

6th Grade Social Studies

Social Sciences

Grade(s) 6th, Duration 1 Year, 1 Credit
Required Course

Course Overview

Students will focus on the history and culture of four major regions of the world: the Middle East, Africa, Europe, and Asia. The course will cover the geography, history (ancient to medieval), government, economics, religion, and culture of these regions. Students will also explore the influence of these civilizations on our current governments and cultures around the world.

Scope And Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	Sumerians	1. Ancient Mesopotamia
4 Week(s)	Babylon, Akkad, Phoenicians, and Hittites	1. Babylon and Akkad 2. Phoenicians and Hittites
4 Week(s)	Israel	1. The foundations of the ancient Israelites. 2. The three kings of Israel and the end of the ancient nation of Israel.
3 Week(s)	Ancient China	1. Ancient & Classical China
6 Week(s)	Ancient Greece	1. The Rise of Greek Civilization 2. Persian War & Athens' Golden Age 3. Peloponnesian War & Assessment
6 Week(s)	Ancient Rome	1. Chapter 11: The Founding of Rome 2. Chapter 12: Roman Civilization
4 Week(s)	The Middle Ages	1. Middle Ages

Course Details

Unit: Sumerians

Duration: 6 Week(s)

Unit Description

Students will learn how the first humans lived as nomads and overtime developed into small farming villages. They will learn about the early civilization of Sumer.

Enduring Understandings (Knowledge & Skills)

Historians and archaeologists learn about ancient human cultures by studying the artifacts left behind by those cultures.

The world's physical and natural environments have affected and been affected by historical developments.

Civilizations emerge as a result of basic characteristics: stable food supply, a form of government, an economy, specialization of labor, technology, social norms, and a developed culture.

Civilizations grow and decline over time.

Summative Assessment

Unit test

Topic: Ancient Mesopotamia

Duration: 4 Week(s)

Learning Targets

SS.6.8.WH.1.PC.A -- Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

SS.6.8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history

SS.6.8.WH.1.CC.D -- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

SS.6.8.WH.1.CC.E -- Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

SS.6.8.WH.1.G.B -- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

SS.6.8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c. 1450.

SS.6.8.WH.1.PC.A -- Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

SS.6.8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history

SS.6.8.WH.1.CC.D -- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

SS.6.8.WH.1.CC.E -- Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

SS.6.8.WH.1.G.B -- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

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SS.6-8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

SS.6-8.WH.1.PC.A -- Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

SS.6-8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history

SS.6-8.WH.1.CC.D -- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

SS.6-8.WH.1.CC.E -- Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

SS.6-8.WH.1.G.B -- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

SS.6-8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

SS.6-8.WH.1.PC.A -- Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.


SS.6-8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history

SS.6-8.WH.1.CC.D -- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

SS.6-8.WH.1.CC.E -- Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

SS.6-8.WH.1.G.B -- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

SS.6-8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets linked to Priority Standard = 

Unit: Babylon, Akkad, Phoenicians, and Hittites

Duration: 4 Week(s)

Unit Description

Students will learn how these ancient civilizations developed in Mesopotamia and effects they had on the ancient and modern world.

Enduring Understandings (Knowledge & Skills)

Historians and archaeologists learn about ancient human cultures by studying the artifacts left behind by those cultures.

The world's physical and natural environments have affected and been affected by historical developments.

Civilizations emerge as a result of basic characteristics: stable food supply, a form of government, an economy, specialization of labor, technology, social norms, and a developed culture.

Civilizations grow and decline over time.

Summative Assessment

Unit Test

Topic: Babylon and Akkad

Duration: 2 Week(s)

Topic Description (short)

Students will learn about the ancient civilizations of Babylon and Akkad.

Learning Targets

SS.6-8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history

SS.6-8.WH.1.G.A -- Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.

SS.6-8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

SS.6-8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

SS.6-8.WH.2.G.A -- Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.


