information meaningfully and evaluate relationships across sources.</p>	<p>2</p>	<p>TCI's inquiry structure requires students to integrate information across texts, visuals, and activities to answer Essential Questions and unit Compelling Questions. Processing tasks and Inquiry Projects explicitly prompt students to connect evidence across sources and explain relationships (e.g., cause/effect, comparison, change over time).</p> <p>Reading - Investigating Primary Sources - What Do Dramas of Ancient Greece Reveal About Its Society?</p> <p>The Golden Age of Athens</p> <p>Unit Project - Inquiry Project</p> <p>Ancient Egypt and the Middle East</p>
<p>Construct and communicate ideas supported by evidence</p>	<p>Students are not expected to justify their ideas with evidence or claims.</p>	<p>Students are occasionally asked to use evidence to support their ideas, but tasks may be formulaic, limited in rigor, or lacking in source diversity.</p>	<p>The material consistently engages students in developing claims, arguments, or interpretations using relevant and credible evidence from primary and secondary sources.</p>	<p>2</p>	<p>Students regularly develop claims in discussions and in written responses using evidence from readings, including primary and secondary sources. Unit Inquiry Projects require students to communicate conclusions in a product or presentation grounded in evidence constructed from the lessons in the unit.</p> <p>Classroom Activity - Slideshow</p> <p>The Legacy of Rome in the Modern World</p> <p>Reading - Investigating Primary Sources - How Did the Different Social Classes of Sumer Interact with One Another?</p> <p>Ancient Sumer</p>

Develop historical awareness	Lacks connection to historical context, change, or continuity.	The material includes some elements of historical thinking (e.g., timelines, multiple accounts), but these are inconsistently used or shallowly explored.	Students consistently engage with historical content in ways that develop deep historical awareness.	2	<p>TCI strengthens historical thinking through timelines, sequencing, and analysis of change and continuity across eras. Units close with a Timeline Challenge, and historical thinking is embedded throughout lesson activities and readings as students place events in context and explain causes and consequences using evidence from multiple sources.</p> <p>Unit Project - Timeline Challenge Ancient Rome</p> <p>Reading - Primary Source - Through the Eyes of a Historian: Herodotus Writes About Kush The Kingdom of Kush</p>
Develop geographic awareness	Materials lacks geographic thinking or map based analysis.	Students occasionally engage in geographic analysis, such as reading maps or discussing location, but activities are limited in scope or depth	Students consistently use geographic tools and perspectives to investigate spatial patterns, relationships, and processes across different scales.	2	<p>Students use geographic tools (maps, spatial visuals, and place-based questions) to analyze how physical and human geography shape settlement, trade, conflict, and culture. Each unit opens with a Geography Challenge, and geographic thinking is also embedded throughout lesson activities and readings, so students repeatedly apply location and spatial patterns to historical explanations. Many units in <i>History Alive! The Ancient World</i> start with a geography-focused lesson, where students analyze the region and practice mapping skills.</p> <p>Unit Project - Geography Challenge The Rise of Civilization</p> <p>Classroom Activity - Slideshow Geography and the Settlement of Greece</p>
Support for a focus SSP	Lacks clear focus on any SSP	Mentions or touches on an SSP but lacks consistent support.	Clearly identifies and consistently supports a central SSP throughout the lesson or	2	<p>Each lesson's Essential Question and core tasks concentrate student work around one or more targeted practices (e.g., source analysis, argumentation, or synthesis), rather than isolated skill drills. Unit Inquiry Projects sustain this focus over multiple lessons by repeatedly returning to supporting questions and evidence-building. Our Critical Thinking Skills Toolkit</p>

			materials.		and TCI Vertical Skills Framework provide teachers with planning and SSP implementation support throughout all our programs. Classroom Activity - Slideshow The Rise of Democracy Unit Project - Inquiry Project Ancient China
Total 14					



Table 4: Accessibility Features

Directions:

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met.**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

Digital Materials	0	1	2	Evidence
All lessons within the materials are available in digital form and include a printable option.			X	TCI’s programs provide all lesson components digitally (readings, slideshows, activities, and assessments) and include print options for offline use. Teachers can print lesson materials and student resources to support varied classroom settings. Classroom Activity Slideshow Four Empires of Mesopotamia Digital Reading and Digital Interactive Student Notebook Four Empires of Mesopotamia Interactive Student Notebook PDF Four Empires of Mesopotamia
In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English language learners that will support their regular and active participation on grade level material			X	Every lesson includes lesson-specific differentiated Instruction strategies for multilingual learners, students reading below grade level, students with special learning needs, and advanced learners. Digital supports (e.g., text-to-speech and

<p>(e.g., modifying vocabulary words within word problems, sentence starters, etc.).</p>			<p>reading/annotation supports where available) and flexible activity formats help ensure students can participate in grade-level inquiry and tasks.</p> <p>Reading - Introduction Investigating the Past Through Inquiry</p> <p>Teacher's Guide Investigating the Past Through Inquiry</p> <p>Access Points for Differentiation Investigating the Past Through History</p>
<p>Total 4</p>			