

		1 st Nine Weeks		
Time	Unit Topic	Standards	Learning Targets	Lesson Topics/Resources
Unit 1 10 to 13 days	Foundations of Human Civilization	6.01 Identify the meaning of time designation and abbreviations used by historians, including: (H) <ul style="list-style-type: none"> ● BC / BCE ● AD / CE ● Circa (c. or ca), decades, centuries 	I can identify the designations for time dating by creating a timeline vertically and horizontally using <u>BC</u> , <u>BCE</u> , <u>AD</u> , and <u>CE</u> , and order events of the past. I can define the designations for time dating, including: <u>circa</u> , <u>decade</u> , <u>century</u> , and <u>millennial (millennium)</u> . I can identify which time designations are <u>secular</u> and <u>religious</u> .	Chapter 1 Teacher tool box Ch. 1 pages 5-16
	Foundations of Human Civilization	6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: (C, H) <ul style="list-style-type: none"> ● basic hunting ● weapon ● shelter ● fire ● other tools 	I can identify the characteristics of the <u>nomadic hunter-gatherer (Paleolithic)</u> society, including their use of: <ul style="list-style-type: none"> ● basic hunting weapons ● fire ● shelter ● other tools 	Chapter 1

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	<p>Foundations of Human Civilization</p>	<p>6.03 Explain the impact of the Agricultural Revolution, including: (C, E, G, H)</p> <ul style="list-style-type: none"> ● barter economy ● domestication of plants and animals ● emergence of permanent settlements ● food surpluses ● labor specialization ● new sources of clothing and shelter 	<p>I can define the <u>Agricultural Revolution</u> (Neolithic) and cite examples of the impact farming had on societies, including:</p> <ul style="list-style-type: none"> ● development of a <u>barter economy</u> ● <u>domestication</u> of plants and animals ● emergence of <u>permanent settlements</u> ● food surpluses ● <u>labor specialization</u> ● new sources of clothing and shelter 	<p>Chapter 2</p> <p>Teacher tool box chapter 2 pages 17-26</p>
	<p>Foundations of Human Civilization</p>	<p>6.04 Identify and explain the importance of the following key characteristics of civilizations: (C,E,G,H,P)</p> <ul style="list-style-type: none"> ● Culture ● Government ● Religion ● Social structure ● Stable food supply ● Technology ● Writing 	<p>I can describe the basic components of civilization, including:</p> <ul style="list-style-type: none"> ● Culture ● Government ● Religion ● Social structure ● Stable food supply ● Technology ● Writing <p>I can summarize the ways these common characteristics create an unique society.</p>	<p>Chapter 3</p> <p>Teacher tool box chapter 3 pages 27-38</p>

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<p>Unit 2 13 days</p>	<p>Ancient Mesopotamia</p>	<p>6.05 Identify and locate geographical features of ancient Mesopotamia including: (G)</p> <ul style="list-style-type: none"> ● Black Sea ● Euphrates River ● Mediterranean Sea ● Persian Gulf ● Tigris River ● Zagros Mountains 	<p>I can identify and map geographic features surrounding ancient <u>Mesopotamia</u>, including:</p> <ul style="list-style-type: none"> ● Black Sea ● Euphrates River ● Mediterranean Sea ● Persian Gulf ● Tigris River ● Zagros Mountains 	<p>Chapter 4</p> <p>Teacher tool box chapter 4 pages 5-15</p>
	<p>Ancient Mesopotamia</p>	<p>6.06 Explain how geographic and climate features led to the region being known as the Fertile Crescent.</p>	<p>I can summarize how the geography and climate led to the region referred to as the <u>Fertile Crescent</u>.</p>	<p>Chapter 5</p> <p>Teacher tool box chapter 5 pages 16-26</p>
	<p>Ancient Mesopotamia</p>	<p>6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture. (C, E, H)</p>	<p>I can describe the effects of different inventions and systems that helped to develop advancements in <u>agriculture</u> including <u>irrigation</u>, <u>silt</u>, <u>metallurgy</u>, production of tools, use of plants and animals, slave labor, and inventions (the wheel, sail, and plow).</p>	<p>Chapter 5</p>
	<p>Ancient Mesopotamia</p>	<p>6.08 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. (C, E, G, H, P)</p>	<p>I can create a sequence to show the agricultural advancements in Sumer and explain the effects of each, including <u>economic growth</u>, expansion of trade and transportation, and the emergence of independent <u>city-states</u>.</p>	<p>Chapter 5</p>

