

## 7<sup>th</sup> Grade: Ancient Civilizations and World Geography Unit 6 Greeks

### Unit Big Idea:

1. Roles, rights and responsibilities of individuals is dependent on the government of a society.

### Unit Essential Student Questions:

1. How did geography influence ancient Greece?
2. What is government and what forms does it take?
3. How and why were the governments of ancient Greece developed?

| Literacy Standards   | Content Standards   |
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| <b>R.CS.6-8.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.   | <b>H.B.1d</b> Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: the consequences of peace and violent conflict to societies and their cultures. |
| <b>R.IK.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  | <b>GC.A.4</b> Compare and contrast how different societies have governed themselves over time and in different places.  |
| <b>R.RR.6-8.10</b> Read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.  | <b>Supporting Standards</b><br><b>GC.A.3</b> Understand how nations organize their governments.   |
| <b>W.TT.6-8.1</b> Write arguments focused on discipline-specific content.<br>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented |   |
| <b>W.PD.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |   |
| <b>W.RW.6-8.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |   |

**Vocabulary:** Agrarian Society, ancient history, Anthropology, Archaeology, Artifacts, Calendar time (B.C., A.D., C.E.), Civilization, Class system, Classical civilization, Culture, Democracy, Economic Systems (import, export, trade, barter), Empire, Societal evolution, Monarchy, Mythology, Philosophy, Political geography, Pre-History, Primary Sources, Property/Ownership, religion (types and purpose), Republic, society

