

<b>Course Title: GRADE SIX HISTORY- SOCIAL SCIENCE-B</b>	<b>Course Description</b>
<p><b>Course No.</b> N/A <b>Grade level:</b> 6</p> <p><b>Text and Resources:</b> A. <i>Harcourt Social Studies: Ancient Civilizations</i>; Harcourt Brace</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> N/A</p>
<p><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<p><b>Students who successfully complete this course will demonstrate competency in regard to the following History-Social Science Standards:</b></p> <ol style="list-style-type: none"> <li>1. Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution.</li> <li>2. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</li> <li>3. Students analyze the geographic, political, economic religious, and social structures of the early civilizations of the Ancient Hebrews.</li> <li>4. Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.</li> <li>5. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</li> <li>6. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</li> <li>7. Students analyze the geographic, political, economic, religious, and social structures in the development of Rome.</li> <li>8. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</li> </ol> <p><u>Historical and Social Science Analysis Skills</u></p> <p>Students will demonstrate the grades 6-8 chronological, spatial thinking, research and historical interpretation skills.</p>	<p>This course is a continuation of the sixth grade world history and geography standards. 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 to form the world as we know it today.</p> <p>This course will help students develop higher levels of critical thinking by considering why, where and when civilizations developed, why some became dominant as well as why they declined.</p>
<p><b>Methods of Study</b></p>	<p><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments and assessments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> </ol>

# GRADE SIX HISTORY-SOCIAL SCIENCE B

## Course Outline

### I. Textbook Assignment Options:

#### A. *World History: Ancient Civilizations* (1 Course)

- Read: Chapters 8-15
- Complete: All “Section Assessment; Reviewing Ideas, Terms and People” at the end of each chapter.
- Complete one extension activity listed below.

### II. Extension Activity:

- Choose a civilization of your choice. Write a 3 paragraph essay that includes the civilization’s archaeology, history, and geography.
- Teacher generated activity, approved by the site administrator.

### III. Evaluation

- All coursework must be completed with at least 70% accuracy.
- Activities must meet teacher’s expectations.