

# Curriculum Map/Pacing Guide

**School:** Hazard Middle School

**Grade Level:** 6th

**Subject:** Social Studies

## Unit 1: Geography Review, Historical Thinking, The Earliest Human Societies & Mesopotamia

KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<p><b>Questioning</b> 6.I.Q.1, 6.I.Q.2, 6.I.Q.3</p> <p><b>Civic and Political Institutions</b> 6.C.CP.1, 6.C.CP.2, 6.C.CP.3</p> <p><b>Roles and Responsibilities of a Citizen</b> 6.C.RR.1</p> <p><b>Civic Virtues and Democratic Principles</b> 6.C.CV.1</p> <p><b>Processes, Rules, and Laws</b> 6.C.PR.1</p> <p><b>Microeconomics</b> 6.E.MI.1, 6.E.MI.2, 6.E.MI.3, 6.E.MI.4</p> <p><b>Macroeconomics</b> 6.E.MA.1, 6.E.MA.2</p>	<p><b>WEEK 1</b> Review of geography: the Earth’s surface, the five themes of geography, tools of geography.</p> <p><b>WEEK 2</b> Primary and secondary sources. Reading like a Historian. Investigating, interpreting, and analyzing history.</p> <p><b>WEEKS 3-4</b> Paleolithic, Mesolithic, and Neolithic Ages, Hunters and Gatherers, The First Farmers, First Communities</p> <p><b>WEEKS 5-6</b> Mesopotamia-geography, achievements, economics,</p>	<p><b>Learning Target(s)</b></p> <ul style="list-style-type: none"> <li>*I can analyze maps, charts and graphs.</li> <li>*I can identify the continents, oceans, and seas.</li> <li>*I can differentiate between latitude and longitude lines.</li> <li>*I can investigate human migration and settlement patterns.</li> <li>*I can evaluate human migration and settlement related to human needs, the physical environment, and the natural resources available.</li> <li>*I can differentiate between primary and secondary sources</li> <li>*I can evaluate primary sources and draw conclusions about early humans.</li> <li>*I can investigate history by analyzing artifacts and fossils.</li> <li>*I can investigate history by analyzing artifacts and fossils.</li> <li>*I can analyze how early humans used available resources for food, housing and clothing.</li> <li>*I can analyze how the development of tools changed the life of early humans.</li> <li>*I can evaluate primary sources and draw conclusions about early humans.</li> </ul>	<p>Google Earth Study Island 6<sup>th</sup> Grade Content Review/Pre test Creation of Country-creation of country may replace a couple days of Geography review if pre-test scores high enough</p> <p>Eyewitness Account Activity Artifact Analysis Internet/Evaluating Authenticity Virtual Tour of Cave Paintings. Species Creation Videos depicting early human-like creatures and newly discovered species Tool Creation Cave painting Cuneiform code writing</p> <p>Predictions based on 5 themes and Stone Age developments</p>

<p><b><u>Specialization, Trade, and Interdependence</u></b> 6.E.ST.1, 6.E.ST.2</p> <p><b><u>Migration and Movement</u></b> 6.G.MM.1</p> <p><b><u>Human Interactions and Interconnections</u></b> 6.G.HI.1, 6.G.HI.2</p> <p><b><u>Geographic Reasoning</u></b> 6.G.GR.1</p> <p><b><u>Change and Continuity</u></b> 6.H.CH.1, 6.H.CH.2</p> <p><b><u>Cause and Effect</u></b> 6.H.CE.1</p> <p><b><u>Conflict and Compromise</u></b> 6.H.CO.1, 6.H.CO.2</p> <p><b><u>Using Evidence</u></b> 6.I.UE.1, 6.I.UE.2, 6.I.UE.3</p> <p><b><u>Communicating Conclusions</u></b> 6.I.CC.1, 6.I.CC.2, 6.I.CC.3, 6.I.CC.4, 6.I.CC.5</p>	<p>different people of the fertile crescent, Babylonians-Hammurabi's Code.</p>	<p>*I can locate the Tigris and Euphrates rivers. *I can make predictions based on what I know. *I can analyze the importance of geography to early settlements and development of communities. *I can investigate the civilizations of the Fertile Crescent. *I can analyze and prioritize Sumerian Achievements. *I can evaluate Hammurabi's Code.</p> <p><b><u>Time: 6 Weeks</u></b></p>	<p>Mesopotamia Song <a href="https://www.youtube.com/watch?v=84y2q4giihY">https://www.youtube.com/watch?v=84y2q4giihY</a></p> <p>Videos Social Order Predictions/Creation for US Hammurabi's Court-skit/role play</p> <p>Guided notes Completed notebook pages Constructed response questions Reader response questions Summative unit test Flocabulary Graphic organizers</p>
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## Unit 2: Egypt

KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<p><b><u>Questioning</u></b> 6.I.Q.1, 6.I.Q.2, 6.I.Q.3</p> <p><b><u>Civic and Political</u></b></p> <p><b><u>Institutions</u></b> 6.C.CP.1, 6.C.CP.2, 6.C.CP.3</p> <p><b><u>Roles and Responsibilities of a Citizen</u></b> 6.C.RR.1</p> <p><b><u>Civic Virtues and Democratic Principles</u></b> 6.C.CV.1</p> <p><b><u>Processes, Rules, and Laws</u></b> 6.C.PR.1</p> <p><b><u>Microeconomics</u></b> 6.E.MI.1, 6.E.MI.2, 6.E.MI.3, 6.E.MI.4</p> <p><b><u>Macroeconomics</u></b> 6.E.MA.1, 6.E.MA.2</p> <p><b><u>Specialization, Trade, and Interdependence</u></b> 6.E.ST.1, 6.E.ST.2</p> <p><b><u>Migration and Movement</u></b> 6.G.MM.1</p> <p><b><u>Human Interactions and Interconnections</u></b></p>	<p style="text-align: center;"><b><u>WEEK 1</u></b></p> <p>Geography of the Nile and Egypt. Farming, Trade and Natural Resources Social class structure.</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p> <p>Government. Egyptian Gods, beliefs, burial practices, mummification process. Pyramids.</p> <p style="text-align: center;"><b><u>WEEKS 3-4</u></b></p> <p>Old, Middle and New Kingdoms, Main Egyptian Rulers CSI Activity</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>Interactions between Kush and Egypt Outcomes</p> <p style="text-align: center;"><b><u>WEEK 6</u></b></p> <p>Achievements of Ancient Egypt, Present Egypt test and reteach</p>	<p><b><u>Learning Target(s)</u></b></p> <p>*I can identify and label the geographic regions of Ancient Egypt. *I can analyze how the Nile River impacted and affected Egyptian society. *I can critique solutions to flooding of the Nile used in Ancient Egypt and in today's society. *I can examine the role and impact religion had on Egyptian society. *I can explain the significance of the Egyptian social pyramid. *I can compare ancient Egyptian achievements to their modern day advancements. *I can assess the value of pyramids and the relationship they had to the Egyptian view of the afterlife. *I can investigate the death of King Tut. *I can compare and contrast daily life in Ancient Egypt to daily life in Mesopotamia.</p> <p>*I can evaluate the impact the civilizations of Egypt and Kush had on one another. *I can describe the relationship that existed between Egypt and Kush. *I can describe and analyze what factors led to the Kush conquering Egypt. *I can explain why the Kush are referred to as the "Forgotten Empire"</p> <p><b><u>Time: 6 Weeks</u></b></p>	<p>Song for Egypt: <a href="https://www.youtube.com/watch?v=HxsSWMLRTqU">https://www.youtube.com/watch?v=HxsSWMLRTqU</a></p> <p>Videos Jigsaw Activity Pyramid Challenge <a href="http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_pyramid_builder.shtml">http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_pyramid_builder.shtml</a></p> <p>Letters to Egyptologist King Tut: CSI God/Goddess creation Mummifying an apple</p> <p>Guided notes Completed notebook pages Constructed response questions Reader response questions Summative unit test Flocabulary Graphic organizers</p>

6.G.HI.1, 6.G.HI.2 <u><b>Geographic Reasoning</b></u> 6.G.GR.1 <u><b>Change and Continuity</b></u> 6.H.CH.1, 6.H.CH.2 <u><b>Cause and Effect</b></u> 6.H.CE.1 <u><b>Conflict and Compromise</b></u> 6.H.CO.1, 6.H.CO.2 <u><b>Using Evidence</b></u> 6.I.UE.1, 6.I.UE.2, 6.I.UE.3 <u><b>Communicating Conclusions</b></u> 6.I.CC.1, 6.I.CC.2, 6.I.CC.3, 6.I.CC.4, 6.I.CC.5			
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### Unit 3: India

KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<u><b>Questioning</b></u> 6.I.Q.1, 6.I.Q.2, 6.I.Q.3 <u><b>Civic and Political Institutions</b></u> 6.C.CP.1, 6.C.CP.2, 6.C.CP.3 <u><b>Roles and Responsibilities of a Citizen</b></u> 6.C.RR.1	<p style="text-align: center;"><u><b>WEEK 1</b></u></p> Geography Harappan Civilization. Hinduism. Aryans <p style="text-align: center;"><u><b>WEEK 2</b></u></p> Caste system Buddha Buddhism.	<u><b>Learning Target(s)</b></u> I can identify and label the geographic regions of India. I can analyze the impact geography had on the Indus Valley. I can compare the Harappan civilization to other ancient civilizations. I can analyze the impact the Aryans had on the people of the Indus Valley. I can explain the Caste System and how it impacted society in the Indus Valley.	Video Clips Caste system prediction Dear Buddha advice column Product creation/advertisement  Guided notes Completed notebook pages Constructed response questions Reader response questions Summative unit test

<p><b><u>Civic Virtues and Democratic Principles</u></b> 6.C.CV.1</p> <p><b><u>Processes, Rules, and Laws</u></b> 6.C.PR.1</p> <p><b><u>Microeconomics</u></b> 6.E.MI.1, 6.E.MI.2, 6.E.MI.3, 6.E.MI.4</p> <p><b><u>Macroeconomics</u></b> 6.E.MA.1, 6.E.MA.2</p> <p><b><u>Specialization, Trade, and Interdependence</u></b> 6.E.ST.1, 6.E.ST.2</p> <p><b><u>Migration and Movement</u></b> 6.G.MM.1</p> <p><b><u>Human Interactions and Interconnections</u></b> 6.G.HI.1, 6.G.HI.2</p> <p><b><u>Geographic Reasoning</u></b> 6.G.GR.1</p> <p><b><u>Change and Continuity</u></b> 6.H.CH.1, 6.H.CH.2</p> <p><b><u>Cause and Effect</u></b> 6.H.CE.1</p> <p><b><u>Conflict and Compromise</u></b> 6.H.CO.1, 6.H.CO.2</p> <p><b><u>Using Evidence</u></b> 6.I.UE.1, 6.I.UE.2, 6.I.UE.3</p>	<p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>Indian contributions. Review. Test</p>	<p>*I can describe and explain Hinduism. *I can analyze the Four Noble Truths. *I can summarize how the Eightfold Path affects social structure. *I can design/create/invent a product that would enrich or improve the lives of people in the Indus Valley. *I can assess the value of achievements made in the Indus Valley. <b><u>Time: 3 Weeks</u></b></p>	<p>Flocabulary Graphic organizers</p>
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<p><b><u>Communicating Conclusions</u></b> 6.I.CC.1, 6.I.CC.2, 6.I.CC.3, 6.I.CC.4, 6.I.CC.5</p>			
<b>Unit 4: China</b>			
<b>KY Standards</b>	<b>Content/Topic</b>	<b>Skill/Time Period</b>	<b>Assessment/Activities</b>
<p><b><u>Questioning</u></b> 6.I.Q.1, 6.I.Q.2, 6.I.Q.3 <b><u>Civic and Political Institutions</u></b> 6.C.CP.1, 6.C.CP.2, 6.C.CP.3 <b><u>Roles and Responsibilities of a Citizen</u></b> 6.C.RR.1 <b><u>Civic Virtues and Democratic Principles</u></b> 6.C.CV.1 <b><u>Processes, Rules, and Laws</u></b> 6.C.PR.1 <b><u>Microeconomics</u></b> 6.E.MI.1, 6.E.MI.2, 6.E.MI.3, 6.E.MI.4 <b><u>Macroeconomics</u></b> 6.E.MA.1, 6.E.MA.2 <b><u>Specialization, Trade, and Interdependence</u></b></p>	<p style="text-align: center;"><b><u>WEEK 1</u></b> Geography Shang Dynasty Zhou Dynasty</p> <p style="text-align: center;"><b><u>WEEK 2</u></b> Confucianism Daoism/Legalism Warring States</p> <p style="text-align: center;"><b><u>WEEK 3</u></b> Qin Han Mongols</p> <p style="text-align: center;"><b><u>WEEK 4</u></b> Chinese contributions Silk Road Test and reteach</p>	<p><b><u>Learning Target(s)</u></b> *I can identify and label the geographic regions of China. *I can describe the importance of geography to the ancient Chinese civilization. *I can analyze the impact each dynasty had on ancient China. *I can use evidence to explain why Confucius' teaching were developed and are still relevant today. *I can analyze the impact Confucianism had on ancient China. *I can propose my own proverb. *I can explain Legalism and Daoism and demonstrate how they both developed as reactions to Confucianism. *I can use evidence to explain the lasting impact Emperor Shi had on China. *I can analyze how the development of the Silk Road led to the spread of ideas from one culture to another. *I can simulate trading and diffusion on the Silk Road. *I can analyze the importance of the Ancient Chinese contributions. <b><u>Time: 4 Weeks</u></b></p>	<p>Song about China: <a href="https://www.youtube.com/watch?v=QTNyIJHcPd0&amp;list=RDQTNyIJHcPd0">https://www.youtube.com/watch?v=QTNyIJHcPd0&amp;list=RDQTNyIJHcPd0</a> Chinese Lanterns Map Skills Chinese Writing Activity Proverb creation Legalism/Daoism seatbelt activity Silk Road Simulation. Tangrams Oracle bones</p> <p>Guided notes Completed notebook pages Constructed response questions Reader response questions Summative unit test Flocabulary Graphic organizers</p>

<p>6.E.ST.1, 6.E.ST.2  <u>Migration and Movement</u>  6.G.MM.1  <u>Human Interactions and Interconnections</u>  6.G.HI.1, 6.G.HI.2  <u>Geographic Reasoning</u>  6.G.GR.1  <u>Change and Continuity</u>  6.H.CH.1, 6.H.CH.2  <u>Cause and Effect</u>  6.H.CE.1  <u>Conflict and Compromise</u>  6.H.CO.1, 6.H.CO.2  <u>Using Evidence</u>  6.I.UE.1, 6.I.UE.2,  6.I.UE.3  <u>Communicating Conclusions</u>  6.I.CC.1, 6.I.CC.2,  6.I.CC.3, 6.I.CC.4,  6.I.CC.5</p>			
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## Unit 5: Greece & Persia

KY Standards	Content/Topic	Skill/Time Period	Assessment/Activities
<u>Questioning</u> 6.I.Q.1, 6.I.Q.2, 6.I.Q.3	<u>WEEK 1</u> Geography	<u>Learning Target(s)</u> *I can identify Greece, a peninsula, the isthmus, and the Peloponnesus; the three main bodies of	Song for Greece <a href="https://www.youtube.com/watch?v=0F5glu3nSDY">https://www.youtube.com/watch?v=0F5glu3nSDY</a>