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	Ancient Mesopotamia	6.09 Explain the basic concepts of monarchy and empire and identify Mesopotamia as the regional location of the world's first empire. (G, H, P)	I can define the basic concepts that make up a <u>monarchy</u> and <u>empire</u> and identify Mesopotamia as the location of the world's first <u>sustained</u> empire.	Chapter 5
	Ancient Mesopotamia	6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life. (C, H)	I can define <u>polytheism</u> and give examples of the presence of polytheism in Mesopotamia. I can cite evidence of the beliefs about the relationship of <u>deities</u> in the natural world and their importance in everyday life in Mesopotamia.	Chapter 5
	Ancient Mesopotamia	6.11 Identify the important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the <i>Epic of Gilgamesh</i> as the oldest written epic. (C, E, H)	I can identify the important achievements of Mesopotamian civilization including the development of <u>cuneiform</u> , clay tablets, and <u>ziggurats</u> . I can identify the <i>Epic of Gilgamesh</i> as the oldest written <u>epic</u> .	Chapter 5

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	Ancient Mesopotamia	6.12_Analyze the impact of the introduction of written law in the Code of Hammurabi and explain its basic principles of justice. (C, E, H, P)	I can cite textual evidence to identify the introduction of the <u>rule of law</u> in the <u>Code of Hammurabi</u> and draw inferences from the text to explain the role as a means of justice.	Chapter 5
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2 nd 9 weeks				
Time	Unit Topic	Standards	Learning Targets	Lesson Topics/Resources
Unit 3 (18 to 24 days)	Ancient Egypt	6.13 Identify and locate geographical features of ancient Egypt, including: (G, H) <ul style="list-style-type: none"> • Mediterranean Sea • Nile Delta • Nile River • Red Sea • The regions of Upper and Lower Egypt • The Sahara 	I can identify and map geographical features surrounding ancient Egypt, including the Mediterranean Sea, Nile <u>Delta</u> , Nile River, Red Sea, Upper and Lower Egypt, as well as the Sahara. I can recognize and explain why Egyptians settled along the Nile River and the connection to the geographic terms of Upper and Lower Egypt.	Chapter 6 Teacher tool box chapter 6 pages 5-17
	Ancient Egypt	6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. (C, E, G, H)	I can outline the agricultural practices used in ancient Egypt and describe the impact on life and economic growth, including the use of irrigation and the development of a calendar.	Chapter 6
	Ancient Egypt	6.15 Explain the structure of ancient Egyptian society, including: (C, E, H, P) <ul style="list-style-type: none"> • relationships between groups of people • how social classes were organized by occupation • positions of pharaohs as gods/kings • role of slaves 	I can create a visual representation and use it to describe the structure of Egyptian society, including relationships between groups of people, how the <u>classes</u> were organized by <u>occupation</u> , positions of <u>pharaohs</u> as gods/kings, and the role of slaves.	Chapter 7 Teacher tool box chapter 7 pages 18-39

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	Ancient Egypt	6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. (C, H)	I can identify the polytheistic religion of the ancient Egyptians and describe the beliefs about the <u>afterlife</u> , reasons for <u>mummification</u> , and the use of <u>pyramids</u> by citing evidence from informational texts. I can identify the development of ancient Egypt during the Old, Middle, and New Kingdoms.	Chapter 7
	Ancient Egypt	6.17 Analyze the impact of key figures from ancient Egypt, including: (C, E, H, P) <ul style="list-style-type: none"> • growth under the leadership of Queen Hatshepsut and her economic policies • Ramses the Great’s military conquests leading to growth of the kingdom • significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt 	<p>I can create a horizontal timeline identifying the time periods of ancient Egyptian kingdoms and evaluate the significance of key figures, including:</p> <ul style="list-style-type: none"> • Menes • Khufu (Cheops) • Hyksos invasion • Ahmose • Tutankhamun • Queen Hatshepsut • Ramses The Great <p>I can explain the impact of key Egyptian figures including:</p> <ul style="list-style-type: none"> • growth under the leaderships of Queen Hatshepsut and her economic policies • Ramses the Great’s military conquests leading to growth of the kingdom • the significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt (Valley of the Kings) <p>I can identify types of Egyptian artifacts by pictorial representation and recognize its influence on objects present today.</p>	Chapter 7

