



The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

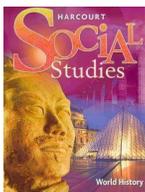
Sixth Grade - Global Studies: World Religions and Cultures of the Eastern Hemisphere; Early civilization – Renaissance & Reformation

The content focus will be viewed through geographic and historical lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. Regions in the Eastern Hemisphere include the Middle East and North Africa, sub-Saharan Africa, Europe, Asia (east, south, and southeast), and Oceania. A course on world regions and cultures can be approached from many angles and perspectives.

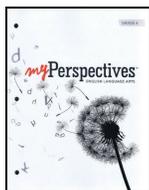
- Beginnings of human society such as early hominid development, peopling of the earth, and the Neolithic revolution
- Early river civilizations such as Mesopotamia, the Nile River Valley, the Indus River Valley, and the Yellow River Valley
- World religions including, but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism, (origins, founders, major tenets, practices, and sacred writings)
- Classical civilizations such as Greek, Roman, Persian, and Chinese (political, social, religious, and economic systems)
- Rise and fall of empires and the impacts to the region
- Growth of trade networks across the Eastern Hemisphere and impacts such as cultural exchange and diffusion, inventions, ideas, diseases, and language
- Development of feudal systems in medieval Europe and Japan
- Different civilizations in the Eastern Hemisphere during the Middle Ages with regards to political, social, religious, and economic systems
- Origins, accomplishments, and geographic diffusion of the Renaissance and the Reformation
- Ancient and modern geography of the Eastern Hemisphere
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

District Resources:

Harcourt



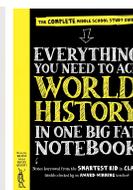
My Perspectives



World Book



Workman



The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	<i>C1: Civic virtues and democratic principles are key components of the American political system.</i>	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	<i>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</i>	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	<i>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	E3: Individuals and institutions are interdependent within market systems. <i>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions** - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions** - Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources** - Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims** - Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions** - Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action** - To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Year-Long Standards

DISCIPLINARY SKILLS AND PROCESSES - Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 6.SP1.1 Examine ways that historians and social scientists know about the past.
- 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

- 6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.
- 6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.
- 6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluating the credibility of the source.
- 6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.
- 6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 6.SP4.1 Explain the multiple causes and effects of events and developments in the past.
- 6.SP4.2 Organize applicable evidence into a coherent argument about the past.

