<table>
<thead>
<tr>
<th>Grade 6 World Cultures</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Description / Big Ideas</th>
<th>Essential Questions</th>
<th>End of Unit Assessment</th>
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</thead>
</table>
| Unit 1: Earliest Human Societies | 18 days (4 period) | • Interaction  
• Economics  
• Analyzing Historical causation (D4.His.14)  
• Creating/Supporting Historical Explanation (D4.2) | 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? | County-created unit assessment which includes  
• 20 SR questions — including stimulus-based questions.  
• 1 constructed response |
| 36 days (7 period) | | | | | Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| Unit 2: Foundational Civilizations | 22 days (4 period) | • Social  
• Interaction  
• Culture  
• Analyzing historical sources (D2.His.13)  
• Analyzing historical causation (D2.His.14)  
• Creating/Supporting Historical Arguments (D4.2) | 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? | County-created unit assessment which includes  
• 20 SR questions — including stimulus-based questions.  
• 1 constructed response |
| 45 days (7 period) | | | | | Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| Unit 3: Emerging Powers | 22 days (4 period) | • Social  
• Political  
• Historical Connections (D2.His.1)  
• Analyzing Historical Sources (D2.His.13)  
• Creating/Supporting Historical Arguments (D4.2) | 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? | County-created unit assessment which includes  
• 20 SR questions — including stimulus-based questions.  
• 1 constructed response |
| 45 days (7 period) | | | | | Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| Unit 4: Age of Empires | 22 days (4 period) | • Political  
• Economic  
• Analyze Historical Sources (D2.His.13)  
• Historical Connections (D2.His.1)  
• Historical Causation (D2.His.14)  
• Creating/Supporting Historical Explanations (D4.1) | 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? | County-created unit assessment which includes  
• 20 SR questions — including stimulus-based questions.  
• 1 constructed response |
| 44 days (7 period) | | | | | Additional teacher-created writing assignment, project, performance task, or other major assignment. |
### Grade 6 World Cultures Year at a Glance
**Pre-requisites: None**

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• 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

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

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