

# 6<sup>th</sup> Grade World History Scope & Sequence

The following document outlines the units of study required to meet the Nevada Academic Content Standards in Social Studies (history, civics, economics, and geography) and to support mastery of the Nevada Academic Content Standards in Literacy (CCSS) for 6<sup>th</sup> grade. There are two required units of study per quarter, but the time frames within each quarter are flexible based on teacher and student needs and interest.

The Scope and Sequence is framed by three essential questions and six essential concepts (PERSIA). Teachers should be incorporating these questions and concepts into every lesson throughout the year as well as in assessments.

## Essential Questions

In a civilization, how is culture developed, and why does it change over time?

How does the physical geography of a civilization influence the culture?

How can we measure the impact of a civilization's developments and achievements?

## PERSIA (Concepts)

Political    Economic    Religion    Social    Intellectual/Arts    Area/Geography

## Instructional Resources

The resources listed by each unit will be updated periodically as they are developed and/or edited based upon teacher feedback. Each school has a 6<sup>th</sup> grade Mini-Qs in World History (Volume 1) binder. Teachers can be trained in using these document based questions. The other resources are available on the [www.projecttahoe.org](http://www.projecttahoe.org) website. All resources have been vetted by teachers and meet the requirements of core-aligned instructional materials. These resources provide options for teachers to choose from in meeting their pedagogical goals. Not all resources need to or should be used in every unit.

Training in how to use this document and implement the essential questions and PERSIA using the core-aligned resources will be available for 6<sup>th</sup> grade teachers. The course name will be: 6<sup>th</sup> grade Primer.

<b>Civilizations to Study</b> <i>(Note: Chronology is overlapping in the history of most of these civilizations.)</i>	<b>Approx. Time</b>	<b>Standards to be Addressed with this Unit</b> <i>History, Economics, Geography, Civics</i>	<b>What main ideas will we teach in order to help us our students answer the overarching essential questions?</b>		<b>Instructional Resources</b> (strategies, texts, connections, etc. to meet NVACS)
<b>Early Development of Civilizations &amp; Mesopotamia</b>	<b>3 Weeks</b>	<b>History</b> H1. [6-8]. 12,15,16-21 H2. [6-8]. 24,25 H3. [6-8]. 14-17  <b>Geography</b> G6. [6-8]. 1,2,3,5,6,8,9 G7. [6-8]. 2,3,6 G8. [6-8]. 2  <b>Economics</b> E11. [6-8]. 4 E12.[6-8]. 1	In a civilization, how is culture developed, and why does it change over time?	P- written laws and punishments, city-state, empire, king, justice	<b>DBQ Project</b> -Hammurabi's Code
			How does the physical geography of a civilization influence the culture?	E- irrigation, bartering, agriculture, trade, division of labor	<b>Close Read</b> - <a href="#">Hammurabi</a>
			How can we measure the impact of a civilization's developments and achievements?	R- polytheism, monotheism, monuments	<b>Zoom In</b> - <a href="#">Hammurabi's Code</a>
				S- values, class structure	<b>Concept Lesson</b> - <a href="#">Culture (PERSIA)</a>
				I- Written language, new inventions	<b>Supported by background content in Scott Foresman</b> -pgs. 10-30 -pgs. 34-47
				A- Fertile Crescent, Euphrates, Tigris	
<b>Egypt</b>	<b>5 Weeks</b>	<b>History</b> H1. [6-8]. 12, 13, 16-19, 21, 24, 25  <b>Geography</b> G6. [6-8]. 1, 2, 6-9 G7. [6-8]. 2-6 G8. [6-8]. 2, 3, 5, 8  <b>Economics</b> E10. [6-8]. 1, 2 E11. [6-8]. 2, 4, 6, 7 E12. [6-8]. 1  <b>Civics</b> C13. [6-8]. 1, 5, 9 C14. [6-8]. 4 C16. [6-8]. 1, 2	In a civilization, how is culture developed, and why does it change over time?	P- pharaoh, theocracy, despotism	<b>DBQ Project</b> -How did the Nile shape Ancient Egypt?
			How does the physical geography of a civilization influence the culture?	E- taxes (good and services), trade	<b>WCSD CCSS Units</b> - <a href="#">Ancient Egypt</a>
			How can we measure the impact of a civilization's developments and achievements?	R- polytheism, basis of culture, preparing for the after-life	<b>One-Pagers</b> - <a href="#">Egyptian Women</a> - <a href="#">Making an Egyptian Mummy</a>
				S- deity, caste system	
				I- hieroglyphics, art, building of historic monuments	<b>Zoom In</b> - <a href="#">Pyramid/Sphinx</a>
				A- upper and lower Egypt, agricultural, Nile, Euphrates	<b>Supported by background content in Scott Foresman</b> -pgs. 74-95

