

Fresno Unified School District

Curriculum and Professional Development

Curriculum Guide



Grade 6
HISTORY-SOCIAL SCIENCE

Fresno Unified School District Curriculum Guide

Course: H-SS: World History and Geography: Ancient Civilizations

Grade Level: 6

Description: Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

The Standards to be emphasized at the sixth-grade level are listed below under the appropriate domain.

| Standards and Instruction | |
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| <p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. | <p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 4. Know the significance of Hammurabi's Code. 5. Discuss the main features of Egyptian art and architecture. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. 7. Understand the significance of Queen Hatshepsut and Ramses the Great. |

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| | <ol style="list-style-type: none"> 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. 9. Trace the evolution of language and its written forms. |
| <p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. 2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. 3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. 4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people. 5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70. | <p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i>). 3. State the key differences between Athenian, or direct, democracy and representative democracy. 4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>. 5. Outline the founding, expansion, and political organization of the Persian Empire. 6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides). |

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| <p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. 2. Discuss the significance of the Aryan invasions. 3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. 4. Outline the social structure of the caste system. 5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. 6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka. 7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i>; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero). | <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. 7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. 8. Describe the diffusion of Buddhism northward to China during the Han Dynasty. |
| <p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. | |

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| <ol style="list-style-type: none">4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. | |
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Web Resources:

http://www.fresno.k12.ca.us/divdept/sscience/grade_6.htm

<http://www.cde.ca.gov/be/st/ss/hstgrade6.asp>

| First Quarter | | | | |
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| Content / Standards Essential Standard* | Key Vocabulary | Assessment CST & GLAS | Resources Culturally Responsive | |
| 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. | agrarian society agricultural economy civilization Code of Hammurabi cultural exchange Egyptian civilization evolution hominid Homo erectus Homo sapiens hunter-gathers Ice Age Neanderthal Nile Valley nomadic tribe Paleolithic Era pharaoh Queen Hatshepsut Stone Age | 22% of the 6-8 CST in H-SS is from Grade 6 (16 questions) | Theme: Early Man and the Agricultural Revolution | |
| 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. | | N/A | The hunter-gather societies: Beginnings | |
| 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. | | N/A | Human adaptation and the development of communities | |
| 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. | | N/A | Theme: Mesopotamia and Egypt | |
| 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. | | N/A | Early civilizations and major river systems: Common development in different regions | |
| 4. Know the significance of Hammurabi's Code. | | N/A | Hammurabi's code: The rule of law in ancient civilizations | |
| 5. Discuss the main features of Egyptian art and architecture. | | N/A | Monuments of greatness – The pyramids and what they say about Egypt | |
| 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. | | N/A | Egypt & Kush: Political, economic and cultural interaction | |
| Performance | | ELA Standards | | |
| Classroom Assessment Unit Exam: Holt - Ancient Civilization; ExamView: Chapter, Section Assessments (Standards Review); Teacher created Assessments | | Written Application: 2.1 Written and Oral Language: 1.4 | | |
| CONTENT: Hunter gatherers, Social political religious change, law codes and trade | | Web Resources | | |
| HOLT – ANCIENT CIVILIZATION: Unit 1, Chapter 1–2 Unit 2, Chapter 3-5 | H-SS STRAND: Geographic and political literacy | http://www.fresno.k12.ca.us/divdept/sscience/grade_6.htm http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm | | |

Second Quarter

| Content / Standards Essential Standard* | Key Vocabulary | Assessment CST & GLAS | Resources Culturally Responsive | | | | | | | | | |
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| 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. | Brahmanism Buddha Buddhism caste system Confucianism hierarchy Hinduism India Indus River Kush culture Mesopotamia Sumer Taj Mahal, India | 22% of the 6-8 CST in H-SS is from Grade 6 (16 questions) | Theme: Early Civilization of India | | | | | | | | | |
| 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. | | N/A | Ancient India: Its location and geography – How did it influence early development? | | | | | | | | | |
| 3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. | | N/A | The origin and development of Hinduism: Practice and beliefs | | | | | | | | | |
| 5. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia. | | N/A | The origin and development of Buddhism: Practice and beliefs | | | | | | | | | |
| 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. | | | N/A | Theme: Early Civilization of China | | | | | | | | |
| 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. | | N/A | Ancient China: Its location and geography – How did it influence early development? | | | | | | | | | |
| 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism. | | N/A | The origin and development of Confucianism and Taoism: Practice and beliefs | | | | | | | | | |
| 7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. | N/A | East meets West: The Silk Road and cultural diffusion (Rome & China) | | | | | | | | | | |
| Performance | | ELA Standards | | | | | | | | | | |
| Classroom Assessment Unit Exam: Holt - Ancient Civilization; ExamView: Chapter, Section Assessments (Standards Review); Teacher created Assessments | | Reading Comprehension 2.1-2.2 Writing 1.2 Writing Applications 2.2 Written and Oral Language 1.1 | | | | | | | | | | |
| <table border="0"> <tr> <td>CONTENT: Art and Architecture, Caste System, Bureaucratic Examination System</td> <td>HOLT – ANCIENT CIVILIZATION: Unit 3, Chapter 6–7</td> <td>H-SS STRAND: Cultural and Ethical literacy</td> </tr> </table> | | CONTENT: Art and Architecture, Caste System, Bureaucratic Examination System | HOLT – ANCIENT CIVILIZATION: Unit 3, Chapter 6–7 | H-SS STRAND: Cultural and Ethical literacy | <table border="0"> <tr> <td align="center" colspan="2">Web Resources</td> </tr> <tr> <td colspan="2">http://www.fresno.k12.ca.us/divdept/sscience/grade_6.htm</td> </tr> <tr> <td colspan="2">http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm</td> </tr> </table> | | Web Resources | | http://www.fresno.k12.ca.us/divdept/sscience/grade_6.htm | | http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm | |
| CONTENT: Art and Architecture, Caste System, Bureaucratic Examination System | HOLT – ANCIENT CIVILIZATION: Unit 3, Chapter 6–7 | H-SS STRAND: Cultural and Ethical literacy | | | | | | | | | | |
| Web Resources | | | | | | | | | | | | |
| http://www.fresno.k12.ca.us/divdept/sscience/grade_6.htm | | | | | | | | | | | | |
| http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm | | | | | | | | | | | | |

