



# 6<sup>th</sup> Grade World History

## **6<sup>th</sup> Grade World History - Year at a Glance**

Course # 2109010, 2109020, 2109030

**A Note to Parents:** Middle school social studies courses include reading standards for literacy in history/social studies 6-8 and writing standards for literacy in history/social studies. This course also includes speaking and listening standards.

Required Instruction per Florida Statute is embedded throughout the school year. For more information on §1003.42(2), please visit [http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1003/Sections/1003.42.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html)

**Please note the units of study listed below indicate the course sequence. Instructional pacing may vary.**

### **Course Description**

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**International Baccalaureate Middle Years Program Note:** The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the program. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

### **CPALMS Link**

Please follow the links below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J World History <https://www.cpalms.org/PreviewCourse/Preview/4463>

M/J World History, Advanced <https://www.cpalms.org/PreviewCourse/Preview/4467>

M/J International Baccalaureate MYP World History <https://www.cpalms.org/PreviewCourse/Preview/12655>

	Unit of Study
<b>Quarter 1</b> Aug 10 – Oct 12	<b>Unit 1: Historical Literacy and World Geography</b> <ul style="list-style-type: none"> <li>• What is History?</li> <li>• How Does a Historian Work?</li> <li>• Researching History</li> <li>• Studying Geography</li> <li>• Exploring Economics</li> <li>• Practicing Citizenship</li> </ul>
	<b>Unit 2: Early Humans and the Agricultural Revolution</b> <ul style="list-style-type: none"> <li>• Hunter-Gatherers</li> <li>• The Agricultural Revolution</li> </ul>
	<b>Unit 3: Mesopotamia</b> <ul style="list-style-type: none"> <li>• Sumerians</li> <li>• Mesopotamian Empires</li> </ul>
<b>Quarter 2</b> Oct 13 – Dec 22	<b>Unit 3: Mesopotamia</b> <ul style="list-style-type: none"> <li>• Sumerians</li> <li>• Mesopotamian Empires</li> </ul>
	<b>Unit 4: Egypt, Kush, and Axum</b> <ul style="list-style-type: none"> <li>• The Nile River</li> <li>• Life in Ancient Egypt</li> <li>• Egypt's Empire</li> <li>• The Kingdom of Kush</li> </ul>
	<b>Unit 5: India/Indus River Valley</b> <ul style="list-style-type: none"> <li>• Early Civilizations</li> <li>• Religions of Ancient India</li> <li>• The Mauryan Empire</li> </ul>
<b>Quarter 3</b> Jan 11 – Mar 11	<b>Unit 6: China/Yellow River Valley</b> <ul style="list-style-type: none"> <li>• The Birth of Chinese Civilization</li> <li>• Society and Culture in Ancient China</li> <li>• The Qin and Han Dynasties</li> <li>• China Reunites</li> <li>• Chinese Society</li> <li>• The Mongols in China</li> <li>• The Ming Dynasty</li> </ul>
	<b>Unit 7: Phoenicia/Israelites</b> <ul style="list-style-type: none"> <li>• Beginnings</li> <li>• The Israelite Kingdom</li> <li>• The Development of Judaism</li> <li>• The Jews in the Mediterranean World</li> </ul>
	<b>Unit 8: Greece</b> <ul style="list-style-type: none"> <li>• Rise of Greek Civilization</li> <li>• Sparta and Athens: City-State Rivals</li> <li>• Greece and Persia</li> <li>• Glory, War, and Decline</li> </ul>

	<ul style="list-style-type: none"> <li>• Greek Culture</li> <li>• The Greek Mind</li> <li>• Alexander’s Empire</li> <li>• Hellenistic Culture</li> </ul>
<b>Quarter 4</b> Mar 22 – May 27	<b>Unit 9: Rome</b> <ul style="list-style-type: none"> <li>• The Founding of Rome</li> <li>• Rome as a Republic</li> <li>• The End of the Republic</li> <li>• Rome Builds an Empire</li> <li>• The Roman Way of Life</li> <li>• Rome’s Decline</li> <li>• Early Christianity</li> <li>• The Early Church</li> <li>• A Christian Europe</li> </ul>
	<b>Unit 10: Meso and South America</b> <ul style="list-style-type: none"> <li>• The First Americans</li> <li>• Life in the Americas</li> </ul>

**Course Resources**

**Core Textbook:**

*Discovering Our Past: A History of the World, Early Ages* - McGraw Hill, Florida Edition 2018

**Supplemental Resources:**

DBQ Project – Document-Based Questions

Middle School eSources which are accessed through MySCS - <https://launchpad.classlink.com/sarasota>

For additional supplemental resources, please see your child’s course syllabus.