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	Ancient Egypt	6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. (C, E, G, H)	<p>I can examine ancient Egyptian artifacts and identify the lasting impact of these ancient achievements had on Egyptian civilizations, including:</p> <ul style="list-style-type: none"> • <u>hieroglyphics</u> • <u>papyrus</u> • the <u>pyramids</u> and <u>Sphinx</u> at Giza 	Chapter 7
	Ancient Egypt	6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. (C, E, G, H, P)	<p>I can define the concept of cultural diffusion and create a visual representation to explain interactions between ancient Egypt and surrounding civilizations (Mesopotamia, Nubia, Red Sea trade groups).</p> <p>I can summarize changes in ancient Egypt that resulted from cultural diffusion with surrounding civilizations through trade.</p> <p>I can examine cause and effect of the conflict between ancient Egypt and Nubia (Kush).</p>	Chapter 7
Unit 4 14 to 17 days	Ancient Israel	6.20 Identify and locate geographical features of ancient Israel, including: (G) <ul style="list-style-type: none"> • Dead Sea • Mediterranean Sea • Jerusalem • Red Sea • Jordan River • Sinai Peninsula 	<p><u>I can identify and map geographic features of ancient Israel, including:</u></p> <ul style="list-style-type: none"> • Dead Sea • Mediterranean Sea • Jerusalem • Red Sea • Jordan River • Sinai Peninsula 	Chapter 8 Teacher tool box chapter 8 pages 5-13

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Ancient Israel	6.21 Describe the development of the ancient Israelites and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. (C, G, H, P)	I can map the migrations of the ancient Israelites and explain the reasons they moved from Mesopotamia to Canaan, from Canaan to Egypt, and from Egypt back to Canaan (later called Israel).	Chapter 9 Teacher tool box chapter 9 pages 14-23
Ancient Israel	6.22 Describe the origins and central features of Judaism: (C, G, H, P) <ul style="list-style-type: none"> ● Key Persons: Abraham, Moses ● Sacred Text: <i>The Tanakh</i> (i.e. Hebrew Bible) ● Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility 	I can identify the roles of Abraham and Moses and describe their contributions in developing the Hebrews into a nation of people referred to as Israelites. I can cite textual evidence from The Tanakh (Hebrew Bible) to describe the central features of Judaism, including: <ul style="list-style-type: none"> ● monotheism ● the Ten Commandments ● individual worth and personal responsibility 	Chapter 9
Ancient Israel	6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. (C, G, H, P)	I can compare and contrast the roles and major contributions of the kings of Israel, including: <ul style="list-style-type: none"> ● Saul as the first king ● David as the second king who founded Jerusalem as the capital ● Solomon as the third king who built the first Temple 	Chapter 10 Teacher tool box chapter 10 pages 24-37

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	Ancient Israel	6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. (C, E, G, H, P)	<p>I can outline key events that led to the breakup of Israel into two kingdoms: Israel (Northern Kingdom) and Judah (Southern Kingdom), including:</p> <ul style="list-style-type: none"> ● destruction of the Northern Kingdom (by Assyria) ● people of Judah become known as the Jews ● Babylonian captivity under Nebuchadnezzar II (New Babylon) ● Jews return to their homeland under Persian Empire <p>I can summarize what led to the capture of the Jewish people and the outcome of their time spent in Babylonian captivity.</p> <p>I can describe what led to the return of the Jews to their homeland under the Persian Empire and explain the impact on the ancient Jews, including:</p> <ul style="list-style-type: none"> ● destruction of the first Temple ● the end of Babylonian captivity ● Cyrus the Great granting permission for the Jews to return ● the rebuilding of the second Temple in Jerusalem 	Chapter 10
Unit 5 15 to 22 days	Ancient India	6.25 Identify and locate geographical features of ancient India, including: (G) <ul style="list-style-type: none"> ● Ganges River ● Himalayan Mountains ● Indian Ocean ● Indus River ● monsoon winds ● subcontinent of India 	I can identify and map geographical features surrounding ancient India, including the Ganges and Indus River, Himalayan Mountains, Indian Ocean, monsoon winds, and the subcontinent of India.	Chapter 11 Teacher took box chapter 11 pages 5-14

