

Grade 6: World Studies I
(Paleolithic Era-1400)

Guidance from NC DPI's Parent Guide

HISTORY STRAND

Understandings

What will students learn (6-8)

- Individuals and groups can cause change in a society through the influence of ideas, technology, and cooperative efforts
- Individuals may often overcome oppression and injustice through resistance & resilience
- Technology and innovation contribute to change in societies

Assessment Examples

What students should be able to do (6th grade)

Students create a presentation explaining how an achievement of ancient history impacts present-day society.

GEOGRAPHY STRAND

Understandings

What will students learn (6-8)

- Location and place may impact the movement and migration of people
- The development of civilizations and societies impacts the environment

Assessment Examples

What students should be able to do (6th grade)

Students complete a chart showing how an innovation or technology was the cause of people migrating or settling in a civilization. The chart will also show how the innovation or technology influenced the movement of goods & ideas

ECONOMICS STRAND

Understandings

What will students learn (6-8)

- Economic factors and decisions impact economic systems, societies, individuals, communities, and businesses
- Industry and trade impact the economy and economic growth and decline

Assessment Examples

What students should be able to do (6th grade)

Students work in pairs to create a table/chart showing various economic reasons for the rise and fall of the assigned civilization, empire, or society. The table/chart should include the following column headings: 1) Civilization/ Empire/Society; 2) Economic Factors Leading to Rise; and 3) Economic Factors Leading to Decline

CIVICS & GOVERNMENT STRAND

Understandings

What will students learn (6-8)

- Beliefs & ideas help shape government & society
- Governments can be based on the ideals and beliefs of the society from which they form or from outside influences

Assessment Examples

What students should be able to do (6th grade)

Students choose two governments they have been studying. Students then create a Venn Diagram showing the similarities and differences of the structures of the two governments

BEHAVIORAL SCIENCE STRAND

Understandings

What will students learn (6-8)

- Identity, values, and beliefs contribute to the cultural development of states, nations, and civilizations

Assessment Examples

What students should be able to do (6th grade)

Students develop a cultural exhibit in a museum for a chosen civilization in Africa, Asia, Europe, the Middle East, Pacific Islands, or the Americas. The student's exhibit plan should include examples of art, monuments, sculptures, and literature and explain how each item in the museum reflects the values of that civilization.

GCS Curriculum Overview

INQUIRY INDICATORS From NC Standards

Gathering and Evaluating Sources

Analyze details, central ideas, and inferences from sources using discipline-specific strategies.

Developing Claims and Using Evidence

Identify evidence that draws information from multiple perspectives.

Communicating Ideas

Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail

UNITS OF STUDY

Unit 1: Early Man
Unit 2: Mesopotamia
Unit 3: Ancient Egypt
Unit 4: Ancient India
Unit 5: Ancient China

Unit 6: Greece, Rome, & Byzantine Empires
Unit 7: Islamic Empire
Unit 8: Middle Ages to 1400
Unit 9: Indigenous Americans