

# 6th grade Social Studies



## Prioritized Standards and Instructional Units 2021-2022

# Unit 1: Early Humans Paleolithic Culture

<b>Length</b>	3 Weeks	<b>Possible Compelling Questions:</b> What factors influence and determine where civilizations originate? How do a civilization's characteristics influence its development?
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Standards	Priority or Supporting:
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**Questioning:**  
**6.I.Q.1** Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.  
**6.I.Q.3** Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

**6.H.CE.1**  
Analyze the cause and effects of the rise of River Valley Civilizations

**Priority Standard**

**6.E.ST.2**  
Examine how new knowledge, technology and specialization increase productivity

**Priority Standard**

**Using Evidence:**  
**6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.  
**6.I.UE.2** Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.  
**6.I.UE.3** Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.

**Communicating Conclusions:**  
**6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.



**6.I.CC.2** Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.

**6.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

**6.I.CC.4** Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.

**6.I.CC.5** Describe a specific problem from the development of civilizations using each of the social studies disciplines.



# Unit 2: Mesopotamia

<b>Length</b>	4 weeks	<b>Potential Compelling Questions:</b> How did geographic challenges lead to the rise of city-states in Mesopotamia. What are the lasting effects of Hammurabi's Code today? How do complex societies develop?
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<b>Standards</b>	<b>Priority or Supporting:</b>
<b>Questioning:</b> <b>6.I.Q.1</b> Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE. <b>6.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
<b>6.C.CV.1</b> Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.G.HE.1</b> Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.G.GR.1</b> Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b>Supporting Standard</b>
<b>Using Evidence:</b> <b>6.I.UE.1</b> Develop claims, citing relevant evidence, in response to compelling and supporting questions. <b>6.I.UE.2</b> Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	



**6.I.UE.3** Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.

**Communicating Conclusions:**

**6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.

**6.I.CC.2** Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.

**6.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

**6.I.CC.4** Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.

**6.I.CC.5** Describe a specific problem from the development of civilizations using each of the social studies disciplines.



# Unit 3: Ancient Egypt

<b>Length</b>	6 weeks	<b>Potential Compelling Questions:</b> How did geography affect early settlement in Egypt? How does the connection between religion and government impact daily life?
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<b>Standards</b>	<b>Priority or Supporting</b>
<b>6.I.Q.1</b> Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE. <b>6.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
<b>6.C.CV.1</b> Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<u><b>Priority Standard</b></u>
<b>6.G.HE.1</b> Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<u><b>Priority Standard</b></u>
<b>6.C.CP.2</b> Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<u><b>Priority Standard</b></u>
<b>6.C.RR.1</b> Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.	<b>Supporting Standard</b>
<b>Using Evidence:</b> <b>6.I.UE.1</b> Develop claims, citing relevant evidence, in response to compelling and supporting questions. <b>6.I.UE.2</b> Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions. <b>6.I.UE.3</b> Gather primary and secondary sources, and determine their relevance and intended use to answer	



compelling and supporting questions.

**Communicating Conclusions:**

**6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.

**6.I.CC.2** Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.

**6.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

**6.I.CC.4** Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.

**6.I.CC.5** Describe a specific problem from the development of civilizations using each of the social studies disciplines.



# Unit 4: Ancient India

<b>Length</b>	3 weeks	<b>Potential Compelling Questions:</b> How did geography affect early settlement in India? How do the beliefs of a society influence social structure?
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<b>Standards</b>	<b>Priority or Supporting</b>
<b>6.I.Q.1</b> Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE. <b>6.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
<b>6.G.HE.1</b> Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<u><b>Priority Standard</b></u>
<b>6.C.CP.2</b> Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<u><b>Priority Standard</b></u>
<b>6.C.CV.1</b> Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b>Supporting Standard</b>
<b>Using Evidence:</b> <b>6.I.U.E.1</b> Develop claims, citing relevant evidence, in response to compelling and supporting questions. <b>6.I.U.E.2</b> Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions. <b>6.I.U.E.3</b> Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	



**Communicating Conclusions:**

**6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.

**6.I.CC.2** Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.

**6.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

**6.I.CC.4** Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.

**6.I.CC.5** Describe a specific problem from the development of civilizations using each of the social studies disciplines.



