**Sixth Grade Social Studies Pacing Guide- First Semester**

**First and Second Grading Periods**

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| **Strand/Content Statement** | **Duration** | **Clear Learning Targets** | **Resources** | **Vocabulary** |
| ***Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.*** ***Latitude and longitude can be used to identify absolute location.***  | 3-4 weeks  | * I can use maps, globes and geographic tools to gather, process and report information about people, places and environments.
* I can correctly label a world map with the continents, equator, prime meridian, hemispheres, and oceans.
* I can create a model of the map of the world.
* I can explain that maps are created for specific purposes and represent the context in which they were created.
* I can use latitude and longitude coordinates to identify absolute location.
 | 1. Various Outline Maps of the World and Hemispheres2. Student Atlases3. World History textbooks- Atlas section4. Art Supplies- construction paper, scissors, glue, tracing templates of continents, popsicle sticks, markers, colored pencils5. Various latitude and longitude activity worksheets6. Latitude and Longitude Game7. Related YouTube videos | ContinentAfricaAsiaAntarcticaAustraliaEuropeNorth AmericaSouth AmericaAtlantic OceanArctic OceanIndian OceanPacific OceanHemisphereEquator Prime MeridianAxisLatitudeLongitude |
| ***Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).*** ***Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.*** ***When regions and/or countries specialize, global trade occurs.*** | 5 weeks4 weeks | * I can use landforms to describe, classify and compare regions within the Eastern Hemisphere.
* I can use population to describe, classify and compare regions within the Eastern Hemisphere.
* I can use cultures to describe, classify and compare regions within the Eastern Hemisphere.
* I can explain the differences between physical, political, and thematic maps.
* I can explain how archaeologists do their work.
* I can describe the Paleolithic, Mesolithic, and Neolithic Ages.
* I can explain how the physical environment in the Eastern Hemisphere influences human activities.
* I can explain how human activities have altered the physical environments of the Eastern Hemisphere.
* I can define specialization and explain how it leads to global trade.
* I can define agriculture and describe the beginnings of settlements in river valleys.
 | 1. World History textbook- Chapter 1 2. Related review worksheets for Chapter 1 3. Art Supplies- Construction or plain copy paper, colored pencils, markers, glue, tape, scissors4. Graphic Organizers, such as charts, maps, and Venn Diagrams5. Historical Items- baby dress, dolls, books, magazines, biographies from the 1960’s6. Index cards- to make vocabulary flash cards7. Related YouTube videos1. World History textbook- Chapter 2 2. Related review worksheets for Chapter 23. Older World (1997) textbook- Chapter 3 and its related worksheets4. Art Supplies- Construction or plain copy paper, colored pencils, markers, glue, tape, scissors 5. Graphic Organizers, such as charts, maps, and Venn Diagrams6. Posters or Maps- Outlines of each continent for thematic map activity7. Index cards - to make vocabulary flash cards8. Related YouTube videos | Chapter 1 :ContinentsGeographyLandformClimateVegetationPhysical mapPolitical mapThematic mapHemisphereLines of latitudeLines of longitudeArtifactFossilHominidArchaeologistPaleolithic AgeMesolithic AgeNeolithic AgePrimary sourceSecondary sourceOral historyChapter 2:Hunter-gathererTechnologyMigrationNomadReligion DomesticateAgricultureSpecializationIrrigation Slash and BurnSurplusArtisanSocial ClassGovernment |

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| **Strand/ContentStatement** | **Dura-****tion** | **Clear Learning Targets** | **Resources** | **Vocabulary** |
| **Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.**  | 1 week | * I can describe how archaeologists work.
* I can describe the Iceman and his belongings.
* I can explain why information about the Iceman differs from source to source.
 | 1. World History (2006) textbook- Pages 48, 49, and R362. World (1997) textbook- Pages 32-373. Worksheets about the Iceman4. Scholastic News articles about the Iceman5. Discovery Channel video and YouTube videos | ArchaeologistIcemanAlpsPrehistoricPollenCarbon DatingPrimary SourcesSecondary Sources |
| **Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.****Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.**  | 4 weeks | * I can describe the geography of Mesopotamia.
* I can describe agriculture in Mesopotamia.
* I can explain how Mesopotamians used irrigation.
* I can explain how Mesopotamians adapted to a lack of resources.
* I can describe the characteristics that define a civilization.
* I can explain why Sumer was the first civilization.
* I can describe the city-states of Sumer.
* I can describe the religion of Sumer.
* I can describe the three levels of Sumerian society.
* I can explain the achievements and inventions of the Sumerians.
* I can describe cuneiform writing.
 |  1. World History textbook- Chapter 3 2. Related review worksheets for Chapter 33. Older World (1997) textbook- Chapter 5 and its related worksheets4. Art Supplies- Construction or plain copy paper, colored pencils, markers, glue, tape, scissors5. Graphic Organizers, such as charts, maps, and Venn Diagrams6. Cuneiform symbols and alphabet worksheets, cuneiform stamps, ink pads7. Posters about Mesopotamia and cuneiform8. Index cards- to make vocabulary flash cards9. Related Youtube videos | Chapter 3:MesopotamiaFloodplainSiltSemiaridDroughtSurplusCivilizationSumerCity-stateZigguratPolytheismKingBronzePictographStylusCuneiformScribe |