Third Quarter

| Content / Standards Essential Standard* | Key Vocabulary | Assessment CST & GLAS | Resources Culturally Responsive |
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| 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. | Alexander the Great Athenian democracy Cyrus the Great Greece Greek gods and goddesses Hebrew Religion Philosophy | 22% of the 6-8 CST in H-SS is from Grade 6 (16 questions) | Theme: Ancient Hebrews |
| 1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. | | | Judaism: Monotheism in a polytheistic world; Origins and practice of moral law for humanity |
| 2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. | | N/A | Moral law, ethical traditions and belief in one God: How did these influence Western Civilization? |
| 4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people. | | N/A | The exodus, Israel and a homeland won and lost. |
| 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. | | N/A | Theme: Early Civilizations of Ancient Greece |
| 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. | | N/A | Geography, cultural identity and the development of the Greek City-State |
| 2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration). | | N/A | Political development in early Greece: Democracy, tyranny, oligarchy, and dictatorship |
| 3. State the key differences between Athenian, or direct, democracy and representative democracy. | | N/A | Compare and contrast: Athens and U.S.: Direct democracy and representative government |
| 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt | | N/A | Alexander the Great: Empire in the East and the impact of cultural diffusion |
| Performance | | | |
| Classroom Assessment Unit Exam: Holt - Ancient Civilization; ExamView: Chapter, Section Assessments (Standards Review); Teacher created Assessments | | Written and Oral 1.5 Written Applications 2.5 Listen/Speaking 1.9 Speaking Applications 2.4 | |
| CONTENT: Religious-Exodus, Early Democracy, Greek Conquest, Persia and Philosophy | | Web Resources | |
| HOLT – ANCIENT CIVILIZATION: Unit 4, Chapter 8-10 | H-SS STRAND: Historical, Social, Political, and Constitutional Heritage | http://www.fresno.k12.ca.us/divdept/sscience/grade_6.htm http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm | |

| Fourth Quarter | | | | |
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| Content / Standards Essential Standard* | Key Vocabulary | Assessment CST & GLAS | Resources Culturally Responsive | |
| 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. | Augustus Jesus Christ Julius Caesar Rome senate Byzantine Empire capture of Constantinople Western Roman Empire | 22% of the 6-8 CST in H-SS is from Grade 6 (16 questions) | Theme: Development of Early Rome and the Spread of Rome and Christianity | |
| 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. | | N/A | The rise of ancient Rome: Myth and history – fact and fiction | |
| 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). | | N/A | The Roman Republic: origins and significance | |
| 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. | | N/A | The Growth of Rome: From Republic to Empire – War, conquest, trade and expansion | |
| 6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation). | | N/A | The origins of Christianity: Its growth and development in practice and beliefs | |
| 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. | | N/A | The Legacy of Rome: Impact across the centuries | |
| Performance | | ELA Standards | | |
| Classroom Assessment Unit Exam: Holt - Ancient Civilization; ExamView: Chapter, Section Assessments (Standards Review); Teacher created Assessments | | Literary Response – 3.8 Writing Strategy – 1.3 Writing App. – 2.3 | Reading Comp. – 2.4 Written App. – 2.4 Written/Oral – 1.2, 1.3 Listening/Speaking – 2.3 | |
| CONTENT: Republic to Empire Expansion, the Spread of Religion, and art, building and Roman architecture | HOLT – ANCIENT CIVILIZATION: Unit 5, Chapter 11-13 Unit 6, Chapter 14-15 | H-SS STRAND: Historic, Economic and Cultural Literacy | Web Resources | |
| | | | http://www.fresno.k12.ca.us/divdept/sscience/grade_6.htm http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm | |