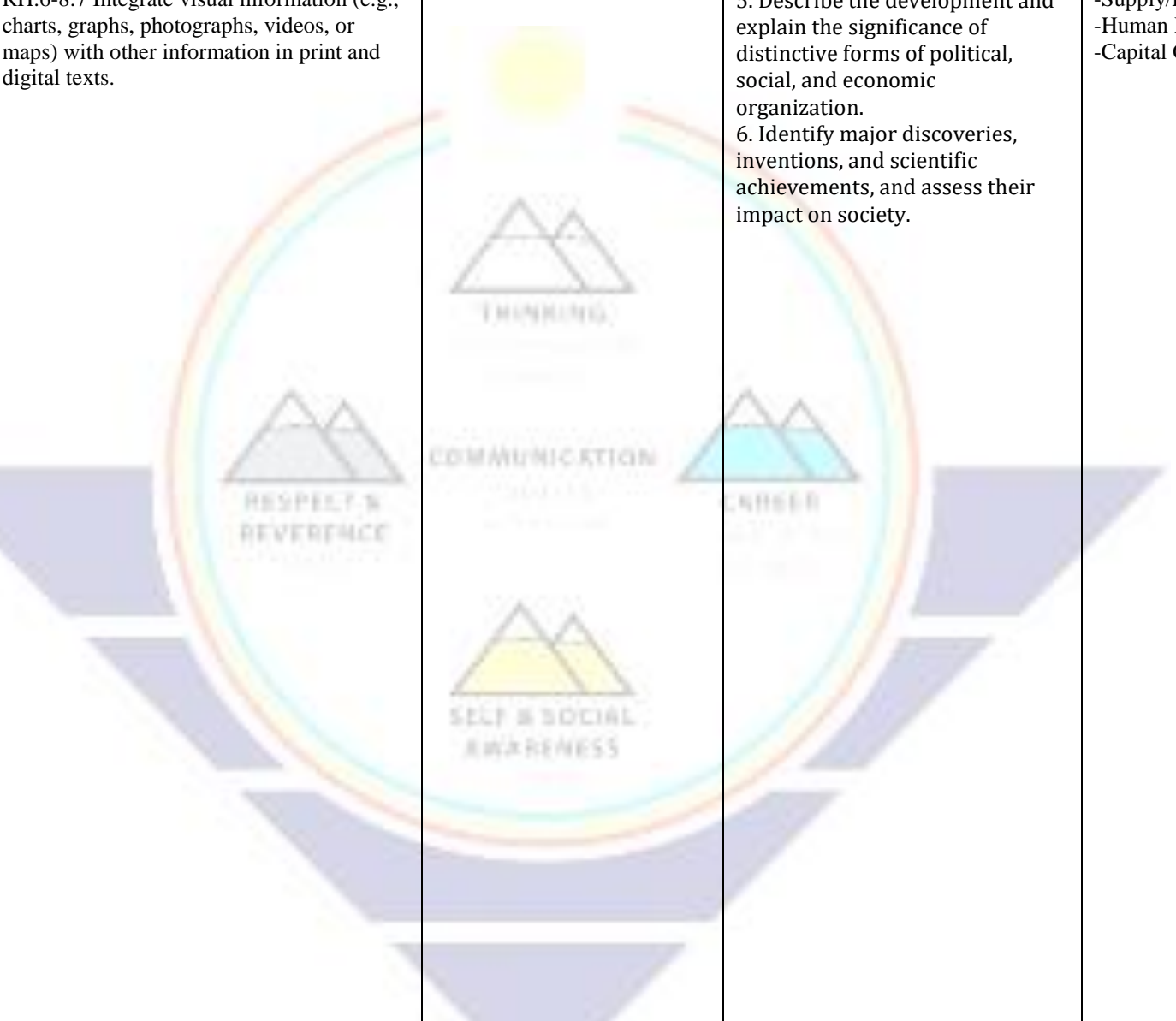


# Ganado Unified School District #20


## (Social Studies/6th Grade)

### PACING Guide SY 2022-2023


Time Line & Resources <small>(Identify textbook, page number or website link &amp; etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>First Quarter</b>				
<b>Textbooks &amp; Active Journals</b>  <i>World Geography</i> <i>MyWorld Interactive</i> <ul style="list-style-type: none"> <li>Topic 1: Introduction to Geography</li> </ul> <i>World History</i> <i>MyWorld Interactive</i> <ul style="list-style-type: none"> <li>Topic 1: Origins of Civilization</li> </ul> <b>Savvas Online Learning Website</b> <b>PearDeck/NearPod</b> <b>Jamboard,</b> <b>BigHistory Project</b>  <b>Types of maps:</b> <a href="http://geology.com/world">http://geology.com/world</a>	1. Key Ideas and Details: CCSS.Literacy – History/Social Studies.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. 2. Key Ideas and Details: CCSS.Literacy – History/Social Studies.RH.6-8.2 Determine the central ideas or information of a primary and secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Research to Build and Present Knowledge: CCSS.Writing Literacy – History/SS, Science, Technical Subjects. WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	How much does geography shape people's lives?  How does the physical geography of a civilization influence the culture?  How did early use their environment to survive?  How is trade responsible for cultural exchange?	All students will demonstrate growth in the area of reading comprehension of informational text in alignment with expectations found in the Common Core State Standards. 1. Describe features of the world's physical and natural environment, and explain how the environment has affected and been affected by historical developments. 