SS.6-8.WH.2.GS.A -- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.

SS.6-8.WH.2.PC.C -- Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.

SS.6-8.WH.3.EC.B -- Explain how standardization impacts the stability of a civilization.

SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.

SS.6-8.WH.3.G.B -- Identify the effect of natural forces upon human activities.

Learning Targets linked to Priority Standard = 

Topic: Phoenicians and Hittites

Duration: 2 Week(s)

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Topic Description (short)

Student will learn about the ancient Phoenicians and Hittites.

Learning Targets

SS.6-8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.

SS.6-8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

SS.6-8.WH.2.GS.A -- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.

SS.6-8.WH.2.PC.A -- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

SS.6-8.WH.3.EC.A -- Describe trade patterns and how they influence the movement of resources, goods and services.

SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.

SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.

SS.6-8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.

SS.6-8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

SS.6-8.WH.2.GS.A -- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.

SS.6-8.WH.2.PC.A -- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

SS.6-8.WH.3.EC.A -- Describe trade patterns and how they influence the movement of resources, goods and services.

SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.

SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.

SS.6-8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.

SS.6-8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

SS.6-8.WH.2.GS.A -- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.

SS.6-8.WH.2.PC.A -- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

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SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.

SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.

SS.6-8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.

SS.6-8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.


SS.6-8.WH.2.GS.A -- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.

SS.6-8.WH.2.PC.A -- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

SS.6-8.WH.3.EC.A -- Describe trade patterns and how they influence the movement of resources, goods and services.

SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.

SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.

Learning Targets linked to Priority Standard = 

Unit: Israel

Duration: 4 Week(s)

Unit Description

In the Israel unit students will learn the history of the Jewish People and their impact on ancient and modern day society.

Enduring Understandings (Knowledge & Skills)

The establishment of monotheistic religions.

The connection of ancient Jewish laws and modern day.

Topic: The foundations of the ancient Israelites.

Duration: 2 Week(s)

Topic Description (short)

During this part of the unit students will learn about the foundations of the ancient Israelites and the religion of Judaism.

Learning Targets

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SS.6.8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
SS.6.8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.
SS.6.8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history
SS.6.8.WH.1.CC.E -- Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
SS.6.8.WH.2.GS.C -- Explain how the codification of law impacted early civilizations.
SS.6.8.WH.2.PC.A -- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.
SS.6.8.WH.2.PC.B -- Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.
SS.6.8.WH.3.GS.C -- Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.
SS.6.8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
SS.6.8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.
SS.6.8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history
SS.6.8.WH.1.CC.E -- Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
SS.6.8.WH.2.GS.C -- Explain how the codification of law impacted early civilizations.
SS.6.8.WH.2.PC.A -- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.
SS.6.8.WH.2.PC.B -- Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.
SS.6.8.WH.3.GS.C -- Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.

Learning Targets linked to Priority Standard = +

Topic: The three kings of Israel and the end of the ancient nation of Israel.

Duration: 2 Week(s)

Topic Description (short)

Is this part of the unit students will learn about the Kings that Israel was united under and the ultimate destruction of the ancient nation of Israel,

Learning Targets

SS.6.8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
SS.6.8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
SS.6.8.WH.1.PC.A -- Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
SS.6.8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history
SS.6.8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
SS.6.8.WH.2.CC.B -- Analyze the role early civilizations had in shaping concepts of government, law, and social order.
SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
SS.6.8.WH.2.G.C -- Explain how various characteristics of civilizations are connected to identities and cultures.
SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
SS.6.8.WH.2.GS.C -- Explain how the codification of law impacted early civilizations.
SS.6.8.WH.2.PC.A -- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.
SS.6.8.WH.2.PC.B -- Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.

Learning Targets linked to Priority Standard = +

Unit: Ancient China

Duration: 3 Week(s)

Unit Description

Students will learn about the ancient civilization of China.