<p><b><u>Civic and Political Institutions</u></b> 6.C.CP.1, 6.C.CP.2, 6.C.CP.3</p> <p><b><u>Roles and Responsibilities of a Citizen</u></b> 6.C.RR.1</p> <p><b><u>Civic Virtues and Democratic Principles</u></b> 6.C.CV.1</p> <p><b><u>Processes, Rules, and Laws</u></b> 6.C.PR.1</p> <p><b><u>Microeconomics</u></b> 6.E.MI.1, 6.E.MI.2, 6.E.MI.3, 6.E.MI.4</p> <p><b><u>Macroeconomics</u></b> 6.E.MA.1, 6.E.MA.2</p> <p><b><u>Specialization, Trade, and Interdependence</u></b> 6.E.ST.1, 6.E.ST.2</p> <p><b><u>Migration and Movement</u></b> 6.G.MM.1</p> <p><b><u>Human Interactions and Interconnections</u></b> 6.G.HI.1, 6.G.HI.2</p> <p><b><u>Geographic Reasoning</u></b> 6.G.GR.1</p> <p><b><u>Change and Continuity</u></b> 6.H.CH.1, 6.H.CH.2</p> <p><b><u>Cause and Effect</u></b></p>	<p>Minoan and Mycenaean civilizations.</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p> <p>Greek Mythology and Literature</p> <p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>City-states Forms of Governments</p> <p style="text-align: center;"><b><u>WEEK 4</u></b></p> <p>Sparta, Athens Persian Wars *see Persia below Pericles Delian League Peloponnesian League</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>Peloponnesian War Alexander the Great Hellenistic Culture Achievements</p> <p style="text-align: center;"><b><u>WEEK 6</u></b></p> <p>Geography of Persia Government Expansion of the empire Rulers: Cyrus, Darius Persian Wars</p>	<p>water surrounding Greece. * I can interpret a relief map of Ancient Greece and explain why there was limited farming, and trading via shipping. *I can use evidence to distinguish between the Minoans and the Mycenaean's. *I can describe life in a city-state and how Greece's geography added to the creation of diverse governments. *I can analyze how early democracy evolved and how it is implemented today. *I can compare and contrast the government and culture of Athens and Sparta. *I can explain why Greek Gods were created and how they impacted Greek life. *I can analyze a Greek myth. *I can create my own myth. *I can interpret modern phrases, literature, and movies with Greek language and mythology. *I can describe and assess the impact creating two separate alliances had on Greece. *I can analyze the impact Alexander the Great had on spreading Greek culture. *I can cite and evaluate achievements in ancient Greece. *I can compare/contrast Greece's government to Kentucky's.</p> <p>*I can identify and label the geographic regions of Persia *I can examine what factors led to the success of the Persian empire. *I can analyze interactions that led the Greeks and Persians to war. *I can describe and assess the significance of the Persian Wars. *I can analyze the importance of the contributions the Persian Empire made to society.</p>	<p>Predictions Compare/Contrast Myth analysis/skits Myth creation</p> <p>Info presented before, during, and after Persian Wars are covered Timeline/Persian Leaders Persian Wars comic strip Mythbusters-Archimedes</p> <p>Guided notes Completed notebook pages Constructed response questions Reader response questions Summative unit test Flocabulary Graphic organizers</p>
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<p>6.H.CE.1  <u>Conflict and Compromise</u>  6.H.CO.1, 6.H.CO.2  <u>Kentucky History</u>  6.H.KH.1  <u>Using Evidence</u>  6.I.UE.1, 6.I.UE.2,  6.I.UE.3  <u>Communicating Conclusions</u>  6.I.CC.1, 6.I.CC.2,  6.I.CC.3, 6.I.CC.4,  6.I.CC.5</p>		<p><u>Time: 6 Weeks</u></p>	
<p><b>Unit 6: The Romans</b></p>			
<p><b>KY Standards</b></p>	<p><b>Content/Topic</b></p>	<p><b>Skill/Time Period</b></p>	<p><b>Assessment/Activities</b></p>
<p><u>Questioning</u>  6.I.Q.1, 6.I.Q.2, 6.I.Q.3  <u>Civic and Political Institutions</u>  6.C.CP.1, 6.C.CP.2,  6.C.CP.3</p>	<p style="text-align: center;"><b><u>WEEK 1</u></b></p> <p>Geography of Italy,  History of Rome  Romulus and Remus, Early  republic and societal roles</p> <p style="text-align: center;"><b><u>WEEK 2</u></b></p>	<p><u>Learning Targets</u>  *I can identify the geographic features that made up the Roman Empire.  *I can describe Rome’s early history and analyze the myth that this history is derived from.  *I can analyze society in Ancient Rome and differentiate between patricians and plebeians.</p>	<p><a href="https://www.youtube.com/watch?v=QTNyIJHcPd0">https://www.youtube.com/watch?v=QTNyIJHcPd0</a>  Song for Rome  The Aeneid reading analysis  I am a Consul!  Video clips</p>

<p><b><u>Roles and Responsibilities of a Citizen</u></b> 6.C.RR.1</p> <p><b><u>Civic Virtues and Democratic Principles</u></b> 6.C.CV.1</p> <p><b><u>Processes, Rules, and Laws</u></b> 6.C.PR.1</p> <p><b><u>Microeconomics</u></b> 6.E.MI.1, 6.E.MI.2, 6.E.MI.3, 6.E.MI.4</p> <p><b><u>Macroeconomics</u></b> 6.E.MA.1, 6.E.MA.2</p> <p><b><u>Specialization, Trade, and Interdependence</u></b> 6.E.ST.1, 6.E.ST.2</p> <p><b><u>Migration and Movement</u></b> 6.G.MM.1</p> <p><b><u>Human Interactions and Interconnections</u></b> 6.G.HI.1, 6.G.HI.2</p> <p><b><u>Geographic Reasoning</u></b> 6.G.GR.1</p> <p><b><u>Change and Continuity</u></b> 6.H.CH.1, 6.H.CH.2</p> <p><b><u>Cause and Effect</u></b> 6.H.CE.1</p> <p><b><u>Conflict and Compromise</u></b> 6.H.CO.1, 6.H.CO.2</p>	<p>The Republic-IN DETAIL Forum Daily Life</p> <p style="text-align: center;"><b><u>WEEK 3</u></b></p> <p>Trade and expansion From Republic to Empire Effects of growth to empire</p> <p style="text-align: center;"><b><u>WEEK 4</u></b></p> <p>Roman religion Roman interaction with other religious groups Christianity Persecution to Christian empire</p> <p style="text-align: center;"><b><u>WEEK 5</u></b></p> <p>Fall of an empire Emperor research review test</p>	<p>*I can analyze how and why the Roman Republic worked. *I can explain the significance of the Roman forum. *I can identify what moved Rome from republic to empire. *I can compare and contrast Roman government with Kentucky's. *I can analyze the significance of Roman leaders and examine the impact their actions had on the republic/empire. *I can analyze the fall of the Roman Republic to an empire. *I can summarize Rome's views on religion and how these viewpoints led to conflicts with other groups. *I can evaluate Roman achievements. *I can analyze and identify causes of the fall of the Roman Empire. <b><u>Time: 5 Weeks</u></b></p>	<p>Emperor graphic organizer/research project</p> <p>Guided notes Completed notebook pages Constructed response questions Reader response questions Summative unit test Flocabulary Graphic organizers</p>
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<p><b><u>Kentucky History</u></b> 6.H.KH.1 <b><u>Using Evidence</u></b> 6.I.U.E.1, 6.I.U.E.2, 6.I.U.E.3 <b><u>Communicating</u></b> <b><u>Conclusions</u></b> 6.I.CC.1, 6.I.CC.2, 6.I.CC.3, 6.I.CC.4, 6.I.CC.5</p>			
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