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Ancient India	6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: (E, G, H, P)	<ul style="list-style-type: none"> ● Architecture built with bricks ● Arranging roads into a series of grid-systems ● Sanitation and sewer systems 	<p>I can recognize the importance of the Indus River and summarize how the Harappan civilization emerged in the Indus River Valley as an early agricultural civilization.</p> <p>I can describe the achievements of the Harappan civilizations, including architecture built with bricks, arranging roads into a series of grid-systems, sanitation, and sewer systems.</p>	<p>Chapter 12</p> <p>Teacher tool box chapter 12 pages 15-29</p>
Ancient India	6.27 Describe the social structure of the caste system and explain its effect on everyday life in ancient India. (C, E, H, P)		I can create a visual representation of the social structure of ancient India and explain the effect the <u>caste system</u> had on everyday life.	Chapter 12
Ancient India	6.28 Describe the origins and central features of Hinduism: (C, G, H, P)	<ul style="list-style-type: none"> ● Key Persons: origins of Aryan traditions ● Sacred Text: <i>The Vedas</i> ● Basic Beliefs: dharma, karma, reincarnation, and moksha 	<p>I can identify the origins of Aryan traditions and explain the influence they had on central features of Hinduism.</p> <p>I can identify the central teachings of <i>The Vedas</i> and summarize the important features of Hinduism which came from this sacred text.</p> <p>I can define <u>dharma</u>, <u>karma</u>, <u>reincarnation</u>, and <u>moksha</u>, and discuss their role to Hinduism.</p>	Chapter 12

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Ancient India	6.29 Describe the origins and central features of Buddhism: (C, G, H, P)	<ul style="list-style-type: none"> • Key Person: Siddhartha Gautama (Buddha) • Sacred Text: Tripitaka • Basic Beliefs: The Four Noble Truths, The Eightfold Path 	<p>I can create a narrative description of the life of Siddhartha Gautama (Buddha) and explain the influence his teachings had on central features of <u>Buddhism</u>.</p> <p>I can identify the role of the <i>Tripitaka</i> for a Buddhist:</p> <ul style="list-style-type: none"> • rules for monks (discipline) • teachings and meditation techniques • songs and stories from the Buddha’s life (higher knowledge) <p>I can summarize the <u>Four Noble Truths</u> and <u>Eightfold</u> beliefs and identify their importance.</p>	Chapter 12
Ancient India	6.30 I can identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g. Hindu-Arabic numerals). (C, E, H)		I can explain the important ideas and achievements of the late empire of ancient India, including medical education, medical techniques, and mathematics, and describe the long-lasting impact.	Chapter 12

3rd Nine Weeks

Time	Unit Topic	Standards	Learning Targets	Lesson Topics/Resources
Unit 6 15 to 20 days	Ancient China	<p>6.31 Identify and locate geographical features of ancient China, including: (G)</p> <ul style="list-style-type: none"> • Gobi Desert • Plateau of Tibet • Himalayan Mountains • Yangtze River • Pacific Ocean • Yellow River 	I can identify and map geographical features surrounding ancient China, including the Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze, and Yellow Rivers.	Chapter 13 Teachers tool box chapters 13 pages 5-15

