

Course Title:	6th Grade Social Studies
Grade(s):	6

Course Description
Grade 6 introduces students to the ancient world while building strong historical thinking and research skills. Students learn how to ask meaningful questions, gather and evaluate information, and use information to understand people and events from the past. Through explorations of geography and its influence on early civilizations, learners investigate the development and achievements of Mesopotamia, ancient India, ancient Egypt, and ancient Greece. By examining these cultures' innovations, belief systems, and daily life, students strengthen their ability to analyze primary and secondary sources, make connections across time and place, and communicate their findings clearly.
Approved Curricular Materials/Textbook(s)
TCI

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Foundations of History and Geography	In this unit, students will explore the fundamental reasons for studying the past and how historians examine human history to understand our world today. Students will investigate how significant events and cultural changes—from prehistoric inventions like the wheel to modern technology—shape our current lives and influence the decisions we make for the future. By analyzing the causes and effects of historical events, students will learn to identify the integral connections between the past and the present, ultimately discovering how they fit into the broader human story.	3 weeks (September)
Nonfiction Text and Research Skills	In this unit, 6th-grade students will become "information architects" as they dive into the world of nonfiction text features. While reading is often associated with stories, this unit focuses on how to efficiently gather information from real-world texts like biographies, news articles, and historical documents.	2 weeks (September-October)

	Students will explore how authors use specific tools to organize complex ideas, including: • Navigational Tools: Mastering the use of Table of Contents, Indices, and Glossaries to find facts quickly. • Visual Aids: Analyzing how maps, diagrams, and charts provide data that words alone cannot convey. • Formatting Cues: Understanding how bold keywords, headings, and subheadings signal important concepts and structural changes. <u>Digital Research & Literacy</u> A major focus of this unit is transitioning from basic web searches to professional research. Students will be introduced to high-quality academic databases, specifically learning how to use: • Gale In Context: To find peer-reviewed articles and primary sources. • Explora: To navigate age-appropriate encyclopedias and magazines. By using these databases, students will practice applying their knowledge of text features in a digital environment, ensuring they can verify sources while uncovering the human story.	
Unit 1: Investigating the Past through Inquiry	Objectives: • Explain how Social Scientists such as archaeologists, historians, and geographers investigate the past • Hypothesize about the lives of prehistoric humans • Interpret a cave painting by using the methodology of social scientists	4 weeks (October-November)
Unit 2: Rise of Civilizations	<u>From Hunters and Gatherers to Farmers:</u> • Identify Neolithic settlements and explain the reason for their location • Compare the lives of hunters and gatherers during the Paleolithic Age with the lives of the Neolithic Age • Explain how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs and trade	7 weeks (December-January)

	<u>The Rise of Sumerian City States</u> • Describe the location and physical setting of Mesopotamia, including the Tigris and Euphrates River system • Analyze geographic problems affecting ancient Mesopotamians and evaluate potential solutions • Explain how the development of agricultural techniques, such as irrigation systems, led to the emergence of Sumerian city-states <u>Ancient Sumer</u> • Analyze artifacts from ancient Sumer and explain how they are examples of civilization • Identify agricultural inventions that allowed Sumerian city-states to create a stable food supply and a complex society • Explain the relationship between religion and the social and political order in Sumer • Explain the evolution of Sumerian written language, from pictographs to cuneiform • Apply the characteristics of ancient civilization to modern day civilization <u>Exploring Four Empires of Mesopotamia</u>	
Unit 3: Ancient India	<u>Investigate the physical geography and initial human habitation of India</u> • Locate and describe eight key physical features of the Indian subcontinent, including the major river systems • Explain how geography affected the location of early settlement in India and supported the rise of civilization there • Predict and map the location of early human settlement in India <u>Unlocking the Secrets of Mohenjodaro</u> • Form hypotheses about the function of artifacts and ruins from an ancient city in the Indus Valley • Analyze artifacts to draw conclusions about daily life in the Indus valley civilization • Explain why Mohenjodaro is an important archaeological site	2 weeks (end of January-February)

	<u>The Achievements of the Gupta Empire</u> ● Identify the Gupta Empire on a map and locate its key cities ● Define what characteristics classify a historical time period as a “golden age” ● Describe the important aesthetic and intellectual traditions of ancient India, including literature, medicine, metallurgy, and mathematics ● Explain why the period during the Gupta Empire is known as a “golden age”	
Unit 4: Ancient Egypt and Kush	<u>The Ancient Egyptian Pharaohs</u> ● Identify the Accomplishments of 4 Key Pharaohs from ancient Egypt: Khufu, Senusret I, Hatshepsut, and Ramses the Great ● Analyze ancient Egyptian art and architecture to better understand the accomplishments of the pharaohs ● Hypothesize some ways in which Egyptian pharaohs achieved their most impressive accomplishments and the effects of those accomplishments on ancient Egypt <u>Daily Life in Ancient Egypt</u> ● Explain why the social structure of ancient Egypt is organized like a pyramid and how religion affects that organization ● Identify the key aspects of daily life for five social classes in ancient Egypt ● Discuss the role of written language and various art forms in ancient Egypt <u>The Kingdom of Kush</u> ● Identify the location of the civilization of Kush ● Analyze and describe images that show the commercial, cultural, and political relationship between Kush and Egypt, and the development in Kush of an independent economy, government, and culture	8 weeks (February-March)
Unit 5: Ancient Greece	<u>The Rise of Democracy</u> ● Examine forms of government in ancient Greece	8 weeks (April-May)

	• Identify the advantages and disadvantages of monarchy, oligarchy, tyranny, and democracy as ways of governing in ancient Greece • Explain key differences between direct and representative democracy <u>Life in Two City-States: Athens and Sparta</u> • Locate ancient Athens and Sparta and explain the connection between geography and the development of these city-states • Describe Athenian and Spartan government, economy, education, and treatment of women and people who were enslaved • Compare and contrast life in Athens and Sparta <u>The Golden Age of Athens</u> • Describe the role of Pericles in leading Athens into its Golden Age • Discuss the significance of religion in the everyday life of the ancient Greeks • Identify ways in which Greek literature permeates modern English language and literature • Explain how Athenian achievements in architecture, sculpture, drama, philosophy, and sports contributed to its Golden Age <u>The Legacy of Ancient Greece</u> • Explain how Greek language, literature, and art influence the modern world • Identify the Greek roots of American democracy • Describe the achievements of important Greek figures in the arts, sciences, and social sciences • Evaluate the impact of Greek contributions on modern life	
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