<b>Civilizations to Study</b> <i>(Note: Chronology is overlapping in the history of most of these civilizations.)</i>	<b>Approx. Time</b>	<b>Standards to be Addressed with this Unit</b> <i>History, Economics, Geography, Civics</i>	<b>What main ideas will we teach in order to help us our students answer the overarching essential questions?</b>		<b>Instructional Resources</b> (strategies, texts, connections, etc. to meet NVACS)
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Persia &amp; India</h1>	4 weeks	<b>History</b> H1. [6-8]. 16-21, 24  <b>Geography</b> G6. [6-8]. 1-7, 9 G7. [6-8]. 2, 3, 6 G8. [6-8]. 2, 3  <b>Economics</b> E10. [6-8]. 1, 2  <b>Civics</b> C13. [6-8]. 5	<p>In a civilization, how is culture developed, and why does it change over time?</p> <p>How does the physical geography of a civilization influence the culture?</p> <p>How can we measure the impact of a civilization's developments and achievements?</p>	<b>P</b> - emperor, provinces, organized military, edicts	<b>DBQ</b> -Asoka  <b>Close Read</b> <a href="#">-The Caste System</a>  <b>Zoom-In</b> <a href="#">-Persian Coin</a>  <b>Supported by background content in Scott Foresman</b> -pgs. 128-145
		<b>E</b> - trade routes, farming, metal, cotton, jewelry, currency (gold)			
		<b>R</b> - polytheism, Sanskrit, monotheism, Zoroastrianism, Brahmins			
		<b>S</b> - male education, sudra/serfs, Brahmins			
		<b>I</b> - writing, homes in grid layout, sanitation removal, social structure, sculptures, number system, vedas			
		<b>A</b> - rivers, migration			
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">China</h1>	4 weeks	<b>History</b> H1. [6-8]. 13, 16-19, 20, 21, 24, 25 H2. [6-8]. 24, 25, 29, 30 H3. [6-8]. 14-17  <b>Geography</b> G6. [6-8]. 1-6, 9 G7. [6-8]. 2, 3, 6 G8. [6-8]. 1-3  <b>Economics</b> E10. [6-8]. 1, 2 E11. [6-8]. 2, 7 E12. [6-8]. 1  <b>Civics</b> C13. [6-8]. 1 C16. [6-8]. 1	<p>In a civilization, how is culture developed, and why does it change over time?</p> <p>How does the physical geography of a civilization influence the culture?</p> <p>How can we measure the impact of a civilization's developments and achievements?</p>	<b>P</b> -emperor, province, dynasty, golden age	<b>DBQ Project</b> -Silk Road DBQ -Great Wall DBQ  <b>Supported by background content in Scott Foresman</b> -pgs. 100-117
		<b>E</b> - middle-men, ledger, import, export, money system			
		<b>R</b> - beliefs, Taoism, polytheism			
		<b>S</b> - dynasty, emperor, civil service, farming			
		<b>I</b> - great wall, new ideas, philosophy, bronze, silk, flood controls, iron			
		<b>A</b> - terraces, fertile plateau, plains, Huang River, Caravan, Silk Road, desert			

