

State College Area School District
6th Grade Ancient Civilizations Unit Overview

This course is based on an introductory unit and the study of five ancient civilizations. This overview provides a guide for teaching each of the individual unit charts.

Unit Time Frame Chart

The sixth grade social studies course is structured to be covered using 80-minute block 3 times a cycle (every other day).

Unit	Instructional Days Needed	Estimated End Dates
I Am, You Are, We Are...! Focus: Identity, Diversity, and Inclusivity	5 class periods	Mid-September
Unit 1: Introduction to P.I.E.C.E.S, History, and 5 Themes of Geography	5 days	October
Unit 2: Prehistory	20 days	Beginning of December
Unit 3: River Valley Civilizations: Mesopotamia/Egypt Library Lessons/ Research	25 days	Mid-February
Unit 4: China	10 days	Mid-March
Unit 5: Greece/Rome	15 days	End of year

Enduring Understanding/Essential Questions

The sixth grade social studies unit provides Enduring Understandings and Essential Questions to guide teaching. Units will provide information from the text on each document as a focus and suggested direction as students study P.I.E.C.E.S.

P.I.E.C.E.S.

Each civilization is anchored through the P.I.E.C.E.S. framework. As students learn about each ancient civilization they will revisit all of the items that make up a civilization. P.I.E.C.E.S stands for:

P - Politics

IE - Interactions with the Environment

C - Culture

E - Economics

S - Social Structures

Unit Chart Format

Big Ideas <ul style="list-style-type: none">● Provides an outline of the information from the textbook
Vocabulary <ul style="list-style-type: none">● Includes yellow highlighted Content Vocabulary from the textbook
Assessment Questions <ul style="list-style-type: none">● Derived from Critical Thinking, Guiding Questions, and Progress Checks from the textbook
Textbook Reading <ul style="list-style-type: none">● Chapter 1: What Does a Historian Do? (pages 4-15)● Chapter 2: Studying Geography, Economics, and Citizenship (pages 28-47)● Chapter 3: Early Humans and the Agricultural Revolution (pages 54-69)● Chapter 4: Mesopotamia (pages 74-93)● Chapter 7: The Ancient Greeks (pages 171-189, 198-205)
Optional Ancient Egypt Research Reading <ul style="list-style-type: none">● Chapter 5: Ancient Egypt and Kush (pages 99-133)
Resources & Materials Used to Complete Lesson(s) <ul style="list-style-type: none">● Student Textbook: <i>Discovering Our Past: A History of the World</i>● Optional Read Aloud: <i>A Story of the World</i>● Activity Resource: <i>Mr. Donn - Ancient Civilizations books</i> (available at PFMS and MNMS)● Library Collection for Ancient Egypt Research● Research Experiences

Standards (SAS)

The sixth grade Ancient Civilizations unit is based on the following social studies standards:

World History

8.4.6.A:

Explain the **social, political**, cultural, and **economic** contributions of individuals and groups to world history.

8.4.6.B:

Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C:

Explain how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

8.4.6.D:

Examine patterns of **conflict** and cooperation among groups and organizations that impacted the development of the history of the world.

D2.Geo.6.6-8: Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

TT-3 Students will recognize that people's multiple identities interact and create unique and complex individuals.

TT-7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.