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Ancient China	6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. (C, G, H)	<p>I can identify and explain why the geography in the region led ancient Chinese civilizations to settle in the Yellow River Valley during the era of the Shang Dynasty.</p> <p>I can recognize which geographic features of China contributed to its <u>isolation</u> from the rest of the world and explain the consequences of this isolation.</p>	Chapter 14 Teacher tool box chapter 14 pages 16-34
Ancient China	6.33 Describe how the size of ancient China made governing difficult and how the concepts of the Mandate of Heaven and Legalism emerged solutions to this problem. (C, G, H, P)	<p>I can examine the geographic features of China to infer challenges of governing a region of this size in ancient times and find evidence to support my claim.</p> <p>I can compare and contrast the concepts of the <u>Mandate of Heaven</u> and <u>Legalism</u> and explain their purpose related to governing in ancient China.</p>	Chapter 14
Ancient China	6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems. (C, H, P)	<p>I can identify the political and cultural problems present in society at the time of Confucius.</p> <p>I can cite textual evidence from the philosophy of <u>Confucianism</u> and excerpts from <i>The Analects</i>, including the concepts of <u>kinship</u>, order, and <u>hierarchy</u> as a way to address the political and cultural problems throughout China at this time.</p>	Chapter 14
Ancient China	6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. (C, E, G, H, P)	<p>I can organize the significant policies and achievements of the emperor Qin Shi Huangdi into one coherent narrative or timeline.</p> <p>I can describe the impact Qin Shi Huangdi’s achievements and the construction of the <u>Great Wall</u> had in the <u>unification</u> of ancient China during the Qin Dynasty.</p>	Chapter 14
Ancient China	6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. (C, E, H, P)	<p>I can identify the role of Confucianism in contributing to the long- term political success of the Han Dynasty.</p> <p>I can express my support or opposition for the teachings of Confucius.</p>	Chapter 14

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	Ancient China	6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. (C, E, G, H)	<p>I can describe the technological advances made in ancient China during the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.</p> <p>I can explain the impact of the demand for Chinese goods and cite evidence to support the significance of The Silk Road and its location during the period of the Han Dynasty.</p>	Chapter 14
	Ancient China	6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China. (C, E, G, H, P)	<p>I can describe the cultural diffusion of <u>Buddhism</u> within China during the Han Dynasty.</p> <p>I can identify types of Chinese <u>artifacts</u> by pictorial representation and recognize its influence on objects present today.</p>	Chapter 14
Unit 7 22 to 30 days	Ancient Greece	6.39 Identify and locate geographical features of ancient Greece, including: (G) <ul style="list-style-type: none"> • Asia Minor • Athens • Macedonia • Mediterranean Sea • Peloponnesian peninsula • Sparta 	I can identify and map geographical features surrounding ancient Greece, including Asia Minor, Athens, Macedonia, Mediterranean Sea, Peloponnesian Peninsula, and Sparta.	Chapter 15 Teacher tool box chapter 15 pages 4-14
	Ancient Greece	6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. (C, E, G, H, P)	I can recognize and describe how the geography in the region led civilizations of ancient Greece to organize into city-states and contributed to its role and methods in <u>maritime trade</u> , and <u>colonization</u> throughout the Mediterranean.	Chapter 15
	Ancient Greece	6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. (C, H, P)	<p>I can define the concept of the <u>polis</u> and explain the role of citizenship and civic participation in ancient Greek city-states.</p> <p>I can define the <u>rule of law</u> and distinguish its purpose.</p>	Chapter 16 Teacher tool box chapter 16 pages 15-27

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Ancient Greece	6.42 Explain the basic concepts of direct democracy and oligarchy. (C, H, P)	<p>I can relate the characteristics of Greek democracy which influenced the future of the United States system of government.</p> <p>I can describe the political structures of <u>direct democracy</u> and <u>oligarchy</u>.</p>	Chapter 16
Ancient Greece	<p>6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: (C, E, G, H, P)</p> <ul style="list-style-type: none"> • Advantages of each geographic location • Approaches to education • Practice of slavery • Status of women • Styles of government 	<p>I can compare and contrast life in Athens and Sparta, including:</p> <ul style="list-style-type: none"> • advantages of each geographic location • approaches to education • practice of slavery • status of women • styles of government 	Chapter 16
Ancient Greece	6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. (C, H, P)	<p>I can identify the causes and effects of the Persian Wars.</p> <p>I can explain the causes, course, and consequences of the Persian invasions of Greece, including:</p> <ul style="list-style-type: none"> • Ionian Revolt • Persian & Greek leaders • Battle of Marathon • 300 Spartans • Peloponnesian & Delian Leagues • Battle of Thermopylae & Salamis • Battle of Plataea • rise of Athens 	Chapter 17 Teacher tool box chapter 17 pages 28-40
Ancient Greece	6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians. (C, H, P)	I can identify the causes and effects of the Peloponnesian Wars and explain how the growing political conflict between Athens and Sparta led to war and left city-states open to conquest by the Macedonians (Philip II).	Chapter 17

