Bentonville Schools

6th Grade World History (Beginnings of Civilization - 1500)
Year-at-a-Glance

Grade 6 Social Studies builds on the foundational knowledge of civics, economics, geography, and history, gained in Grades K-5. Social studies skills move from basic to more sophisticated and are used in combination to access and comprehend social studies content. Students develop foundational knowledge regarding patterns of change over time and ways people view, construct, and interpret history. The Grade 6 history strand focuses on World History from the beginnings through the middle of the first millennium. The history strand in Grade 6 is organized chronologically using the Eras and time periods from the National Center for History in the Schools (NCHS). The civics, economics, and geography strands correlate to the historic eras.

- *Arkansas Department of Elementary and Secondary Education: Grade 6 Social Studies Academic Standards & Disciplinary Concepts*

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Focus	Ancient River Valley Civilizations	Greece Roman Republic	The Rise and Fall of Empires	The Middle Ages
Unit Essential Question(s)	- How are we the same as people from long ago? - How are we different?	-How has our civilization been impacted by the Greeks and Romans? - What factors influence the development or downfall of civilizations? What impact do primary and secondary sources have on the validity of an argument?	- Why do empires rise and fall? - How has the world been shaped by the achievements, cultures, and religions of world empires?	- In what ways did the Middle Ages set the stage for the modern world? - How has world history impacted your life?
Essential Standards (ongoing throughout the year but with emphasis on different regions/ civilizations each quarter)	C.1.6.6 Evaluate the function and effects of rules, laws and treaties on civilizations by using historical documents. This may include the Code of Hammurabi, the Torah, the Twelve Tables, Law of Manu, Ancient Mayan law, Tang Code, and Justinian Code. E.1.6.3 Demonstrate how the division of labor and specialization led to the development of civilizations. This may include the increased productivity and quality of life civilizations experienced as they transitioned out of hunter-gatherer clusters and into agrarian, pastoral, and even feudal societies in which highly specialized skills could be developed, including artisans, cultivators, educators, and warriors. G.1.6.1 Analyze the locations and environmental and cultural characteristics of various societies using maps, globes, and other geographic tools. G.1.6.8 Determine how environmental and cultural characteristics affected the distribution and movement of people, goods, and ideas in various regions of the world. H.2.6.2 Construct arguments about lasting achievements of early civilizations. H.2.6.3 Evaluate the characteristics necessary for a civilization: government, culture, specialization of labor, mastery of food supply, technology, economic systems, education, communication systems. H.2.6.6 Compare reasons for the rise and decline of major empires and civilizations: Egypt, Babylonia, Kingdom of Kush, Mali Empire, Greece, Gupta, China (Han), Rome, Mayan Empire H.2.6.9 Examine key concepts and influences of major belief systems on societies: Buddhism, Christianity, Confucianism, Hinduism, Judaism			

Texts	• *World History: myWorld Interactive Early Ages* (Savvas Learning) • Primary & Secondary Source Documents