Year Snapshot -Units by Quarters

QUARTER 1		QUARTER 2				QUARTER 3		QUARTER 4		
Unit 1 PEGS (4 weeks)	Unit 2 Stone Age (1 week)	Unit 3 Mesopotamia (4 weeks)	Unit 4 Egypt (5 weeks)	Unit 5 China (3 weeks)	Unit 6 India (1 week)	Unit 7 Greece (5 weeks)	Unit 8 Rome (4 weeks)	Unit 9 Middle Ages (3 weeks)	Unit 10 Japan (1 week)	Unit 11 Renaissance (3 weeks)
6.SP1.1	6.SP1.1	6.SP1.2, 6.SP1.3	6.SP1.2	6.SP1.2, 6.SP1.3	6.SP1.2, 6.SP1.3	6.SP1.3	6.SP1.1, 6.SP1.2	6.SP1.1, 6.SP1.2	6.C2.1	6.SP2.1
6.SP2.2	6.SP1.2	6.SP2.1, 6.SP3.1	6.SP1.3	6.SP3.1, 6.SP4.1	6.SP3.1, 6.SP4.1	6.SP1.4	6.SP1.3, 6.SP1.4	6.SP1.3, 6.SP2.1	6.E3.1	6.SP4.1
6.SP3.3	6.SP1.3	6.SP3.2, 6.SP4.1	6.SP3.1	6.E1.2, 6.E5.1	6.E1.2, 6.E5.1	6.SP4.1	6.SP3.5, 6.SP3.6	6.SP3.5, 6.SP3.6	6.G1.1	6.E5.1
6.SP3.4	6.SP4.1	6.SP4.2, 6.C2.1	6.SP4.1	6.E5.2, 6.G1.1	6.E5.2, 6.G1.1	6.C2.1	6.SP3.7, 6.SP4.1	6.SP3.7, 6.SP4.1	6.G2.1	6.E5.2
6.C4.2	6.SP4.2	6.E3.3, 6.E5.1	6.C4.1	6.G2.1, 6.G3.1	6.G2.1, 6.G3.1	6.C4.2	6.C2.1, 6.C4.1	6.C2.1, 6.C4.1	6.G3.1	6.G3.1
6.E3.1	6.C4.1	6.G1.1, 6.G2.1	6.G1.1	6.G3.2, 6.G4.1	6.G3.2, 6.G4.1	6.G1.1	6.C4.2, 6.E1.2	6.E1.1, 6.E1.2	6.G3.2	6.G3.2
6.E5.1	6.E3.2	6.G3.1, 6.G3.2	6.G2.1	6.G4.2, 6.H1.1	6.G4.2, 6.H1.1	6.G3.1	6.G1.1, 6.G3.1	6.E3.2, 6.E3.3	6.G4.2	6.G4.2
6.G1.1	6.E3.3	6.G4.1, 6.H1.1	6.G3.2	6.H1.2, 6.H2.1	6.H1.2, 6.H2.1	6.G4.1	6.G3.2, 6.G4.2	6.E5.1, 6.E5.2	6.H1.1	6.H1.1
6.G2.1	6.E5.2	6.H2.1, 6.H3.1	6.G4.1	6.H3.1, 6.H3.2	6.H3.1, 6.H3.2	6.G4.2	6.H1.1, 6.H1.2	6.G1.1, 6.G3.1	6.H1.2	6.H1.2
6.G3.1	6.G1.1	6.H3.2, 6.H3.3	6.G4.2			6.H1.1	6.H2.1, 6.H3.1	6.G3.2, 6.G4.1	6.H2.1	
6.G4.1	6.G2.1		6.H1.1			6.H1.2	6.H3.2, 6.H3.3	6.G4.2, 6.H1.1	6.H3.1	
	6.G3.1		6.H1.2			6.H2.1	6.H4.1	6.H1.2, 6.H2.1	6.H3.2	
	6.G3.2		6.H3.1			6.H3.1		6.H3.1, 6.H3.2	6.H3.	
	6.G4.2		6.H3.2			6.H3.3		6.H3.3, 6.H4.1		
	6.H1.1		6.H4.1			6.H4.1				