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Ancient Greece	6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. (C, H)	<p>I can identify the <u>polytheistic</u> religion of ancient Greece and describe the <u>myths</u> and stories, giving examples of humanlike qualities of Greek gods, goddesses and heroes, such as: Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, and Apollo and where and how we use their names today.</p> <p>I can compare and contrast the <u>Titans</u> with the <u>Olympian gods</u> and explain the surrounding Greek mythology.</p> <p>I can summarize the tradition of the Olympic Games and cite evidence to explain why they were instituted, and which sports they featured.</p> <p>I can identify the development of the alphabet (Phoenician, Greek, and Latin).</p>	Chapter 18 Teacher tool box chapter 18 pages 41-56
Ancient Greece	6.47 Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks. (C, H)	<p>I can describe the importance and cite textual evidence to support the impact ancient literature had in shaping Greek culture, including:</p> <ul style="list-style-type: none"> ● <i>Aesop's Fables</i> ● <i>The Iliad</i> ● <i>The Odyssey</i> 	Chapter 18
Ancient Greece	6.48 Examine the influence of ancient Greek philosophers (e.g. Aristotle, Plato, and Socrates) and their impact on education and society in Greece. (C, H, P)	<p>I can identify the Greek philosophers and compare their ideas, including Aristotle, Plato, and Socrates.</p> <p>I can identify the influence ancient philosophers had in shaping Greek culture.</p>	Chapter 18
Ancient Greece	6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. (C, H, P)	<p>I can use models to explain the purpose and function of Greek architecture, including the Parthenon and the Acropolis.</p> <p>I can identify challenges and changes that resulted from major architectural developments of ancient Greece and its influence on today's architecture.</p>	Chapter 18

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	Ancient Greece	6.50 Explain the unification of the Greek city-states by Macedonia and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture. (C, E, G, H, P)	<p>I can create a timeline to sequence the events that led to the unification of the Greek city-states by Macedonia.</p> <p>I can analyze the causes and effects of Hellenistic culture, including the spread and breakup of Alexander’s empire.</p> <p>I can cite textual evidence from <i>The Life of Alexander</i>, to examine why he was considered “great” in his time.</p> <p>I can identify Greek artifacts by pictorial representation and recognize its influence on objects present today.</p>	Chapter 18
Unit 8 23 to 30 days	Ancient Rome	6.51 Identify and locate geographical features of ancient Rome, including: (G) <ul style="list-style-type: none"> • Constantinople • Mediterranean Sea • Italian Alps • Rome • Italian Peninsula • Tiber River 	<p>I can identify and map geographical features surrounding ancient Rome, including:</p> <ul style="list-style-type: none"> • Constantinople • Mediterranean Sea • Italian Alps • Rome • Italian Peninsula • Tiber River 	Chapter 19 Teacher tool box chapter 19 pages 4-13
	Ancient Rome	6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. (E, G, H, P)	I can identify the significance of the Tiber River and seven hills in shaping Roman society and explain how the geographic features of Rome contributed to its political and economic power in the Mediterranean region and the rest of the world.	Chapter 19
	Ancient Rome	6.53 Describe the government of the Roman Republic, including: (C, H, P) <ul style="list-style-type: none"> • Branches of government • Checks and balances • Civic participation • Representative democracy • The rule of law and the Twelve Tablets 	<p>I can create a visual representation and use it to explain the governmental structure and guiding principles of the Roman <u>Republic</u>, including:</p> <ul style="list-style-type: none"> • Branches of government • <u>Checks and balances</u> • Civic participation • <u>Representative democracy</u> (Republic) • The rule of law and the Twelve Tablets 	Chapter 20 Teacher tool box chapter 20 pages 14-23