<b>Civilizations to Study</b> <i>(Note: Chronology is overlapping in the history of most of these civilizations.)</i>	<b>Approx. Time</b>	<b>Standards to be Addressed with this Unit</b> <i>History, Economics, Geography, Civics</i>	<b>What main ideas will we teach in order to help us our students answer the overarching essential questions?</b>		<b>Instructional Resources</b> (strategies, texts, connections, etc. to meet NVACS)
<b>Maya, Aztec, Inca</b>	<b>3 weeks</b>	History H1. [6-8]. 12-19 H2. [6-8]. 24, 25 H3. [6-8]. 14, 16  Geography G6. [6-8]. 1-9 G7. [6-8]. 2, 3, 6 G8. [6-8]. 1-3  Economics E10. [6-8]. 1 E11. [6-8]. 4  Civics C13. [6-8]. 1, 5 C16. [6-8]. 1	In a civilization, how is culture developed, and why does it change over time?	P- city-states, emperors, theocracy, civil wars, mercenaries	<b>DBQ Project</b> -The Maya: What was their most remarkable achievement?  <b>One Pagers</b> - <a href="#">Maya Astronomy</a> - <a href="#">Inca bridges</a> - <a href="#">Aztec Animal Deities</a>  <b>Supported by background content in Scott Foresman</b> -pgs. 168-173 -pgs. 174-181 -pgs. 196-203
			How does the physical geography of a civilization influence the culture?	E- trade network, taxes, infrastructure, aqueducts, reservoirs, agriculture, mining R-rituals, polytheism, codex, calendars	
			How can we measure the impact of a civilization's developments and achievements?	S- class structures, chain of command	
				I- codex, writing and print, number system, calendar, legends	
				A- mountain ranges, rivers, connections to present day countries	

<h1>Greece/Rome</h1>	<b>6 weeks</b>	<p>History  H1. [6-8]. 17-21  H2. [6-8]. 24,25  H3. [6-8]. 13-17</p> <p>Geography  G6. [6-8]. 1-9  G7. [6-8]. 2, 6  G8. [6-8]. 1-3</p> <p>Economics  E11. [6-8]. 2  E12. [6-8]. 1</p> <p>Civics  C13. [6-8]. 1, 5</p>	<p>In a civilization, how is culture developed, and why does it change over time?</p> <p>How does the physical geography of a civilization influence the culture?</p> <p>How can we measure the impact of a civilization's developments and achievements?</p>	<p>P- monarchy, oligarchy, democracy, republic, empire, city-state, social responsibility</p>	<p><b>Zoom-in:</b>  <a href="#">-Explore Ancient Greece</a>  <a href="#">-Women in Ancient Greece</a></p> <p><b>One Pagers:</b>  <a href="#">-Gladiators</a>  <a href="#">-Barbaric Huns</a></p> <p><b>DBQ Project</b>  -Citizenship in Athens and Rome  -How Great was Alexander the Great?  -Why did Rome Fall</p> <p><b>Close Read</b>  <a href="#">-Spartan Families</a>  <a href="#">-Black Ships before Troy</a></p> <p><b>Supported by background content in Scott Foresman</b>  -pgs. 246-271  -pgs. 276-304</p>
		<p>E- trade centers, trade route, markets</p>	<p>R- polytheism, monotheism, Christianity</p>		
		<p>S- gender roles, the Golden Age</p>	<p>I- advances in education, philosophy, science, emphasis on arts, architecture</p>		
		<p>A- Mediterranean region, peninsula, archipelago</p>			