6th Grade History and Social Science Standards Reference

<p>CIVICS <i>Citizens have individual rights, roles, and responsibilities</i></p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied. <i>Process, rules, and laws direct how individuals are governed and how society addresses problems.</i></p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building 	<p>ECONOMICS <i>A financially literate individual understands how to manage income, spending, and investment.</i></p> <p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied. <i>Individuals and institutions are interdependent within market systems.</i></p> <p>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <ul style="list-style-type: none"> Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor <p>6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied. <i>The interconnected global economy impacts all individuals and groups in significant and varied ways.</i></p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p>
<p>GEOGRAPHY <i>The use of geographic representations and tools helps individuals understand their world.</i></p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p><i>Human-environment interactions are essential aspects of human life in all societies.</i></p> <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons <p><i>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</i></p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p><i>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i></p> <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters 	<p>HISTORY <i>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</i></p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions. <p><i>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i></p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p><i>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i></p> <p>6.H3.1 Analyze the impact of religious, government, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. <i>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i></p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
6.SP1.1, 6.SP1.3	6.RL.1, 6.RL.2, 6.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can quote accurately from a text, determine themes, and compare and contrast characters. Content Standards to pull literature from include the following: 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1
6.SP3.4, 6.SP3.5	6.RL.4	Standard 2	
	6.RL.5	Standard 1	
6.SP1.4, 6.SP2.1, 6.SP4.1	6.RL.6		
	6.RL.7	Standard 1	
	6.RL.9		
6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP2.1, 6.SP2.2, 6.SP3.4, 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1	6.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
6.SP1.1, 6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP2.1, 6.SP2.2	6.RI.1, 6.RI.2, 6.RI.3	Standard 1	Content Standards to use for informational texts include: 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1
6.SP3.1, 6.SP3.2, 6.SP3.3, 6.SP3.4, 6.SP3.5	6.RI.4	Standard 2	
	6.RI.5	Standard 1	
	6.RI.6		
6.SP3.6, 6.SP3.7, 6.SP4.1, 6.SP4.2	6.RI.7	Standard 1	
	6.RI.8	Standard 8	
	6.RI.9		
6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP2.1, 6.SP2.2, 6.SP3.4, 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1	6.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1	6.W.1	Standards 4, 8, 9	Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write with guidance research and present their findings and use technology.
	6.W.2, 6.W.3	Standards 3, 9	
	6.W.4	Standard 9	
	6.W.5	Standard 5	
	6.W.6	Standard 6	
	6.W.7, 6.W.8, 6.W.9	Standard 7	
	6.W.10		
6.SP2.1, 6.SP2.2, 6.SP3.1, 6.SP3.2, 6.SP3.3, 6.SP3.4, 6.SP3.5, 6.SP3.6, 6.SP3.7, 6.SP4.1 6.SP4.2	6.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and findings, in a variety of multi-media and communicate effectively. Use social studies content standards to fulfill this requirement. These include: 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.
	6.SL.2	Standard 1	
	6.SL.3	Standard 8	
	6.SL.4	Standard 3, 4, 7, 9	
	6.SL.5		
	6.SL.6	Standard 5	
	6.L.1, 6.L.2, 6.L.3	Standard 3, 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	6.L.4, 6.L.5	Standard 2	
	6.L.6	Standard 4, 5, 8	

Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit 1: PEGS (4 weeks)			
<p>6.SP1.1, 6.SP2.2, 6.SP3.3, 6.SP3.4, 6.C4.2</p> <p>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>6.E5.1 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors 	<p><u>Political</u></p> <ul style="list-style-type: none"> Government roles - laws, justice, protection, expansion Types of government - monarchy, democracy, republic, oligarchy <p><u>Economic</u></p> <ul style="list-style-type: none"> Barter System/Trade Supply and Demand <p><u>Geographic</u></p> <ul style="list-style-type: none"> Continents Countries World Geography - mountains, waterways, deserts, etc. Latitude and Longitude Map Skills - Key, Compass, Scale <p><u>Social</u></p> <ul style="list-style-type: none"> Parts of Culture Cultural diffusion <p><u>Social Studies Skills</u></p> <ul style="list-style-type: none"> Primary vs Secondary Sources Author's perspective and biases 	<p>government natural rights monarchy democracy oligarchy barter system supply and demand scarcity compass/compass rose latitude longitude scale key climate culture John Locke</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Skills: Read a Map A2-3 Atlas A4-27 Why History Matters 2-3 Why Geography Matters 6-7 Why Culture and Society Matter 8 Why Civics and Government Matter 9 Why Economics Matters 10 Skills: Use Latitude and Longitude 32-33 Skills: Read a Thematic Map 46-47 Skills: Read a Relief Map and an Elevation Map 154-155 Skills: Make Economic Choices 454-455 <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> Game: Map your Favorite Continent Game: Countries and Continents Game: Geography Crossword Maps and More <p>Articles</p> <ul style="list-style-type: none"> History of the World Government Monarchy Democracy Oligarchy Barter Compass Latitude Longitude John Locke <p><i>My Perspectives:</i></p> <ul style="list-style-type: none"> Declaration of the Rights of the Child; 43

