



Grade 6 Social Studies Scope and Sequence

COURSE OVERVIEW & TIMING		
This section is designed to help you see the flow of the units/topics across the entire school year.		
Unit		Unit Length
Unit 1:	Mesopotamia	1 st Quarter (Early)
Unit 2:	Mesopotamia	1 st Quarter (Late)
Unit 3:	Egypt	2 nd Quarter (Early)
Unit 4:	Egypt	2 nd Quarter (Late)
Unit 5:	China	3 rd Quarter (Early)
Unit 6:	China	3 rd Quarter (Late)
Unit 7:	India	4 th Quarter (Early)
Unit 8:	India	4 th Quarter (Late)

OVERALL COURSE TIMING	
This section is designed to help you compare the number of available instructional days to the number of days accounted for in the Scope and Sequence.	
	Course Length
Total number of instructional days in school year:	176
Total number of instructional days for all units included in Scope and Sequence:	160

FIRST QUARTER: Mesopotamia		UNIT 1 LENGTH: Days/Weeks 20	Resources
UNIT 1 STANDARDS			
	<p>Strand: History Topic: <i>Early Civilizations</i> HIS 2. Early civilizations (Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p>□ Expectations for Learning: Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations & their enduring influence in the Eastern Hemisphere today.</p> <p>Topic: <i>Historical Thinking and Skills</i> HIS 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</p> <p>Expectations for Learning: Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.</p> <p>Strand: Geography Topic: <i>Spatial Thinking and Skills</i> GEO 3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p> <p>□ Expectations for Learning: Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments. Explain that maps are created for specific purposes and represent the context in which they were created.</p> <p>GEO 4. Latitude and longitude can be used to identify absolute location.</p> <p>□ Expectations for Learning: Use latitude and longitude coordinates to identify absolute location.</p>	<ul style="list-style-type: none">• ODE Model Curriculum• History Alive! The Ancient World Unit 1, Chapter 1-5, pp. 5-49, Lesson Guide 1: pp. 4-52• Thinkport Tool: Creating a Timeline: http://timeline.thinkport.org• National Atlas Map Maker tool: www.nationalatlas.gov/mapmaker:• National Geographic Society: www.nationalgeographic.com/expeditions/hall/index.html	
Spiraling	<p>ELA Reading Standards for Informational Texts Key Ideas and Details 1, 2,3 Craft and Structure 4 Range of Reading and Level of Text Complexity 10</p>		

FIRST QUARTER: Mesopotamia		UNIT 2 LENGTH: Days/Weeks 20	Resources
UNIT 2 STANDARDS			
	<p>Strand: Geography <i>Topic: Human Systems</i> GEO 6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. ☐ Expectations for Learning: Explain how variations among physical environments in the Eastern Hemisphere influence human activities. Explain how human activities have altered the physical environments of the Eastern Hemisphere. GEO 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. ☐ Expectations for Learning: Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products & ideas in the Eastern Hemisphere. GEO 8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism). ☐ Expectations for Learning: Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere. Describe the influence of religious diffusion in the modern world.</p> <p>Strand: Economics <i>Topic: Scarcity</i> ECO 14. When regions and/or countries specialize, global trade occurs. ☐ Expectations for Learning: Explain how specialization leads to global trade.</p> <p>Strand: Government <i>Topic: Roles and Systems of Government</i> GOV 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority ☐ Expectations for Learning: Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy. Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.</p>	<ul style="list-style-type: none">• ODE Model Curriculum• <i>History Alive! The Ancient World</i> pp. 51-71• CIA's World Factbook: www.cia.gov	
Spiraling	<p>ELA Reading Standards for Informational Texts Key Ideas and Details 1, 2,3 Craft and Structure 4 Range of Reading and Level of Text Complexity 10</p>		

SECOND QUARTER: Egypt		UNIT 3 LENGTH: Days/Weeks 20	Resources
UNIT 3 STANDARDS			
	<p>Strand: History Topic: Early Civilizations HIS 2. Early civilizations (Egypt) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. <input type="checkbox"/> Expectations for Learning: Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today. Topic: Historical Thinking and Skills HIS 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. <input type="checkbox"/> Expectations for Learning: Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.</p> <p>Strand: Geography Topic: Human Systems GEO 6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. <input type="checkbox"/> Expectations for Learning: Explain how variations among physical environments in the Eastern Hemisphere influence human activities. Explain how human activities have altered the physical environments of the Eastern Hemisphere. GEO 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. <input type="checkbox"/> Expectations for Learning: Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</p>		<ul style="list-style-type: none"> • ODE Model Curriculum • Ohio Resource Center (Ohiorc.org): http://www.ohiorc.org/for/socialstudies/ • History Alive! The Ancient World Unit 2, Chapters 7, 8, 9, pp. 63-93 Lesson 7 pp. 100-111, Lesson 8 pp. 112-130. Lesson 9 pp.132-151 • National Geographic Society: www.nationalgeographic.com/xpeditions/hall/index.html • National Atlas Map Maker tool: www.nationalatlas.gov/mapmaker
Spiraling	<p>ELA Reading Standards for Informational Text Key Ideas and Details 1, 2, 3 Craft and Structure 4 Integration of Knowledge and Ideas 7 Range of Reading and Level of Text Complexity 10</p>		

SECOND QUARTER: Egypt		UNIT 4 LENGTH: Days/Weeks 20	Resources
UNIT 4 STANDARDS			
	<p>Strand: Government Topic: <i>Civic Participation and Skills</i> GOV 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. <input type="checkbox"/> Expectations for Learning: Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic. Examine a variety of sources for accuracy. Topic: <i>Roles and Systems of Government</i> GOV 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. <input type="checkbox"/> Expectations for Learning: Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy. Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.</p> <p>Strand: Economics Topic: <i>Scarcity</i> ECO 14. When regions and/or countries specialize, global trade occurs. <input type="checkbox"/> Expectations for Learning: Explain how specialization leads to global trade.</p>		<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The Ancient World • Lesson Guide 10: pp. 152-167 • Lesson Guide 11: pp.168-179 • Lesson Guide 12" pp. 180-183 • Timeline Challenge 2: pp.195-196 • CIA's World Factbook: www.cia.gov
Spiraling	<p>ELA Reading Standards for Informational Text Key Ideas and Details 1, 2, 3 Craft and Structure 4 Integration of Knowledge and Ideas 7 Range of Reading and Level of Text Complexity 10</p>		

THIRD QUARTER: China		UNIT 5 LENGTH: Days/Weeks 20	Resources
UNIT 5 STANDARDS			
	<p>Strand: Economics Topic: <i>Economic Decision Making and Skills</i> ECO 11. Economists compare data sets to draw conclusions about relationships among them. <input type="checkbox"/> Expectations for Learning: Compare economic data sets to identify relationships and draw conclusions. ECO 12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies. <input type="checkbox"/> Expectations for Learning: Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently. Topic: <i>Scarcity</i> ECO 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce. <input type="checkbox"/> Expectations for Learning: Explain how individuals and societies answer the fundamental questions of economics. Topic: <i>Markets</i> ECO 15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used. <input type="checkbox"/> Expectations for Learning: Explain how supply, demand and competition interact to determine price. Explain how supply, demand and competition interact to influence quantities of inputs and outputs. Topic: <i>Financial Literacy</i> ECO 16. When selecting items to buy, individuals can compare the price and quality of available goods and services. <input type="checkbox"/> Expectations for Learning: Explain how individuals compare price and quality when selecting goods and services to buy.</p>		<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The Ancient World • Lesson Guide 24: pp. 478-497 • Timeline Challenge 4: pp. 498-505 • CIA's World Factbook: www.cia.gov
Spiraling			

THIRD QUARTER: China		UNIT 6 LENGTH: Days/Weeks 20	Resources
UNIT 6 STANDARDS			
	<p>Strand: History <i>Topic: Early Civilizations</i> HIS 2. Early civilizations (China) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p><input type="checkbox"/> Expectations for Learning: Describe the influence of geography on the development of unique civilizations in China. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p>Strand: Geography <i>Topic: Places and Regions</i> GEO 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</p> <p><input type="checkbox"/> Expectations for Learning: Use various criteria to describe, classify and compare regions within the Eastern Hemisphere.</p> <p><i>Topic: Human Systems</i> GEO 6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p><input type="checkbox"/> Expectations for Learning: Explain how variations among physical environments in the Eastern Hemisphere influence human activities. Explain how human activities have altered the physical environments of the Eastern Hemisphere.</p> <p>GEO 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p><input type="checkbox"/> Expectations for Learning: Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</p> <p>Strand: Economics <i>Topic: Scarcity</i> ECO 14. When regions and/or countries specialize, global trade occurs.</p> <p><input type="checkbox"/> Expectations for Learning: Explain how specialization leads to global trade.</p>	<ul style="list-style-type: none">• ODE Model Curriculum• History Alive! The Ancient World: Unit 4, Chapters 19-24: pp. 183-241 Geography Challenge 4: pp. 374-377 Lesson Guide 20: pp. 400-419 Lesson Guide 21: pp.420-435 Lesson Guide 22: pp. 436-450 Lesson Guide 23: pp. 452-477• National Geographic Society: www.nationalgeographic.com/xpeditions/hall/index.html• National Atlas Map Maker tool: www.nationalatlas.gov/mapmaker	
Spiraling			

FOURTH QUARTER: India		UNIT 7 LENGTH: Days/Weeks 20	Resources
UNIT 7 STANDARDS			
	<p>Strand: History Topic: Early Civilizations HIS 2. Early civilizations (India) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. <input type="checkbox"/> Expectations for Learning: Describe the influence of geography on the development of unique civilizations in India. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p>Strand: Geography Topic: Human Systems GEO 6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. <input type="checkbox"/> Expectations for Learning: Explain how variations among physical environments in the Eastern Hemisphere influence human activities. Explain how human activities have altered the physical environments of the Eastern Hemisphere. GEO 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. <input type="checkbox"/> Expectations for Learning: Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</p>		<ul style="list-style-type: none"> ODE Model Curriculum History Alive! The Ancient World Unit 3, Chapters 13-18, pp. 123-177 Lesson Guide 1, Geography Challenge 3, pp. 198-201 Lesson Guide 13, pp. 202-221 Lesson Guide 14: pp. 222-259 Lesson Guide 15: pp. 260-271 Lesson Guide 16: pp.272-287 National Geographic Society: www.nationalgeographic.com/xpeditions/hall/ind ex.html National Atlas Map Maker tool: www.nationalatlas.gov/mapmaker
Spiraling	<p>ELA Reading Standards for Informational Text Craft and Structure 4, 5 Integration of Knowledge and Ideas 7 Range of Reading and Level of Text Complexity Writing Standards Text Types and Purposes 1 a, b, c, d, e, 2 a, b, c, d, e, f Production and Distribution of Writing 4, 5, 6</p>		

FOURTH QUARTER: India		UNIT 8 LENGTH: Days/Weeks 20	Resources
UNIT 8 STANDARDS			
	<p>Strand: Geography Topic: Places and Regions GEO 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economics). <input type="checkbox"/> Expectations for Learning: Use various criteria to describe, classify and compare regions within the Eastern Hemisphere. Topic: Human Systems GEO 8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism). <input type="checkbox"/> Expectations for Learning: Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere. Describe the influence of religious diffusion in the modern world.</p> <p>Strand: Economics Topic: Scarcity ECO 14. When regions and/or countries specialize, global trade occurs. <input type="checkbox"/> Expectations for Learning: Explain how specialization leads to global trade.</p>		<ul style="list-style-type: none"> ODE Model Curriculum History Alive! The Ancient World Lesson Guide 17: pp. 288-309 Lesson Guide 18: pp. 310-329 Timeline Challenge 3: 330-331 CIA's World Factbook: www.cia.gov
Spiraling	<p>ELA Reading Standards for Informational Text Craft and Structure 4, 5 Integration of Knowledge and Ideas 7 Range of Reading and Level of Text Complexity Writing Standards Text Types and Purposes 1 a, b, c, d, e, 2 a, b, c, d, e, f Production and Distribution of Writing 4, 5, 6</p>		