2. Explain large-scale and long-term historical developments of regional, interregional, and global scope. 3. Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion. 4. Assess the significance of key turning points in world history.	Tier 3 -Latitude -Longitude -Coordinate -Absolute Location Tier 2 -Criteria Tier 3 -Landforms -Climate -Population -Culture -Economics Tier 3 -Citizens -Democracy -Dictatorship -Monarchy -Governing Tier 3 -Exports -Imports -Natural Resources -Producer -Consumer

<p><b>Interactive Maps:</b></p> <ul style="list-style-type: none"> <li>• Migrations of Homo Sapiens</li> <li>• River Valley Civilizations</li> </ul> <p><b>Interactive Gallery:</b></p> <ul style="list-style-type: none"> <li>• Piecing Together the Past</li> <li>• Paleolithic Cave Art</li> <li>• Otzi the Neolithic Ice Man</li> </ul> <p><b>NBC Learn Videos:</b> Above the Forest Canopy The Archeology of Food in Neolithic Turkey</p> <p><b>Interactive Videos:</b></p> <ul style="list-style-type: none"> <li>• Unearthing Evidence of the Earliest Humans</li> <li>• How Hunter-Gatherers Lived</li> <li>• Migrating and Adapting to New Environments</li> <li>• The Birth of Farming</li> <li>• The Growth of Cities</li> </ul> <p><b>Promethean Planet Flipcharts:</b></p> <ul style="list-style-type: none"> <li>• Social Studies Flipcharts</li> </ul> <p><b>RubiStar Rubrics:</b> <a href="http://Rubistar.4teachers.org">Rubistar.4teachers.org</a></p>	<p>RH.6-8.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>		<p>5. Describe the development and explain the significance of distinctive forms of political, social, and economic organization.</p> <p>6. Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.</p>	<p>-Supply/Demand -Human Resources -Capital Goods</p>
<p><b>Second Quarter</b></p>				