			<p><i>Other Resources:</i> EDSite Lesson Plans: <ul style="list-style-type: none"> • Mapping the Past: Examining Ancient Maps • Mapping Our World: Understanding and Creating Maps Newsela: <ul style="list-style-type: none"> • Paleontology: The Study of Ancient Life Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</p>
Unit 2: Stone Age (1 week)			
<p>6.SP1.1, 6.SP1.2, 6.SP1.3, 6.SP4.1, 6.SP4.2</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.</p> <p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> • Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p>	<p><u>Early Hominid Development</u></p> <ul style="list-style-type: none"> • Tools • Domestication of animals • Development of agriculture • Sedentary vs Nomadic lifestyles <p><u>Peopling the Earth</u></p> <ul style="list-style-type: none"> • Population migration from Africa, Asia • Neolithic Revolution 	<p>hominid nomad Paleolithic Neolithic nomad agriculture domesticate irrigation</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> • “Painters of the Caves” 14-17 • Chapter 2, Lessons 1-2; 51-65 • “The Bering Land Bridge” 78-79 <p><i>World Book Links:</i> Articles</p> <ul style="list-style-type: none"> • Stone Age • Prehistoric People • Cave Paintings and Drawings <p><i>Workman World History:</i></p> <ul style="list-style-type: none"> • Unit 1, Chapters 1-2; 1-26 <p><i>Other Resources:</i> Newsela Articles: <ul style="list-style-type: none"> • A Stone Age Family • Using Fire and Tools in the Stone Age • Food, Clothing, and Shelter Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</p>

Unit 3: Mesopotamia (4 weeks)			
<p>6.SP1.2, 6.SP1.3, 6.SP2.1, 6.SP3.1, 6.SP3.2, 6.SP4.1, 6.SP4.2 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied. 6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied. 6.E5.1 Describe the factors that influence trade between countries or cultures. 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.1 Analyze the impact of religious, gov't, and civic groups over time. 6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> Fertile Crescent Tigris and Euphrates Rivers Persian <p><u>Gov't/Political</u></p> <ul style="list-style-type: none"> Formation of City-States <p><u>Achievements</u></p> <ul style="list-style-type: none"> Cuneiform Wheel & Plow <p><u>Religion</u></p> <ul style="list-style-type: none"> Polytheism Ziggurats <p><u>Law/Justice</u></p> <ul style="list-style-type: none"> Hammurabi's Code 	<p>agriculture specialization fertile city-state Gilgamesh Hammurabi polytheism argon the Great monotheism ziggurat law</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Chapter 2, Lesson 3; 68-73 Chapter 3, Lessons 1-3; 91-111 Chapter 6, Lessons 1-3; 180-185, 188-193, 196-201 <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> Primary Sources: Code of Hammurabi <p>Articles</p> <ul style="list-style-type: none"> Gilgamesh Hammurabi Babylon Polytheism Ziggurat Fertile Crescent Assyria <p><i>Workman World History:</i></p> <ul style="list-style-type: none"> Unit 1, Chapter 3; 33-40 Unit 2, Chapter 5; 65-70 <p><i>Other Resources:</i></p> <p>EDSite Lesson Plans:</p> <ul style="list-style-type: none"> Cuneiform Writing System <p>Newsela:</p> <ul style="list-style-type: none"> Article: Life in Sumerian Times in Mesopotamia Early Villages and the Social Networks they Created The First Civilizations Emerge on the World Stage Uruk: The World's First Big City <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Quarter 2			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit 4: Egypt (5 weeks)			
<p>6.SP1.2, 6.SP1.3, 6.SP3.1, 6.SP4.1 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.1 Explain why environmental characteristics vary among world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby/distant places.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.1 Analyze the impact of religious, gov't, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, & interactions over time.</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> Nile River <p><u>Religion</u></p> <ul style="list-style-type: none"> Egyptian Pantheon Mummification afterlife <p><u>Rise/Fall</u></p> <ul style="list-style-type: none"> three Kingdoms border wars Greek/Roman influences and control <p><u>Achievements</u></p> <ul style="list-style-type: none"> Construction (pyramids, obelisks, temples) Irrigation (flood plains) Records - Papyrus, Hieroglyphics 	<p>Delta Cataract Pharaoh Khufu King Tutankhamun Ramses the Great Hatshepsut Cleopatra Sarcophagus pyramid mummy tomb afterlife</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> "Seeker of Knowledge" 86-89 "Treasures of Tutankhamun" 130-131 Chapter 4, Lessons1-2; 115-128 <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> Webquest: Ancient Egypt Webquest: Pyramids Quiz: Ancient Egypt Game: Count like an Egyptian <p>Articles</p> <ul style="list-style-type: none"> Delta Nile River Pharaoh Khufu Tutankhamun Ramses II Hatshepsut Cleopatra VII Pyramids Mummy Nefertiti Valley of the Kings <p><i>Workman World History:</i></p> <ul style="list-style-type: none"> Unit 2, Chapter 4; 43-59 <p><i>Other Resources:</i></p> <p>EDSite Lesson Plans:</p> <ul style="list-style-type: none"> Egyptian Hieroglyphs Egyptian Pyramids Egyptian Scroll Paintings <p>Newsela</p> <ul style="list-style-type: none"> Ancient Egypt: Dynasties Ancient Egypt: The Pyramids of Giza Ancient Egyptian Social Structure Ancient Egypt: Women in Society Ancient Egypt: Life Along the Nile Ancient Egypt: The Art of Mummification How the Nile River led to Civilization in Ancient Egypt

