

Butler County Schools

2019-2020 Social Studies (World History) Pacing Guide: Grade 6

School Calendar 2015-2016					Week	Big Idea(s) and Topic(s)	Learner Outcomes
August						<p>***The pacing included in this document is flexible, and should be adjusted as needed to meet the individual needs of your students, as well as to allow for sufficient time for assessment and re-teaching as needed.</p> <p>***Reading Standards for Literacy in History/Social Studies will be met throughout the course of this entire pacing guide by the means of reading various primary and secondary sources through each given topic; extracting key terms and topics, facts and opinions, determining craft and structure, integrating knowledge and ideas, and extending the range of reading and understanding of text complexity.</p> <p>New Social Studies Standards partial integration.</p>	<p>***The following learning targets were derived from the Reading Standards for Literacy in History/Social Studies 6-12. They are to be integrated and taught throughout the course of the year in all units.</p> <ol style="list-style-type: none"> I can cite specific textual evidence to support analysis of primary and secondary sources. I can 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. I can identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). I can determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. I can describe how a text presents information (e.g., sequentially, comparatively, causally). I can identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). I can integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. I can distinguish among fact, opinion, and reasoned judgment in a text.
		7	8	9	1		
12	13	14	15	16	2		
19	20	21	22	23	3		
26	27	28	29	30	4		
September							
X	3	4	5	6	5		
9	10	11	12	13	6		
16	17	18	19	20	7		
23	24	25	26	27	8		
30					9		
October							
	1	2	3	4	10		
14	15	16	17	18	11		
21	22	23	24	25	12		
28	29	30	31		13		
November							
X	X	6	7	8	14		
11	12	13	14	15	15		
18	19	20	21	22	16		
25	26	X	X	X	17		
December							
1	2	3	4	5	18		

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9	10	11	12	13	19
16	17	18	19	20	20
School Calendar					Days
January					
6	7	8	9	10	21
13	14	15	16	X	22
X	21	22	23	24	23
27	28	29	30	31	24
February					
3	4	5	6	7	25
10	11	12	13	14	26
X	18	19	20	21	27
24	25	26	27	28	28
March					
2	3	4	5	6	29
9	10	11	12	13	30
16	17	18	19	20	31
23	24	25	26	27	32
30	31				33
April					
		1	2	3	34
13	14	15	16	17	35
20	21	22	23	24	36
27	28	29	30	31	37
May					

Basic Geography Review
(10 days—August 12-23)
Summative Assessment August 27

- Locations on the map
- Latitude and Longitude
- Plotting coordinates
- Types of maps/Charts
- 5 themes of Geography

River Valley Civilizations—Mesopotamia
(19 days—August 26 - September 20)
Summative Assessment September 20

- Geography
- Elements of Culture
- Government
- Religion and Beliefs
- Art
- Technology and Advancements

9. I can analyze the relationship between a primary and secondary source on the same topic.
10. I can, by the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Beginnings to Human Societies

- I can locate all 7 continents
- I can identify and use map features, like Lat. and long., the key, and scale.
- I can use Latitude and Longitude to determine an absolute location.
- I can identify and use different types of Maps and Charts.
- I can Identify and describe the 5 themes of geography.

River Valley Civilizations—Mesopotamia

- I can, on a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.”
- I can, on a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey).
- I can identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.
- I can describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.
- I can describe the important achievements of Mesopotamian civilization:
 - o its system of writing (and its importance in record keeping and tax collection)
 - o monumental architecture (the ziggurat)
 - o art (large relief sculpture, mosaics, and cylinder seals)
- I can describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”).