<p><b>Textbooks &amp; Active Journals</b></p> <p><i>World History</i> <i>MyWorld Interactive</i></p> <ul style="list-style-type: none"> <li>Topic 2: Civilizations and People of the Fertile Crescent</li> </ul> <p><b>Savvas Online Learning</b></p> <p><b>Websites:</b> <b>PearDeck/NearPod</b> <b>Jamboard,</b> <b>BigHistory Project</b></p> <p><b>Interactive Maps:</b></p> <ul style="list-style-type: none"> <li>Sumer &amp; the Fertile Crescent</li> <li>The Exodus in Jewish Tradition</li> </ul> <p><b>Interactive Gallery:</b></p> <ul style="list-style-type: none"> <li>Assyrian &amp; Persian Empires</li> <li>Significance of Major Jewish Holidays</li> <li>Origins of Judaism</li> </ul> <p><b>NBC Learn Videos:</b> The Code of Hammurabi</p> <p><b>Interactive Videos:</b></p> <ul style="list-style-type: none"> <li>Adapting to Life in Mesopotamia</li> <li>Hammurabi's Code</li> <li>The Assyrian and Persian Empires</li> </ul>	<p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-9.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6 Identify aspects of a text that reveal a author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgement in a text.</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a,b,c,d,e</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.6-8.2a,b,c,d,e,f</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>How do societies preserve order?</p> <p>In a civilization, how is culture developed and why does it change over time?</p> <p>How do we measure the impact of a civilization's development and achievements?</p> <p>How did new complex societies develop and what was their impacts on humans both inside and outside communities?</p>	<p>All students will demonstrate growth in the area of reading comprehension of informational text in alignment with expectations found in the Common Core State Standards.</p> <ol style="list-style-type: none"> <li>Describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</li> <li>Explain large-scale and long-term historical developments of regional, interregional, and global scope.</li> <li>Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.</li> <li>Assess the significance of key turning points in world history.</li> <li>Describe the development and explain the significance of distinctive forms of political, social, and economic organization.</li> <li>Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.</li> <li>Identify achievements in art, architecture, literature, and philosophy, and assess their impact on society.</li> <li>Compare the world we live in today with past eras such as the paleolithic, neolithic, agrarian, and industrial ages.</li> </ol>	<p>Fertile Crescent Mesopotamia Irrigate City-state Barter Polytheism Ziggurat Cuneiform Empire Ally Cultural trait Hammurabi's Code Rule of law Abundant govern River system Cavalry Standing army Tribute Currency Stele Elite Reform Import Export Navigation Colony Cultural diffusion Alphabet Assembly Profit Monotheism Ethics Torah Covenant Exodus Commandment Prophet Rabbi Talmud Righteousness Justice Sabbath</p>
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<ul style="list-style-type: none"> <li>The Alphabet</li> <li>The Origins of Judaism</li> <li>The Central Beliefs of Judaism</li> </ul> <p><b>Promethean Planet Flipcharts:</b></p> <ul style="list-style-type: none"> <li>Social Studies Flipcharts</li> </ul> <p><b>RubiStar Rubrics:</b> Rubistar.4teachers.org</p>	<p>WHST.6-8.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>		<p>9. Explain ideals, practices, and historical developments of major belief systems.</p> <p>10. Identify challenges that humans have faced in the ecological, economic, political, and other spheres of life, and explain how they have responded to those challenges.</p> <p>11. Reflect upon choices humans have made in the past and consider how choices made today may affect the future.</p>	<p>Commentary</p> <p>Judge</p> <p>Exile</p> <p>Diaspora</p> <p>Synagogue</p> <p>Commission</p> <p>Ebony</p>
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### Third Quarter