Unit 5: China (3 weeks)			
<p>6.SP1.2, 6.SP1.3, 6.SP3.1, 6.SP4.1 6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied. 6.E5.1 Describe factors that influence trade between countries or cultures. 6.E5.2 Explain effects of increasing economic interdependence within distinct groups. 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> Key concepts include the development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.1 Explain why environmental characteristics vary among world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby/distant places.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.1 Analyze the impact of religious, gov't, and civic groups over time. 6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Yellow River Valley Northern Steppes <p><u>Rise/Fall</u></p> <ul style="list-style-type: none"> Unification Dynastic Cycle Mandate of Heaven European Imperialism <p><u>Economy</u></p> <ul style="list-style-type: none"> Silk Road/Trade Tribute System <p><u>Religion</u></p> <ul style="list-style-type: none"> Confucianism - moral code, values Taoism <p><u>Legal System</u></p> <ul style="list-style-type: none"> Legalism Magistrate Inquisition <p><u>Achievements</u></p> <ul style="list-style-type: none"> Paper Gunpowder Great Wall/Great Canal Scholastic Gov't - bureaucracy 	<p>warring states silk Qin Shi Huangdi Confucius Lao Tzu ancestor Tao Yin-Yang reincarnation enlightenment</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Chapter 5, Lesson 2; 148-153 "The Emperor's Silent Army" 174-177 Chapter 7, Lesson 3; 218-223 "Chinese Designs" 226-227 Visit Xi'an China 230-231 "Stories from the Silk Road" 406-409 "The Silk Road" 470-471 Chapter 16, Lesson 2; 528-533 <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> Quiz: China History <p>Articles</p> <ul style="list-style-type: none"> Confucianism Taoism Qin Shi Huangdi Silk Ancestor Worship TerraCotta Army The Great Wall of China Legalism <p><i>Workman World History:</i></p> <ul style="list-style-type: none"> Unit 2, Chapter 7; 90-102 Unit 3, Chapter 14; 177-182 <p><i>Other Resources:</i></p> <p>EDSite Lesson Plans:</p> <ul style="list-style-type: none"> Following the Great Wall of China Marco Polo Takes a Trip Marco Polo in China <p>Newsela Articles:</p> <ul style="list-style-type: none"> Marco Polo and his "Travels" Legalism, an Ancient Chinese Philosophy An Overview of Imperial China's Dynasties <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Unit 6: India(1 week)			
<p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G4.1 Explain why environmental characteristics vary among world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> Indus River Valley Himalayas Ganges River Valley Tibet <p><u>Achievements</u></p> <ul style="list-style-type: none"> Running water number zero <p><u>Religion</u></p> <ul style="list-style-type: none"> Hinduism Buddhism Sikhism 	<p>caste system Siddhartha Gautama Karma Nirvana Buddhism Dharma</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Chapter 5, Lesson 1; 142-147 Chapter 7, Lesson 1-2; 206-217 <p><i>World Book Links:</i> Articles</p> <ul style="list-style-type: none"> Caste Karma Buddhism Reincarnation <p><i>Workman World History:</i></p> <ul style="list-style-type: none"> Unit 2, Chapter 6; 73-86 Unit 3, Chapter 13; 170-174 <p><i>Other Resources:</i> EDSite Lesson Plans:</p> <ul style="list-style-type: none"> Marco Polo Sea Voyage to India <p>Newsela Articles:</p> <ul style="list-style-type: none"> Early Civilization in the Indus Valley <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Quarter 3

AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
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Unit 7: Greece (5 weeks)

<p>6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP4.1</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> Greek peninsula Islands Effects of mountains <p><u>Rise/fall</u></p> <ul style="list-style-type: none"> Early Greeks - Iliad/Trojan war Athens vs. Sparta Peloponnesian war Persian invasion Alexander the great/Macedonian empire Roman conquest <p><u>Religion</u></p> <ul style="list-style-type: none"> Pantheon Mythology 	<p>Homer Achilles Socrates Plato Aristotle Alexander The Great peninsula archipelago epic (poems) myth tragedy direct democracy</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> "Pandora's Box" 238-241 Chapter 8, Lessons 1-3; 244-261 Chapter 8, Lesson 4; 264-269 Greek Architecture 270-271 Visit: Crete 310-311 <p><i>My Perspectives:</i></p> <ul style="list-style-type: none"> "from Tales From the Odyssey" 453 <p><i>World Book Links:</i> Primary Sources: The Trial of Socrates</p> <p>Articles</p> <ul style="list-style-type: none"> Mythology Pythagoras Socrates Aristotle
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<ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G4.1 Explain why environmental characteristics vary among world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby or distant places.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions. <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.1 Analyze the impact of religious, gov't, and civic groups over time.</p> <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>	<p>Achievements</p> <ul style="list-style-type: none"> Philosophy Greek theater (tragedies, comedies) Military, Exploration and Mediterranean trade <p>Government</p> <ul style="list-style-type: none"> Direct democracy Class system, including slavery 		<ul style="list-style-type: none"> Alexander the Great Homer Plato <p>Workman World History:</p> <ul style="list-style-type: none"> Unit 2, Chapter 8; 105-121 <p>Other Resources: EDSite Lesson Plans:</p> <ul style="list-style-type: none"> Live from Ancient Olympia! It Came from Greek Mythology What Makes a Poem an Epic? (good to with "from Tales From the Odyssey") <p>Newsela Articles:</p> <ul style="list-style-type: none"> Art and Architecture in Ancient Greece Greek Influence on U.S. Democracy Ancient Greece: The Olympic Games Ancient Greece: Democracy is Born Ancient Greece: The First Greeks Ancient Greece: Gods, Goddesses and Heroes <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
Unit 8: Rome (4 weeks)			
<p>6.SP1.1, 6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP3.5, 6.SP3.6, 6.SP3.7, 6.SP4.1</p> <p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building <p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>Geography</p> <ul style="list-style-type: none"> Apennine Peninsula, Sicily <p>Government</p> <ul style="list-style-type: none"> Republic later absolute rulers (emperors) plebeians vs. patricians class system rights of citizens 12 Tablets public welfare and healthcare <p>Rise/Fall</p> <ul style="list-style-type: none"> Republic beginnings Punic Wars growth of borders in M.E., Gaul, North Africa Caesar transition to absolute Emperors Pax Romana 	<p>republic Julius Caesar Augustus Caesar Nero five good emperors Constantine Justinian Theodora senate consul veto assassination empire Pax Romana monotheism barbarian</p>	<p>Harcourt:</p> <ul style="list-style-type: none"> Chapter 9, Lesson 1; 276-281 Chapter 9, Lesson 2; 284-289 Chapter 9, Lessons 3-4; 292-305 Chapter 10, Lesson 1; 324-329 Chapter 13, Lesson 1; 412-417 <p>World Book Links:</p> <ul style="list-style-type: none"> Webquest: Ancient Rome: Government and Economy Webquest: Ancient Rome: Home and Culture Game: Count Like a Roman <p>Articles</p> <ul style="list-style-type: none"> Julius Caesar Augustus Caesar Nero Constantine the Great Justinian Theodora Christianity

<ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby/distant places.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions. <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.1 Analyze the impact of religious, gov't, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>	<ul style="list-style-type: none"> consolidation Good Emperors Growth of domestic problems (economy, political strife, civil unrest) Christianity until Constantine Empire schism (political) beginnings of Byzantine Empire Fall of Rome (barbarian invasions) <p>Religion</p> <ul style="list-style-type: none"> Polytheism later Christianity <p>Achievements</p> <ul style="list-style-type: none"> Paved roads Construction w/concrete (Colosseums, aqueducts) Mediterranean trade network Latin language Military organization Art (mosaics, humanism) Calendar Sports Foundation of Western culture Byzantine Empire Continuation of Greco-Roman culture Preservation of histories construction (Hagia Sophia) Cultural diffusion between East and West (Islamic to European) Trade between East and West Ties with Russia Fall to Ottomans 		<ul style="list-style-type: none"> Stoic Philosophy Plato Byzantine Empire <p>Workman World History:</p> <ul style="list-style-type: none"> Unit 2, Chapter 9; 126-138 Unit 3, Chapter 10; 146-148 <p>Other Resources: EDSite Lesson Plans:</p> <ul style="list-style-type: none"> In Old Pompeii (Ancient Roman Culture) Shakespeare's Julius Caesar <p>Newsela Articles:</p> <ul style="list-style-type: none"> Traces of Ancient Rome in the Modern World Rome Lasted Centuries as a Republic Life of the People in Ancient Rome What Motivated Ancient Leaders to Conquer? <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
Quarter 4			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit 9: Middle Ages (3 weeks)			
<p>6.SP1.1, 6.SP1.2, 6.SP1.3, 6.SP2.1, 6.SP3.5, 6.SP3.6, 6.SP3.7, 6.SP4.1</p>	<p>Government</p> <ul style="list-style-type: none"> Feudalism 	<p>Roman Catholic Church</p>	<p>Harcourt:</p> <ul style="list-style-type: none"> Chapter 10, Lessons 1-2; 324-335