**Sixth Grade Social Studies Pacing Guide- Second Semester**

**Third Grading Period**

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| **Strand/Content Statement** | **Duration** | **Clear Learning Targets** | **Resources** | **Vocabulary** |
| ***Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.*** ***Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E*** | 4 weeks:  | * I can define “empire” and “emperor”.
* I can explain five facts about the Akkadian Empire.
* I can explain five facts about the Babylonian Empire.
* I can describe the importance of having laws and of Hammurabi’s Code.
* I can explain five facts about the Assyrian Empire.
* I can explain five facts about the Chaldean Empire.
* I can explain five facts about the Persian Empire.
* I can make a timeline and correctly arrange the order and dates of the important emperors’ reigns from these five empires.
 | 1. World History textbook- Chapter 4 2. Related review worksheets for Chapter 43. Older World (1997) textbook- Chapter 5 and its related worksheets 4. Art Supplies- Construction or plain copy paper, colored pencils, markers, glue, tape, scissors5. Graphic Organizers, such as charts, maps, and Venn Diagrams6. Index cards- to make vocabulary flash cards7. Related YouTube videos8. Rulers | Chapter 4:EmpireEmperorFertile CrescentHammurabiCode of lawJusticeExileTributeHanging Gardens of BabylonAnatoliaTolerationProvinceSatrapRoyal Road |
| ***Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.***  |  5 Weeks | * I can label a map and describe the geography of Egypt.
* I can describe Ancient Egyptian farming techniques, the yearly flooding and farming cycle, and their foods.
* I can identify the levels of Ancient Egyptian society and explain the roles of the pharaoh, priests, scribes, and other jobs.
* I can explain how, when and why pyramids were built. I can describe the treasures that were found inside the tombs and why they stopped building pyramids.
* I can make a timeline and list at least three achievements from the Old, Middle, and New Kingdoms.
* I can describe the religion, inventions, and legacies of Ancient Egypt.
 | 1. World History (2006) textbook- Chapter 52. Related review worksheets for Chapter 53. Older World (1997) textbook, Chapter 4 and its related worksheets4. Art Supplies- Construction or plain copy paper, colored pencils, markers5. Graphic Organizers, such as charts, maps, and Venn Diagrams6. Index cards- to make vocabulary flash cards7. Related YouTube videos8. Rulers | Chapter 5 :CataractDeltaSiltFertileLinenScribeHieroglyphPapyrusAfterlifeEmbalmMummyDynastySuccessionPharaohPyramidStep pyramidKhufuHatshepsutObeliskRamses II |

**Fourth Grading Period**

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| **Strand/Content Statement** | **Duration** | **Clear Learning Targets** | **Resources** | **Vocabulary** |
| ***Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.***  | 5 weeks | * I can label a map and describe the geography of India.
* I can define monsoons and explain their impact on the climate of India.
* I can describe three achievements of the ancient cities of the Harappan civilization.
* I can explain the migration of the Aryans and the origins of Hinduism.
* I can describe the caste system and identify its five levels.
* I can describe Buddha’s life and teachings.
* I can compare and contrast Hinduism and Buddhism.
* I can describe three achievements of India’s Golden Age.
* I can describe the religions, inventions, and legacies of Ancient India.
 | 1. World History (2006) textbook- Chapter 72. Related review worksheets for Chapter 73. Older World (1997) textbook- Chapter 6 and its related 4. Art Supplies- Construction or plain copy paper, colored pencils, markers5. Graphic Organizers, such as charts, maps, and Venn Diagrams6. Index cards- to make vocabulary flash cards7. Related YouTube videos | SubcontinentHindu KushHimalayasMonsoonHarappan civilizationPlanned cityAryanCasteBrahmanismHinduismReincarnationKarmaAhimsaBuddhismSiddhartha GautamaNirvanaDharmaAsokaMohandas GandhiHindu-Arabic Numerals |
| ***Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.*** | 1 week | * I can define monarchy and explain three of its characteristics.
* I can define democracy and explain three of its characteristics.
* I can define dictatorship and explain three of its characteristics.
* I can define theocracy and explain three of its characteristics.
* I can define oligarchy and explain three of its characteristics.
* I can describe two differences between each type of government.
* Given a description of a government, I can identify which type of government it is.
 | 1.”The World Leaders Club: A Play” worksheets2. Government booklet (Spotlight on Content Area Reading for Social Studies, 1989) by Random House3. Related worksheet about the types of government4. Related videos about the types of government5. Graphic Organizers, such as charts, maps, and Venn Diagrams | MonarchyDemocracyDictatorshipTheocracyOligarchyRightsResponsibilitiesFreedom of speechFreedom of the pressRepresentative andDirect democracyElectionsAbsolute Power |
|  ***Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).***  | 3 weeks | * I can define Judaism and explain three of its main beliefs.
* I can define Hinduism and explain three of its main beliefs.
* I can define Buddhism and explain three of its main beliefs.
* I can define Christianity and explain three of its main beliefs.
* I can define Islam and explain three of its main beliefs.
* I can complete a chart of facts about the five main world religions.
* I can use the chart of world religions to answer questions about these religions.
* I can match six famous religious people to the religion they founded or to which they are important.
 | 1. World History textbook- Chapter 7- Lessons 2 and 3, pages 324-333, 466-475, and R62-76 2. Related review worksheets for world religions 3. Older World (1997) textbook- pages 120-125, 142-155, 246-251, and 266-277, and related worksheets4. Art Supplies- Construction or plain copy paper, colored pencils, markers5. Graphic Organizers, such as charts, maps, and Venn Diagrams6. Index cards- to make vocabulary flash cards7. Related YouTube videos8. Related Power- Point Presentations | JudaismHinduismBuddhismChristianityIslamMuslimsTempleMonotheismPolytheismTorahTen CommandmentsKarmaDharmaReincarnationNirvanaFour Noble TruthsEightfold PathFive PillarsPilgrimageAbrahamMosesAryansSiddhartha GautamaJesusMohammed |