Enduring Understandings (Knowledge & Skills)

Historians and archaeologists learn about ancient human cultures by studying the artifacts left behind by those cultures.

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The world's physical and natural environments have affected and been affected by historical developments.

Civilizations emerge as a result of basic characteristics: stable food supply, a form of government, an economy, specialization of labor, technology, social norms, and a developed culture.

Civilizations grow and decline over time.

Topic: Ancient & Classical China

Duration: 3 Week(s)

Topic Description (short)

Students will learn about the geography leaders, society, and traditions of Ancient China.

Learning Targets

SS.6.8.WH.1.PC.B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

SS.6.8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.

SS.6.8.WH.1.CC.D -- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

SS.6.8.WH.1.G.A -- Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.

SS.6.8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

SS.6.8.WH.2.CC.B -- Analyze the role early civilizations had in shaping concepts of government, law, and social order.

SS.6.8.WH.2.G.A -- Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.

SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.

SS.6.8.WH.2.GS.A -- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.

SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.

SS.6.8.WH.2.GS.C -- Explain how the codification of law impacted early civilizations.

SS.6.8.WH.2.PC.C -- Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.

SS.6.8.WH.2.PC.D -- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.

SS.6.8.WH.3.CC.A -- Analyze the rise and fall of classical civilizations to determine their significance to future societies.

SS.6.8.WH.3.EC.A -- Describe trade patterns and how they influence the movement of resources, goods and services.

SS.6.8.WH.3.GS.A -- Explain the origins, functions, and structure of governmental systems within classical civilizations.


SS.6.8.WH.3.PC.A -- Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.

SS.6.8.WH.3.PC.B -- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.

SS.6.8.WH.4.CC.B -- Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.

SS.6.8.WH.4.EC.A -- Explain how inter- regional trade intensified the exchange of goods, ideas and people.

SS.6.8.WH.4.PC.D -- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Learning Targets linked to Priority Standard = 

Unit: Ancient Greece

Duration: 6 Week(s)

Unit Description

Students will learn about the classical civilization of Greece and its influence on today's society

Enduring Understandings (Knowledge & Skills)

Historians and archaeologists learn about ancient human cultures by studying the artifacts left behind by those cultures.

The world's physical and natural environments have affected and been affected by historical developments.

Civilizations emerge as a result of basic characteristics: stable food supply, a form of government, an economy, specialization of labor, technology, social norms, and a developed culture.

Achievements in technology and the arts impact past and modern society.

Civilizations grow and decline over time.

Summative Assessment

Students will identify 5-10 major events of Ancient Greece and create a timeline to display these events.

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Grade(s) 6th, Duration 1 Year, 1 Credit

Required Course

Topic: The Rise of Greek Civilization

Duration: 3 Week(s)

Topic Description (short)

Students will learn about the rise of Greek civilization and about the most famous city-states in Greece, Sparta & Athens.

Learning Targets

- SS.6.8.WH.1.PC.B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6.8.WH.2.CC.B -- Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6.8.WH.2.EC.B -- Explain how standardization affects the early stability of a society.
- SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- SS.6.8.WH.2.GS.C -- Explain how the codification of law impacted early civilizations.
- SS.6.8.WH.2.PC.D -- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.
- SS.6.8.WH.3.CC.B -- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6.8.WH.3.EC.B -- Explain how standardization impacts the stability of a civilization.
- SS.6.8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.
- SS.6.8.WH.3.G.B -- Identify the effect of natural forces upon human activities.
- SS.6.8.WH.3.PC.A -- Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.
- SS.6.8.WH.3.PC.B -- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.
- SS.6.8.WH.3.PC.C -- Analyze the extent and impact of cultural diffusion that results from empire building.
- SS.6.8.WH.4.EC.A -- Explain how inter- regional trade intensified the exchange of goods, ideas and people.
- SS.6.8.WH.4.G.A -- Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- SS.6.8.WH.4.G.B -- Explain how physical geographic characteristics influence human identities and cultures.
- SS.6.8.WH.4.GS.A -- Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6.8.WH.4.PC.D -- Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Learning Targets linked to Priority Standard = ➕

Topic: Persian War & Athens' Golden Age

Duration: 1 Week(s)

Topic Description (short)

Students will learn about the Persian War and how Athens grew stronger after the war.