<p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p> <p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.</p> <p>6.E5.1 Describe the factors that influence trade between countries/cultures.</p> <p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.1 Explain why environmental characteristics vary among world regions.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby/distant places.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions. <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.1 Analyze the impact of religious, gov't, and civic groups over time.</p> <p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p>	<ul style="list-style-type: none"> Monarchy Different dynasties/regions of Europe Shared authority with Church Magna Carta Rights of citizens (England) <p>Religion</p> <ul style="list-style-type: none"> Judaism - basic teachings, beginnings, persecutions under previous units taught, Diaspora throughout Europe Christianity/Roman Catholic Church - basic teachings, growth during Roman times, influence and power over daily life, moral codes, control of written records and knowledge (monasteries) Islam - roots, basic tenets, spread across Middle East <p>Events</p> <ul style="list-style-type: none"> Fall of Rome, beginning of Dark Ages Vikings - culture, religion/mythos, role as cultural destroyers/diffusers and settlers Rise of Islam - Islamic Empire in M.E., North Africa, Spain (Moors) Crusades - causes, results, effects on European culture and economy Black Plague - causes, effects on European economy, population, world trade <p>Geography</p> <ul style="list-style-type: none"> Formation of European "nations" <ul style="list-style-type: none"> France Italian city-states Spain, England Germanic city states 	<p>King Richard the Lionheart Muhammad King John Pope Urban II holy land</p>	<ul style="list-style-type: none"> Chapter 10, Lesson 3; 338-343 Chapter 13, Lesson 2; 420-425 Chapter 13, Lesson 3, 430-435 Chapter 14, Lesson 2; 448-453 Chapter 14, Lesson 4; 462-467 "Castle Diary" 478-481 Chapter 15, Lesson 1; 484-489 <p>World Book Links:</p> <p>Webquests:</p> <ul style="list-style-type: none"> Middle Ages: Ages of the Middle Ages Middle Ages: Daily Life Middle Ages: Medieval Art and Culture United Kingdom to 1707, a history of Vikings: Daily Life Vikings: Across the Seas <p>Primary Sources</p> <ul style="list-style-type: none"> Duties of Lords and Vassals Rules for the Ordeal of Iron Extracts from the Great Charter Charlamange's Conquests and Alliances <p>Articles</p> <ul style="list-style-type: none"> Middle Ages Holy Roman Empire Charlemagne Clovis Franks The Byzantine Empire Feudalism The Crusades King Richard the Lionheart Islam Muhammad Pope Urban II Roman Catholic Church Magna Carta <p>Workman World History:</p> <ul style="list-style-type: none"> Unit 3, Chapter 10; 146-148 Unit 3, Chapter 16; 193-202 Unit 3, Chapter 17; 205-210 <p>Other Resources:</p> <p>Newsela Articles:</p> <ul style="list-style-type: none"> Feudalism in Japan and Europe
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<ul style="list-style-type: none"> Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p> <p>6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.</p>			<p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>
● Unit 10: Japan (1 week)			
<p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <ul style="list-style-type: none"> Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns <p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby or distant places.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions. <p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <ul style="list-style-type: none"> Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry <p>6.H3.1 Analyze the impact of religious, gov't, and civic groups over time.</p>	<p><u>Government</u></p> <ul style="list-style-type: none"> Feudalism - comparison to European system Forced isolation by Shogun resulting in general scientific and economic stagnation <p><u>Achievements</u></p> <ul style="list-style-type: none"> terrace farming Art Kabuki theater Steel weaponry <p><u>Religion</u></p> <ul style="list-style-type: none"> Shinto - ancestor worship Nature based spirits 	<p>Bushido Samurai Shogun Daimyo Shrine</p>	<p><u>Harcourt:</u></p> <ul style="list-style-type: none"> Chapter 11, Lesson 3; 364-369 <p><u>World Book Links:</u></p> <p>Articles</p> <ul style="list-style-type: none"> Shinto Samurai Shogun Kabuki Theater <p><u>Workman World History:</u></p> <ul style="list-style-type: none"> Unit 3, Chapter 15; 185-190 <p><u>Other Resources:</u></p> <p>EDSite Lesson Plans:</p> <ul style="list-style-type: none"> The World of Haiku <p>Newsela Articles:</p> <ul style="list-style-type: none"> Japanese Religion and Spirituality <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

<p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <ul style="list-style-type: none"> ● Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism <p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>			
Unit 11: Renaissance (5 weeks)			
<p>6.SP2.1, 6.SP4.1</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <ul style="list-style-type: none"> ● Key concepts include but are not limited to language, land and sea transportation and trade routes <p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <ul style="list-style-type: none"> ● Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires <p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby/distant places.</p> <ul style="list-style-type: none"> ● Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters <p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p> <p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <ul style="list-style-type: none"> ● Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions. 	<p><u>Government</u></p> <ul style="list-style-type: none"> ● Total monarchy <p><u>Achievements</u></p> <ul style="list-style-type: none"> ● Humanism in arts and literature ● Rebirth of Mediterranean Trade ● Centralized banking systems ● Renaissance Art - Da Vinci, Michelangelo, Raphael <p><u>Society</u></p> <ul style="list-style-type: none"> ● Patronage ● Familial rivalries ● Regrowth of urban populations 	<p>Leonardo Da Vinci Raphael Lorenzo de Medici Michelangelo Renaissance</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> ● Chapter 15, Lesson 2; 490-495 <p><i>World Book Links:</i></p> <p>Articles</p> <ul style="list-style-type: none"> ● Leonardo Da Vinci ● Raphael ● Lorenzo de Medici ● Michelangelo ● Renaissance ● Humanism <p><i>Workman World History:</i></p> <ul style="list-style-type: none"> ● Unit 3, Chapter 11; 151-156 ● Unit 4, Chapter 18; 213-220 <p><i>Other Resources:</i></p> <p>EDSite Lesson Plans:</p> <ul style="list-style-type: none"> ● Leonardo da Vinci <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>