

Sixth Grade Social Studies Year at a Glance

Throughout the year, 6th grade historians will develop and apply the understanding that:
Revolutionary ideas are a catalyst for change in history and humanity

Unit	Pacing	Unit Topic	Students will be able to...
1	4 weeks	Introduction to Geography	<ul style="list-style-type: none"> • Explain how regions are defined by both human and physical characteristics. • Analyze how the physical characteristics of place determine the patterns of human settlement. • Explain how climate influences the physical and human characteristics of place. • Illustrate how the distribution of resources can change, often resulting in unequal distribution of resources.
2	5 weeks	Fertile Crescent/ Mesopotamia	<ul style="list-style-type: none"> • Convey the significance of developing social, economic, and political systems that these accomplishments made possible through Mesopotamian civilizations. • Describe the three dominant Mesopotamian civilizations: Sumerians, Babylonians, and Assyrians. • Understand the geographical feature of Mesopotamia that made it become the “cradle of civilizations”. • Describe the technological and social developments of Mesopotamia including the invention of the wheel, plow, irrigation system, measurement, and of law.
3	4 weeks	Ancient Egypt	<ul style="list-style-type: none"> • Identify the three major periods in ancient Egyptian history: Old Kingdom, Middle Kingdom, and New Kingdom. • Identify the effects of social class on daily life. • Understand the economic and agricultural structure of Ancient Egypt.
4	1 month, 7 days (37 days)	Ancient Greece	<ul style="list-style-type: none"> • Describe the patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. • Identify political practices of our democracy that came from the Greeks. • Describe the contributions of important Greek figures in medicine, mathematics, and the sciences. • Recognize Greek contributions to modern language and literature. • Describe the artistic achievements of Athens in architecture, sculpture, and drama. • Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece.
5	1 month, 8 days (38 days)	Ancient Rome	<ul style="list-style-type: none"> • Roman civilization was strongly influenced by Etruscan and Greek civilizations, and, in turn, Roman influences are evident in our society to this day. • Romans created a republic form of government. • Describe the role wealth and status played in daily life.

			<ul style="list-style-type: none"> • Explain how and why Christianity was a threat to the Roman Empire. • Differentiate between the Eastern and Western half of the Roman Empire.
6	20 days	Ancient China	<ul style="list-style-type: none"> • Describe the government, social structure, religion, writing, art, and technology of ancient Chinese dynasties. • Describe inventions and discoveries in the field of warfare, government, agriculture, industry, art, medicine, and science in ancient dynasties. • Verbalize the reasons the Great Wall was built, and explain the sacrifices that went into its creation.
7	13 days	West African Kingdoms/ Islamic Takeover	<ul style="list-style-type: none"> • Study the Niger River and the relationship of vegetation zones of forests, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. • Analyze the importance of family, labor specialization, and general commerce in the development of states and cities in West Africa. • Trace the growth of Arabic language in government, trade, and Islamic scholarship. • Describe the importance of written and oral tradition in the transmission of African history and culture.

Quarter One

Weeks 1-9

Unit 1: Introduction to Geography (4 weeks)

Core Knowledge Content	CCSS Standards
<ol style="list-style-type: none"> 1. Basic Map Skills & Spatial Sense such as locating places on a map using map coordinates (Longitude/Latitude), understanding maps purpose using a map legend, and furthering their spatial sense using scale and direction. 2. Location of the continents of the world: <ul style="list-style-type: none"> - Africa, Antarctica, Asia, Australia, Europe, North America, South America 3. Location of the oceans of the world: <ul style="list-style-type: none"> - Arctic, Atlantic, Indian, Pacific, Southern 4. Location in the world determines climate 5. How to use a variety of maps to compare and contrast information and determine map purpose. 	<p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>

Unit 2: Fertile Crescent
4 Weeks (Unit spans Quarter 1)

<u>Core Knowledge Content</u>	<u>CCSS Standards</u>
1. Importance of Tigris and Euphrates Rivers 2. Development of writing; why it is important to the development of civilization 3. Code of Hammurabi (early code of laws); why rules and laws are important to the development of civilization	<p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

Quarter Two
Weeks 10-20

Unit 3: Ancient Egypt
30 Days (Unit spans Quarter 2, 6 Weeks Total)

<u>Core Knowledge Content</u>	<u>CCSS Standards</u>
1. Geography of Africa 2. Geography of the Nile River: sources, courses, mouth, and delta. 3. Importance of the Nile River: floods and farming 4. Pharaohs: Tutankhamen and Hatshepsut 5. Economy 6. Society 7. Religion 8. Art 9. Pyramids 10. Mummies 11. Gods and goddesses 12. Sphinx 13. Writing: hieroglyphics	<p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