Learning Targets

- SS.6.8.WH.1.PC.B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- SS.6.8.WH.2.G.C -- Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- SS.6.8.WH.3.CC.B -- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6.8.WH.4.GS.A -- Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6.8.WH.1.PC.B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- SS.6.8.WH.2.G.C -- Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- SS.6.8.WH.3.CC.B -- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6.8.WH.4.GS.A -- Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6.8.WH.1.PC.B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6.8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- SS.6.8.WH.2.G.C -- Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6.8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- SS.6.8.WH.3.CC.B -- Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6.8.WH.4.GS.A -- Explain the origins, functions, and structure of governmental systems within civilizations.

Learning Targets linked to Priority Standard = ➕

Topic: Peloponnesian War & Assessment

Duration: 2 Week(s)

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Grade(s) 6th, Duration 1 Year, 1 Credit
Required Course

Topic Description (short)

Students will learn about the Peloponnesian War and the decline of Ancient Greece. Students will complete a Greek gods/goddess research project. Students will work to create a timeline of major events during the Ancient Greece's civilization.

Learning Targets

- SS.6-8.WH.2.CC.B -- Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.WH.2.G.C -- Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6-8.WH.2.PC.C -- Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.
- SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.
- SS.6-8.WH.3.PC.B -- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.
- SS.6-8.WH.4.G.B -- Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.WH.4.GS.C -- Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.

Learning Targets linked to Priority Standard = 

Unit: Ancient Rome

Duration: 6 Week(s)

Unit Description

Students will learn about the classical civilization of Rome and its influence on today's society

Enduring Understandings (Knowledge & Skills)

Historians and archaeologists learn about ancient human cultures by studying the artifacts left behind by those cultures.

The world's physical and natural environments have affected and been affected by historical developments.

Civilizations emerge as a result of basic characteristics: stable food supply, a form of government, an economy, specialization of labor, technology, social norms, and a developed culture.

Achievements in technology and the arts impact past and modern society.

Civilizations grow and decline over time.

Topic: Chapter 11: The Founding of Rome

Duration: 2 Week(s)

Topic Description (short)

Students will learn about the founding of Rome, Rome as a Republic, and the End of the Republic.

Learning Targets

Students will know the effect that geography had on the rise of Rome, how Rome gained control of the Mediterranean region, how conflict between Rome's social classes led to change in its government, the cause and effects of the Punic Wars, and how Rome became an empire.

Learning Targets

- SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.
- SS.6-8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history
- SS.6-8.WH.1.CC.C -- With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
- SS.6-8.WH.1.CC.D -- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- SS.6-8.WH.1.G.B -- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- SS.6-8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- SS.6-8.WH.2.CC.B -- Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- SS.6-8.WH.3.CC.A -- Analyze the rise and fall of classical civilizations to determine their significance to future societies.
- SS.6-8.WH.3.EC.A -- Describe trade patterns and how they influence the movement of resources, goods and services.
- SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.
- SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.
- SS.6-8.WH.4.G.A -- Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- SS.6-8.WH.4.G.B -- Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.WH.4.GS.A -- Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6-8.WH.4.PC.C -- Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.
- SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.
- SS.6-8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history