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Ancient Rome	6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. (C, E, H, P)	I can identify the class and gender divisions and create a visual representation to explain the social structure of ancient Rome, including the role of <u>patricians</u> , <u>plebeians</u> , and slaves.	Chapter 20
Ancient Rome	6.55 Describe the characteristics of Julius Caesar’s rule, including: (C, E, G, H, P) <ul style="list-style-type: none"> • Leadership in the military • Popularity amongst plebeians • Role as a dictator for life • Assassination 	I can identify how Julius Caesar’s influence on leadership in the military led to the transition from a Roman Republic to an empire. I can explain Julius Caesar’s popularity amongst plebeians and how they the influenced his ability to become a permanent <u>dictator</u> . I can analyze the tone of documents written about Caesar's <u>assassination</u> to explain the impact of his life.	Chapter 21 Teacher tool box chapter 21 pages 24-36
Ancient Rome	6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. (C, E, G, H, P)	I can explain the growth of the Roman Empire under Augustus Caesars, including the use of <u>currency</u> and trade routes during the <u>Pax Romana</u> .	Chapter 21
Ancient Rome	6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: (C, G, H, P) <ul style="list-style-type: none"> • aqueducts • arches • bridges • The Colosseum • domes • roads • sanitation 	I can explain the importance of engineering and architectural advances that led to Roman expansion, including: <ul style="list-style-type: none"> • aqueducts • arches • bridges • The Colosseum • domes • roads • sanitation I can identify challenges and changes that resulted from major engineering and architectural developments of ancient Rome and its influence on today’s architecture.	Chapter 21

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<p>Ancient Rome</p>	<p>6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life. (C, H, P)</p>	<p>I can identify the polytheistic religion of ancient Rome and cite evidence to describe the beliefs about the humanlike qualities of the deities as well as their importance in everyday life.</p> <p>I can identify comparisons between the Roman gods and goddesses with those from Greek mythology, including:</p> <ul style="list-style-type: none"> • Jupiter - Zeus • Mercury - Hermes • Venus - Aphrodite • Mars - Ares • Neptune - Poseidon • Saturn - Cronus • Pluto – Hades • Hercules - Heracles 	<p>Chapter 22</p> <p>Teacher tool box chapter 22 pages 37-47</p>
<p>Ancient Rome</p>	<p>6.59 Describe the origins and central features of Christianity: (C, G, H, P)</p> <ul style="list-style-type: none"> • Key Persons: Jesus, Paul • Sacred Text: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah 	<p>I can identify the origins and summarize the core beliefs of Christianity including:</p> <ul style="list-style-type: none"> • monotheism • the life, teachings, and contributions of Jesus • the life, teachings, and contributions of Paul • the belief in The Bible • the concept of sin and forgiveness • the belief in eternal life • the belief in Jesus as the Messiah 	<p>Chapter 22</p>
<p>Ancient Rome</p>	<p>6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. (C, H, P)</p>	<p>I can sequence events around the expulsion of the Jews from their homeland beginning with the Jewish Diaspora.</p> <p>I can describe how Judaism survived the expulsion/dispersion of the Jews to other lands (the diaspora) and describe its effects on Judaism.</p>	<p>Chapter 22</p>

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	Ancient Rome	6.61 Explain the division of the Roman Empire into East and West and identify the later establishment of Constantinople as the capital by Constantine. (C, H, P)	<p>I can create a timeline to sequence the significant events that led to division of the Roman Empire into East and West.</p> <p>I can describe the significance of the city of Constantinople being established as the capital by Constantine.</p>	<p>Chapter 23</p> <p>Teacher tool box chapter 23 pages 48-60</p>
	Ancient Rome	6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire. (C, E, G, H, P)	<p>I can identify reasons and major events that led to the decline of the Roman Empire, including the influence of important leaders.</p> <p>I can identify and explain the causes and effects of the fall of the Western Roman Empire, including:</p> <ul style="list-style-type: none"> ● difficulty governing its large territory ● political corruption ● economic instability ● attacks by Germanic tribes ● continuation of the Eastern Roman Empire as the Byzantine <p>I can identify Roman artifacts by pictorial representation and recognize its influence on objects present today.</p>	<p>Chapter 23</p>

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4 th Nine Weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
		Tennessee History Project		History of Tennessee from before statehood to present day.