Unit 4: Ancient Greece
37 Days (7 weeks total)

Core Knowledge Content	CCSS Standards
<ol style="list-style-type: none"> 1. Meaning of content specific words and phrases. 2. How and why Greek city-states (polis) were formed and how those divisions affected the culture and government. 3. The beginnings of democratic government: <ul style="list-style-type: none"> - Patriotism - The Assembly - Suffrage, majority vote 4. The “classical” ideal of human life and works 5. The ideal of the well-rounded individual and worthy citizen 6. The affects of war on government and leadership including: <ul style="list-style-type: none"> - The Persian Wars (Marathon, Thermopylae, Salamis) - The Peloponnesian War 7. The affects that individuals had on the successes and failures of Democracy in Ancient Greece including: <ul style="list-style-type: none"> - Pericles and the “Golden Age” - Socrates, Plato, and Aristotle 8. Alexander the Great and the spread of Greek (“Hellenistic”) culture 	<p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

Unit 5: Ancient Rome
38 Days (Unit spans Quarter 2 and 3; Roughly 7 Weeks Total)

Core Knowledge Content	CCSS Standards
<ol style="list-style-type: none"> 1. The beginnings the Roman Empire <ul style="list-style-type: none"> - Built upon Greek and classical ideals - Formation of the Roman Republic 2. Roman society was divided into a class system including Patricians (aristocracy) and Plebeians (common people) 3. Rome’s government system 	<p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to</p>

<p>under the Roman Republic, power divided between Consuls, Tribunes, Senators, and Assemblies of Citizens</p> <p>4. Rome’s government system changed under leaders such as Julius Caesar, who rose to power through military power, and Augustus Caesar, who brought about the Pax Romana, a period of peace for the Roman Empire</p> <p>5. The beginnings of Christianity under the Roman Empire and the subsequent persecution of Christians via the Romans, and finally the embracing of Christianity by the empire under the rule of Constantine.</p> <p>6. The “decline and fall” of the Roman Empire due to slowing in expansion, economic woes including recession and inflation, and attacks from the Germanic tribes, Goths, and Vandals.</p>	<p>history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
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<h2 style="margin: 0;">Quarter Three</h2> <h3 style="margin: 0;">Weeks 21-28</h3>	
<h4 style="margin: 0;">Unit 6: Ancient China</h4> <p style="margin: 0;">20 Days (Unit spans Quarter 3; 4 Weeks Total)</p>	
<p><u>Core Knowledge Content</u></p>	<p><u>CCSS Standards</u></p>
<p>1. History and Geography: China: Dynasties and Conquerors</p> <ul style="list-style-type: none"> - Qin Shihuangdi, first emperor, begins construction on the Great Wall - Han dynasty: trade in silk and spices, the Silk Road, invention of paper - Tang and Song dynasties: highly developed civilization, extensive trade, Important inventions (including compass, gunpowder, paper money) - Mongol invasions and rule <ul style="list-style-type: none"> i. Chinggis Khan and the “Golden Horde” ii. Kublilai Khan: establishes capital at what is now Beijing iii. Marco Polo 	<p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

<ul style="list-style-type: none"> - Ming dynasty <ul style="list-style-type: none"> i. The “Forbidden City” ii. Explorations of Zheng He 	
Unit 7: West African Kingdom/ Islamic Takeover 13 Days (Roughly 2 weeks)	
<u>Core Knowledge Content</u>	<u>CCSS Standards</u>
<ol style="list-style-type: none"> 1. Geography of Africa <ul style="list-style-type: none"> - Mediterranean Sea and Red Sea; Atlantic and Indian Oceans - Major rivers: Nile, Niger, Congo - Atlas Mountains; Mt. Kilimanjaro - Contrasting climate in different regions: <ol style="list-style-type: none"> i. Deserts: Sahara; Kalahari ii. Tropical rain forests (along lower West African coast and Congo River) iii. Savanna (grasslands) iv. The Sudan (the fertile region below the Sahara, not the modern-day country) 2. Early African Kingdoms <ul style="list-style-type: none"> - Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt - Axum: a trading kingdom in what is now Ethiopia 3. Medieval Kingdoms of the Sudan <ul style="list-style-type: none"> - Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai <ol style="list-style-type: none"> i. Trade in gold, iron, salt, ivory, and slaves ii. The city of Timbuktu: center of trade and learning iii. Spread of Islam into West Africa through merchants and travelers v. Ibn Batuta 4. Mali: Sundiata Keita; Mansa Musa 5. Songhai: Askia Muhammad 	<p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>