6th Grade Social Studies

Social Sciences

Grade(s) 6th, Duration 1 Year, 1 Credit

Required Course

SS.6-8.WH.1.CC.C -- With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
SS.6-8.WH.1.CC.D -- Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
SS.6-8.WH.1.G.B -- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
SS.6-8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
SS.6-8.WH.2.CC.B -- Analyze the role early civilizations had in shaping concepts of government, law, and social order.
SS.6-8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
SS.6-8.WH.3.CC.A -- Analyze the rise and fall of classical civilizations to determine their significance to future societies.
SS.6-8.WH.3.EC.A -- Describe trade patterns and how they influence the movement of resources, goods and services.
SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.
SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.
SS.6-8.WH.4.G.A -- Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
SS.6-8.WH.4.G.B -- Explain how physical geographic characteristics influence human identities and cultures.
SS.6-8.WH.4.GS.A -- Explain the origins, functions, and structure of governmental systems within civilizations.
SS.6-8.WH.4.PC.C -- Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.

Learning Targets linked to Priority Standard = 

Topic: Chapter 12: Roman Civilization

Duration: 2 Week(s)

Topic Description (short)


Students will learn about the Roman Way of Life, Rome's Decline, and the creation of the Byzantine Empire.

Learning Targets

Students will know how the Greeks influenced Roman religion, science, art, architecture, and literature. They will know the reasons for the decline of the Roman Empire and why the Byzantine Empire became powerful.

Learning Targets

SS.6-8.WH.1.PC. B -- Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.
SS.6-8.WH.1.CC.B -- Explain connections between historical context and peoples' perspectives at the time in world history
SS.6-8.WH.1.G.B -- Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
SS.6-8.WH.1.GS.A -- Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
SS.6-8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.
SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.
SS.6-8.WH.3.GS.B -- Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.
SS.6-8.WH.3.GS.C -- Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.
SS.6-8.WH.3.PC.D -- From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.

Learning Targets linked to Priority Standard = 

Unit: The Middle Ages

Duration: 4 Week(s)

Unit Description

Students will learn about the new governments and societies that emerge after the collapse of the Roman empire. Students will learn how these new civilizations become connected through trade and war.

Enduring Understandings (Knowledge & Skills)

Civilizations emerge as a result of basic characteristics: stable food supply, a form of government, an economy, specialization of labor, technology, social norms, and a developed culture.

The culture of a society is the beliefs, customs, traditions, arts, and achievements that are passed from one generation to the next. Ideas, concepts, and traditions have changed over time.

Achievements in technology and the arts impact past and modern society.

Philosophies and religions that were developed in ancient times continue to influence our modern world.

Human groups have come into contact and interacted with one another through systems of communication, migration, commercial exchange, conquest, and cultural diffusion.

6th Grade Social Studies

Social Sciences

Grade(s) 6th, Duration 1 Year, 1 Credit

Required Course

Different forms of political and economic organization have developed over time and have influenced many modern governments.

Civilizations grow and decline over time.

Topic: Middle Ages

Duration: 3 Week(s)

Topic Description (short)

Students will learn about Medieval Europe (Early through Late Middle Ages).

Learning Targets

Students will learn about feudalism, the influence of the Catholic Church, and the customs of people living in the Middle Ages.

Formative Assessment

Design your own castle.

Create your own knight shields.

Learning Targets

SS.6-8.WH.1.CC.A -- Create and use tools to analyze a chronological sequence of related events in world history.

SS.6-8.WH.1.G.C -- Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

SS.6-8.WH.2.CC.B -- Analyze the role early civilizations had in shaping concepts of government, law, and social order.

SS.6-8.WH.2.G.B -- Analyze the cultural characteristics of civilizations to explain how they are similar and different.

SS.6-8.WH.2.GS.B -- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.

SS.6-8.WH.3.EC.C -- Explain how political and economic stability affects the well-being of individuals and society.

SS.6-8.WH.3.G.A -- Explain the significance of physical geography to the development of classical civilizations.

SS.6-8.WH.3.G.B -- Identify the effect of natural forces upon human activities.

SS.6-8.WH.4.CC.C -- Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.

Learning Targets linked to Priority Standard = 