# 2022-2023 Grade 6 World Cultures Year at a Glance

**Pre-requisites:** None

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<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 | 11 days (4 period) 22 days (7 period) | - **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
- **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.  
- **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  o Historical causation (D2.His14)  
  o Analyzing Historical Sources (D2.His.13)  
  o Creating/Supporting Historical Explanations (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?  
- What are the human and physical characteristics that impacted the development of Neolithic societies? | How did geography impact the development of agricultural societies? | County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class. | Additional teacher-created writing assignment, project, performance task, or other major assignment. |
| Unit 2: Foundational Civilizations | 20 days (4 period) 40 days (7 period) | - **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.  
- **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and | - 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 | How did human and physical characteristics influence the development of foundational civilizations? | County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class. |
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|                       |          | themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. | needs internally and through trade?  
- How did the development and role of individuals and government impact the growth of ancient civilizations? | | Additional teacher-created writing assignment, project, performance task, or other major assignment. |
|                       |          | **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  - Historical causation (D2.His.14)  
  - Analyzing Historical Sources (D2.His.13)  
  - Creating/Supporting Historical Arguments (D4.1) | | |
|                       |          | **Standard 2.0 Peoples of the Nations and World:** Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. | | |
|                       |          | **Standard 5.0 History:** Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. | | |
|                       |          | **Standard 6.0 Skills and Processes:** Students shall inquire about civics, geography, economics, history, and people and nations of the world | | |

**Unit 3: Emerging Powers**

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|                       | 21 days (4 period)  
42 days (7 period) | **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 geographic, social, political, and economic factors contribute to the rise of influential empires in regions like Greece and India?** | County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class. | Additional teacher-created writing assignment, project, performance task, or other major assignment. |
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|                        |          | using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.  
  - Historical connections (D2.His1)  
  - Analyzing Historical Sources (D2.His.13)  
  - Creating/Supporting Historical Arguments (D4.1) | • How did internal and external conflicts impact world powers? | How did social, political and economic factors contribute to the growth and decline of empires? County-created unit assessment which includes SR questions based on document analysis and a written response AND Teacher created assessment based on content covered in class. Additional teacher-created writing assignment, project, performance task, or other major assignment. |
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### Grade 6 World Cultures

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| 5 days (4 period) | • Maryland Financial Literacy Standards  
  o 1.8.A  
  o 2.8.C-D  
  o 3.8.D-E  
  o 4.8.A-G | • 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 |
| 10 days (7 period) |                                                                                     |                                                                                         |                                                                                      |                                 |

### Unit 5: Financial Literacy

**5 days (4 period)**

- Analyzing Historical Sources (D2.His.13)
- Creating/Supporting Historical Arguments (D4.1)

**10 days (7 period)**

- Maryland Financial Literacy Standards
  - 1.8.A
  - 2.8.C-D
  - 3.8.D-E
  - 4.8.A-G

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### Historical Thinking Skills

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<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Making Historical Connections (D2.His.1)</td>
<td>Analyze connections among events and developments in broader historical contexts.</td>
</tr>
<tr>
<td>Analyzing Historical Sources and Evidence</td>
<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>
</tr>
<tr>
<td>Analyzing Historical Causation (D2.His.14)</td>
<td>Explain multiple causes and effects of events and developments in the past.</td>
</tr>
<tr>
<td>Creating/Supporting Arguments (D4.1)</td>
<td>Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</td>
</tr>
<tr>
<td>Creating/Supporting Explanations (D4.1)</td>
<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>
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