

Grade 6 World Cultures Year at a Glance

Pre-requisites: None

Grade 6 World Cultures	Duration	Assessed Standards	Description / Big Ideas	Essential Questions	End of Unit Assessment
Unit 1: Earliest Human Societies	18 days (4 period) 36 days (7 period)	<ul style="list-style-type: none"> Interaction Economics Analyzing Historical causation (D4.His.14) Creating/Supporting Historical Explanation (D4.2) 	<ul style="list-style-type: none"> How can elements of a map help us to understand the world? What are the major geographic and economic push and pull factors of human migration? How can maps and other resources be used to identify how human and physical characteristics impacted the development of Neolithic societies? What are the human and physical characteristics that aided the shift from nomadic to sedentary/agrarian societies? 	How did geography impact the development of agricultural societies?	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> 20 SR questions – including stimulus-based questions. 1 constructed response <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>
Unit 2: Foundational Civilizations	22 days (4 period) 45 days (7 period)	<ul style="list-style-type: none"> Social Interaction Culture Analyzing historical sources (D2.His.13) Analyzing historical causation (D2.His.14) Creating/Supporting Historical Arguments (D4.2) 	<ul style="list-style-type: none"> How did rivers aid in the development of early civilizations? How and why did cultures develop both unique and shared cultural characteristics? How did ancient civilizations use resources to meet their needs internally and through trade? How did government shape ancient civilizations? 	How did human and physical characteristics influence the development of foundational civilizations?	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> 20 SR questions – including stimulus-based questions. 1 constructed response <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>
Unit 3: Emerging Powers	22 days (4 period) 45 days (7 period)	<ul style="list-style-type: none"> Social Political Historical Connections (D2.His.1) Analyzing Historical Sources (D2.His.13) Creating/Supporting Historical Arguments (D4.2) 	<ul style="list-style-type: none"> How did the roles of individuals in contribute the growth of world powers? How did the development and role of government impact the growth of world powers? How did physical and human characteristics interact to influence the development of world powers? How did the cultures of world powers develop both unique and shared cultural characteristics? How did internal and external conflicts impact world powers? 	How did social, political, and economic factors contribute to the emergence of world powers?	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> 20 SR questions – including stimulus-based questions. 1 constructed response <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>
Unit 4: Age of Empires	22 days (4 period) 44 days (7 period)	<ul style="list-style-type: none"> Political Economic Analyze Historical Sources (D2.His.13) Historical Connections (D2.His.1) Historical Causation (D2.His.14) Creating/Supporting Historical Explanations (D4.1) 	<ul style="list-style-type: none"> How did political factors lead to the growth and decline of major empires? How did economic factors lead to the growth and decline of major empires? How did social factors lead to the growth and decline of major empires? 	How did social, political and economic factors contribute to the growth and decline of empires?	<p>County-created unit assessment which includes</p> <ul style="list-style-type: none"> 20 SR questions – including stimulus-based questions. 1 constructed response <p>Additional teacher-created writing assignment, project, performance task, or other major assignment.</p>

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Grade 6 World Cultures	Duration	Assessed Standards	Description / Big Ideas	Essential Questions	End of Unit Assessment
Unit 5: Financial Literacy	5 days (4 period) 10 days (7 period)	<ul style="list-style-type: none"> • Maryland Financial Literacy Standards <ul style="list-style-type: none"> ○ 1.8.A ○ 2.8.C-D ○ 3.8.D-E ○ 4.8.A-G 	<ul style="list-style-type: none"> • analyze the role of opportunity cost in personal economic decision making • make economic decisions using an economic decision making grid • determine the role of criteria in personal economic decision making • analyze the role of human capital and entrepreneurship in developing career choices • determine the role of the individual as an agent of change in the community • analyze characteristics, habits, and skills that affect job and career choices • apply money management skills and strategies 	How can individuals make effective personal financial decisions?	End of Unit Evaluation

Historical Thinking Skills	Description
<i>Making Historical Connections (D2.His.1)</i>	Analyze connections among events and developments in broader historical contexts.
<i>Analyzing Historical Sources and Evidence (D2.His.13)</i>	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, purpose and content.
<i>Analyzing Historical Causation (D2.His.14)</i>	Explain multiple causes and effects of events and developments in the past.
<i>Creating/Supporting Arguments (D4.1)</i>	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
<i>Creating/Supporting Explanations (D4.1)</i>	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Thematic Content Standards	Description
<i>Social</i>	Examine the roles of individuals with societies based on characteristics such as social class, gender, and ethnicity.
<i>Political</i>	Analyze the development and role of government in shaping the development of early societies and civilizations.
<i>Interaction</i>	Explain how physical and human characteristics interact to influence the development of societies and civilizations.
<i>Cultural</i>	Determine how and why cultures developed both unique and shared characteristics, including art, religion, customs, government, and social structures.
<i>Economic</i>	Examine the ways in which societies and civilizations used available resources to meet their needs, both internally and through trade.