3	4	5	6	7	38	River Valley Civilizations-Egypt (20 days —September 23-October 25) Summative Assessment October 4 <ul style="list-style-type: none"> • Geography • Elements of Culture • Government • Religion and Beliefs • Art • Technology and Advancements
10	11	12	13	14	39	
15	16				40	
						Ancient Hebrews and Judaism (17 days- October 28- Nov 22) Summative Assessment October 22 <ul style="list-style-type: none"> • Geography • Elements of Culture • Government • Religion and Beliefs • Art • Technology and Advancements
						River Valley Civilizations-Egypt <ul style="list-style-type: none"> • I can, on a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. • I can identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. • I can, on a modern map, identify the modern countries of Egypt and Sudan. • I can describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. • I can describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. • I can describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. • I can summarize important achievements of Egyptian civilization: <ul style="list-style-type: none"> o the agricultural system o the invention of a calendar o monumental architecture and art such as the Pyramids and Sphinx at Giza o hieroglyphic writing o the invention of papyrus
						Ancient Hebrews and Judaism <ul style="list-style-type: none"> • I can trace the early history of the Hebrews and Judaism from Abraham through the period of the kings. • I can cite the central ideas and laws of Judaism as contained in their sacred text. • I can link causes and effects of the Diaspora and the Roman occupation. • I can correlate the civilizations of Sumer and Egypt through the person of Abraham. • I can distinguish monotheism from polytheism.
						River Valley Civilizations-India

						<p>River Valley Civilizations-India (17 days—November 25 -December 20) Summative Assessment November 26</p> <ul style="list-style-type: none"> ● Geography ● Elements of Culture ● Government ● Religion and Beliefs ● Art ● Technology and Advancements 	<ul style="list-style-type: none"> ● I can describe the characteristics of the civilization that developed in India. ● I can describe the important contributions/influences of the civilization that developed in India. ● I can compare and contrast the different elements of culture for each of the river valley civilizations (Mesopotamia, Egypt, India, and China). ● I can explain how the physical characteristics of each of the river valley civilizations (Mesopotamia, Egypt, India, and China) created advantages and disadvantages for that civilization.
						<p>River Valley Civilizations-China (18 days—Jan 6. - Jan. 31) Summative Assessment December 31</p> <ul style="list-style-type: none"> ● Geography ● Elements of Culture ● Government ● Religion and Beliefs ● Art ● Technology and Advancements 	<p>River Valley Civilizations-China</p> <ul style="list-style-type: none"> ● I can explain the characteristics of the early civilization that developed in China. ● I can describe the important contributions/influences of the civilization that developed in China. ● I can compare and contrast the different elements of culture for each of the river valley civilizations (Mesopotamia, Egypt, India, and China). ● I can explain how the physical characteristics of each of the river valley civilizations (Mesopotamia, Egypt, India, and China) created advantages and disadvantages for that civilization.

						<p>Classical Civilizations-Greece (29 days—Feb 3 - March 13)</p> <p>Summative Assessment March 13</p> <ul style="list-style-type: none"> ● Government and Democratic Principles ● Geography ● Economics ● Culture and Lasting Impact ● Philosophy ● Architecture, Art, Drama and Literature <p>*This unit consists of two chapters to be tested at different times. Chapter 8 Jan 13, and chapter 9 Feb, 10th.</p>	<p>Classical Civilizations-Greece</p> <ul style="list-style-type: none"> ● I can, on a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC. ● I can, on a modern map of the Mediterranean area, Europe, Great Britain, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan Peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. ● I can explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. ● I can explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece: <ul style="list-style-type: none"> ○ the “polis” or city-state ○ civic participation and voting rights ○ legislative bodies ○ constitution writing ○ rule of law ● I can compare and contrast life in Athens and Sparta. ● I can describe the status of women and the functions of slaves in ancient Athens. ● I can analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. ● I can analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. ● I can describe the rise of Alexander the Great and the spread of Greek culture. ● I can describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. ● I can explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. ● I can describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks: <ul style="list-style-type: none"> ○ Thales (science) ○ Pythagoras and Euclid (mathematics) ○ Hippocrates (medicine) ○ Socrates, Plato, and Aristotle (philosophy)
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						<ul style="list-style-type: none"> o Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) o the Parthenon, the Acropolis, and the Temple of Apollo (architecture) o the development of the first complete alphabet with symbols for consonants and vowels
					<p>Classical Civilizations-Rome (37 days— March 16 - May 16) Summative Assessment March 10</p> <ul style="list-style-type: none"> • Government and Democratic Principles • Geography • Economics • Culture and Lasting Impact • Philosophy • Architecture, Art, Drama and Literature <p>*This unit consists of two chapters to be tested at different times. Chapter 10 March 9th, and chapter 11 March 30th.</p>	<p>Classical Civilizations-Rome</p> <ul style="list-style-type: none"> • I can, on a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD. • I can explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. • I can explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history: <ul style="list-style-type: none"> o Romulus and Remus o Hannibal and the Carthaginian Wars o Cicero o Julius Caesar and Augustus o Hadrian • I can describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. • I can describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire: <ul style="list-style-type: none"> o Military organization, tactics, and conquests; and decentralized administration o the purpose and functions of taxes o the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes o the benefits of a Pax Romana • I can describe the characteristics of slavery under the Romans. • I can describe the origins of Christianity and its central features: <ul style="list-style-type: none"> o monotheism

						<ul style="list-style-type: none"> o the belief in Jesus as the Messiah and God's son who redeemed humans from sin o the concept of salvation o belief in the Old and New Testament o the lives and teachings of Jesus and Saint Paul o the relationship of early Christians to officials of the Roman Empire • I can explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. • I can describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). • I can explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. <div style="background-color: #8B4513; color: white; text-align: center; padding: 5px;">World History Bracket Challenge</div> <ul style="list-style-type: none"> o I can connect key term and topics to content covered throughout the school year. o I can be a productive team member and contribute to group activities. <div style="background-color: #8B4513; color: white; text-align: center; padding: 5px;">World History Bracket Challenge May 3-7</div> <ul style="list-style-type: none"> • Student will use key terms and topics to compete in groups. • These Key terms and Topics have been create and used throughout each unit. <div style="background-color: #FF0000; color: white; text-align: center; padding: 5px;">Open response Writing</div>
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						<p>May 3-7</p> <ul style="list-style-type: none"> o Students will be keeping a writing folder and will connect key terms and topics from the content used throughout the year on various writing prompts. 	
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Civic Mindedness

Who maintained law and order before governments?

How did governments change over time to reflect the needs of their citizens?

How do modern day governments reflect those of ancient civilizations?

How do the constitutions, rules and laws of other countries compare to those in the Western Hemisphere?

Who determined what was best for the citizens of the ancient world?

What were the purposes of early governments?

How did some early civilizations practice democratic principles?

Economic Decision Making

How do the economic systems of these ancient civilizations compare to those in the Western Hemisphere?

How did early civilizations address basic questions about the production, distribution and consumption of goods and services?

How did the roll of economic decision making lead to the development of economic systems?

How did technology and specialization affect productivity in early civilizations?

What resources were available in the ancient world?

What were the economic relationships of countries in the ancient world?

Geographical Reasoning

Where did ancient civilizations develop?

What information can we learn about these countries using maps?

How have groups of people influenced the cultural diversity of places and regions in these countries?

How did elements of culture define specific groups of people and result in unique perspectives?

Why were social institutions developed?

How did geography influence human activities and development?
How did people interact with the environment over time?
How did places and regions change over time?
What were reasons for migration in early civilizations?

Historical Thinking

How could key events in the history of these ancient civilizations be categorized into different time periods?
How did early hunters and gatherers develop
new technologies as they settled into organized civilizations?
How did the rise of Western civilizations and empires impact government, philosophy, architecture, art,
drama and literature?
How did conflict and competition influence the development of historical events?
How have human rights changed over time?
What was the role of agriculture in ancient civilizations?
How did ancient trade change the world?
What are the contributions of ancient civilizations?
What can we learn about technology by studying ancient artifacts?

NEW STANDARDS FOR 6TH GRADE SOCIAL STUDIES

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6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.

6.I.Q.2 Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.

6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE

6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE

6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.

6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE

6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

6.E.MI.1 Trace the chain of supply for a needed product.

6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions

6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.

6.E.MI.4 Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants

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6.E.MA.2	Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
6.E.ST.1	Compare specialization in two or more civilizations or empires
6.E.ST.2	Examine how new knowledge, technology and specialization increase productivity
6.E.IC.1	Analyze the economic choices of individuals, societies and governments
6.G.MM.1	Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
6.G.HI.1	Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE
6.G.HI.2	Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.
6.G.HE.1	Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
6.G.HE.2	Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.
6.G.GR.1	Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
6.H.CH.1	Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.
6.H.CH.2	Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.
6.H.CE.1	Analyze the causes and effects of the rise of River Valley Civilizations.
6.H.CO.1	Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE

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6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.

Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.

6.I.U.1 Develop claims, citing relevant evidence, in response to compelling and supporting questions.

6.I.U.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.

6.I.U.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.

6.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.

6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.

6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.

6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.