# Unit 5: Ancient China

<b>Length</b>	3 weeks	<b>Potential Compelling Questions:</b> How do trade networks promote an exchange of goods and ideas? How does the connection between religion and government impact daily life?
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<b>Standards</b>	<b>Priority or Supporting</b>
<b>6.I.Q.1</b> Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE. <b>6.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
<b>6.C.CV.1</b> Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.G.HE.1</b> Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.H.CO.2</b> Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.E.ST.2</b> Examine how new knowledge, technology and specialization increase productivity.	<b>Supporting Standard</b>
<b>6.C.CP.1</b> Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<b>Supporting Standard</b>



<p><b>6.G.HI.2</b> Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</p>	<p><b>Supporting Standard</b></p>
<p><b>Using Evidence:</b>  <b>6.I.U.1</b> Develop claims, citing relevant evidence, in response to compelling and supporting questions.  <b>6.I.U.2</b> Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.  <b>6.I.U.3</b> Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.</p>	
<p><b>Communicating Conclusions:</b>  <b>6.I.CC.1</b> Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.  <b>6.I.CC.2</b> Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.  <b>6.I.CC.3</b> Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.  <b>6.I.CC.4</b> Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.  <b>6.I.CC.5</b> Describe a specific problem from the development of civilizations using each of the social studies disciplines.</p>	



# Unit 6: Ancient Greece

<b>Length</b>	7 weeks	<b>Potential Compelling Questions:</b> How did democracy develop? How can expansion shape a civilization's power?
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<b>Standards</b>	<b>Priority or Supporting</b>
<b>6.I.Q.1</b> Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE. <b>6.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
<b>6.C.CV.1</b> Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.G.HE.1</b> Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.C.CP.1</b> Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.C.RR.1</b> Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.	<b><u>Priority Standard</u></b>
<b>6.C.CP.3</b> Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b><u>Supporting Standard</u></b>



<p><b>6.H.CO.1</b> Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.</p>	<p><b>Supporting Standard</b></p>
<p><b>6.H.KH.1</b> Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.</p>	<p><b>Supporting Standard</b></p>
<p><b>Using Evidence:</b>  <b>6.I.U.E.1</b> Develop claims, citing relevant evidence, in response to compelling and supporting questions.  <b>6.I.U.E.2</b> Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.  <b>6.I.U.E.3</b> Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.</p>	
<p><b>Communicating Conclusions:</b>  <b>6.I.CC.1</b> Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.  <b>6.I.CC.2</b> Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.  <b>6.I.CC.3</b> Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.  <b>6.I.CC.4</b> Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.  <b>6.I.CC.5</b> Describe a specific problem from the development of civilizations using each of the social studies disciplines.</p>	



# Unit 7: Rome

<b>Length</b>	7 weeks	<b>Potential Compelling Questions:</b> How can expansion shape a civilization's power? Do the benefits of expansion outweigh the costs?
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<b>Standards</b>	<b>Priority or Supporting</b>
<b>6.I.Q.1</b> Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE. <b>6.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
<b>6.C.CV.1</b> Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.G.HE.1</b> Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.C.CP.1</b> Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.H.CO.1</b> Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.	<b><u>Priority Standard</u></b>
<b>6.C.RR.1</b> Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.	<b><u>Priority Standard</u></b>



<p><b>6.C.CP.3</b> Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE600 CE.</p>	<p><b>Supporting Standard</b></p>
<p><b>6.H.KH.1</b> Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.</p>	<p><b>Supporting Standard</b></p>

**Using Evidence:**  
**6.I.U.E.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.  
**6.I.U.E.2** Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.  
**6.I.U.E.3** Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.

**Communicating Conclusions:**  
**6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.  
**6.I.CC.2** Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.  
**6.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.  
**6.I.CC.4** Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.  
**6.I.CC.5** Describe a specific problem from the development of civilizations using each of the social studies disciplines.