<b>Civilizations to Study</b> <i>(Note: Chronology is overlapping in the history of most of these civilizations.)</i>	<b>Approx. Time</b>	<b>Standards to be Addressed with this Unit</b> <i>History, Economics, Geography, Civics</i>	<b>What main ideas will we teach in order to help us our students answer the overarching essential questions?</b>		<b>Instructional Resources</b> (strategies, texts, connections, etc. to meet NVACS)
<b>Middle Ages</b>	<b>5 weeks</b>	History H1. [6-8]. 10, 18, 16-19, 21-23, 26-28  Geography G6. [6-8]. 1-9 G7. [6-8]. 2, 3, 6  Economics E10. [6-8]. 1 E11. [6-8]. 2,4,7 E12. [6-8]. 1  Civics C16. [6-8]. 1	In a civilization, how is culture developed, and why does it change over time?	P- Kings, Lords, Magna Carta, Domesday book, feudal system, Knights, missionaries, nuns, monks	<b>Close Read</b> <a href="#">-Concepts of magic in Medieval Ages</a>  <b>DBQ:</b> Why did Christianity take hold in the Ancient World?  <b>One Pager</b> <a href="#">-Black Death</a>  <b>Supported by background content in Scott Foresman</b> -pgs. 392-411
			How does the physical geography of a civilization influence the culture?	E- taxes, surplus food, fair/market, merchant, guild	
			How can we measure the impact of a civilization's developments and achievements?	R- crusades, Christianity, Muslim, Holyland	
				S- social classes, serfs, chivalry, manors, subsistence farming, land management	
				I- 3 field rotation, water wheels, grain grinding, poetry, social protest, writing	
				A- plague, meadowlands, land regions	
<b>Africa</b>	<b>3 weeks</b>	History H1. [6-8]. 18,19,21 H2. [6-8]. 24, 25, 30 H3. [6-8]. 17,18  Geography G6. [6-8]. 1-9 G7. [6-8]. 1-6  Economics E9. [6-8]. 1,3,5 E12. [6-8]. 1  Civics C13. [6-8]. 2, 5, 9 C14. [6-8]. 4	In a civilization, how is culture developed, and why does it change over time?	P- Tribal structure, Kings, empire, dynasty	<b>SHEG – Reading Like a Historian</b> <a href="#">-Mansa Musa</a>  <b>Zoom-In</b> <a href="#">Epic of Sundiata – The Lion King</a> <a href="#">Sundiata- supplementary reading</a>  <b>Supported by content in Scott Foresman</b> -pgs. 370-385
			How does the physical geography of a civilization influence the culture?	E- trade/barter, natural resources, gold, farming, mining,	
			How can we measure the impact of a civilization's developments and achievements?	R- Islam, polytheism, Christianity	
				S- merging cultures, class structures	
				I- oral tradition, symbolic sculptures, architecture, bronze work	
				A- Indian Ocean, Atlantic Ocean, Kalahari desert, Congo, Sahara, savanna, Atlas mountains, plateau	

# P

## Political

- Leaders & Leadership
- Government System
- Military/War
- Constitution/Documents
- Individual Participation
- Laws/Courts
- Control v. Freedom



# E

## Economic

- Currency/Money
- Resources
- Trade
- Industry/Technology
- Agriculture/Farming
- Infrastructure
- Labor & Production



# R

## Religion

- Importance day to day
- Belief/Teachings
- Religious Leader(s)
- Worship Practices
- Holy Book and Sites
- Values
- Relationship to Gov't



# S

## Social

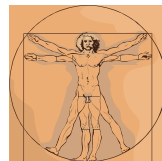
- Family Unit/Roles
- Gender Roles
- Class Structure
- Language
- Education
- Lifestyles
- Entertainment
- Education



# I

## Intellectual/ Artistic

- Art & Music
- Writing & Literature
- Philosophy
- Math & Science
- Inventions & Innovations
- Education
- Technology
- Discoveries & Exploration
- Architecture



# A

## Area

- Geography
- Physical characteristics of location (land, waterways, natural borders, types of soil, etc.)
- Movement of People, Goods, and Services
- Human Environment Interaction
- Region