<p><b>Textbooks &amp; Active Journals</b></p> <p><i>World History</i></p> <p><i>MyWorld Interactive</i></p> <ul style="list-style-type: none"> <li>Topic 3: Ancient Egypt and Kush</li> <li>Topic 4: Early Civilizations of India</li> </ul> <p><b>Savvas Online Learning</b></p> <p><b>Website</b></p> <p><b>PearDeck/NearPod</b></p> <p><b>Jamboard, BigHistory Project</b></p> <p><b>NBC Learn Videos:</b></p> <p>Uncovering Mummies' Secrets in the Artifact Lab</p> <p>Indian Classical Dance in the Modern World</p>	<p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-9.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6 Identify aspects of a text that reveal a author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgement in a text.</p>	<p>How did advancements fuel growth and expansion of early civilizations?</p> <p>How do religious beliefs affect and influence social and political structures?</p> 	<p>All students will demonstrate growth in the area of reading comprehension of informational text in alignment with expectations found in the Common Core State Standards.</p> <ol style="list-style-type: none"> <li>Describe features of the world's physical and natural environment, and explain how the environment has affected and been affected by historical developments.</li> <li>Explain large-scale and long-term historical developments of regional, interregional, and global scope.</li> <li>Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.</li> <li>Assess the significance of key turning points in world history.</li> <li>Describe the development and explain the significance of</li> </ol>	<p>Tier 2</p> <p>-Influence</p> <p>Tier 3</p> <p>-Religious</p> <p>-Diffusion</p> <p>-Judaism</p> <p>-Christianity</p> <p>-Hinduism</p> <p>-Buddhism</p> <p>-Islam</p> <p>Delta</p> <p>Artisan</p> <p>Pharaoh</p> <p>Dynasty</p> <p>Bureaucracy</p> <p>Mummy</p> <p>Hieroglyphic</p> <p>Papyrus</p> <p>Pyramid</p> <p>Sculpture</p> <p>Anatomy</p> <p>Commerce</p> <p>Ivory</p> <p>Ebony</p> <p>Interdependence</p> <p>Subcontinent</p> <p>Monsoon</p>
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<p><b>Interactive Maps:</b></p> <ul style="list-style-type: none"> <li>The Origins and Beliefs of Buddhism</li> </ul> <p><b>Interactive Gallery:</b></p> <ul style="list-style-type: none"> <li>Egyptian Religion</li> <li>Vedic Era Gods</li> <li>Golden Age in the Arts</li> </ul> <p><b>Interactive Videos:</b></p> <ul style="list-style-type: none"> <li>Pharaohs of Ancient Egypt</li> <li>The Legacy of Ancient Egypt</li> <li>Trade between Egypt and Kush</li> </ul> <p><b>Promethean Planet Flipcharts:</b></p> <ul style="list-style-type: none"> <li>Social Studies Flipcharts</li> </ul> <p><b>RubiStar Rubrics:</b> Rubistar.4teachers.org</p>	<p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a,b,c,d,e</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.6-8.2a,b,c,d,e,f</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	  	<p>distinctive forms of political, social, and economic organization.</p> <p>6. Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.</p> <p>7. Identify achievements in art, architecture, literature, and philosophy, and assess their impact on society.</p> <p>8. Compare the world we live in today with past eras such as the paleolithic, neolithic, agrarian, and industrial ages.</p> <p>9. Explain ideals, practices, and historical developments of major belief systems.</p> <p>10. Identify challenges that humans have faced in the ecological, economic, political, and other spheres of life, and explain how they have responded to those challenges.</p> <p>11. Reflect upon choices humans have made in the past and consider how choices made today may affect the future.</p>	<p>Granary Citadel Veda Caste Mediate Enlightenment Monastery Buddhism Citizenship Numeral Decimal system Metallurgy</p>
<p><b>Fourth Quarter</b></p>				
<p><b>Textbooks &amp; Active Journals</b></p> <p><i>World History</i> <i>MyWorld Interactive</i></p> <ul style="list-style-type: none"> <li>Topic 5: Civilizations of China</li> <li>Topic 6: Ancient Greece</li> <li>Topic 7: The Roman Republic</li> </ul>	<p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-9.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text,</p>	<p>What conditions can encourage the desire for cultural, religious, economic, scientific and political change?</p> <p>How do societies preserve order?</p> <p>What is the best form of government?</p>	<p>All students will demonstrate growth in the area of reading comprehension of informational text in alignment with expectations found in the Common Core State Standards.</p> <p>1. Describe features of the world's physical and natural environment, and explain how the environment has affected and been affected by historical developments.</p>	<p>Loess Dike Oracle bone Pictograph Logograph Mandate of Heaven Warlord Chaos Philosophy Filial piety Standardize Legalism Censor</p>

<p><b>Savvas Online Learning Website</b>  <b>PearDeck/NearPod Jamboard,</b>  <b>BigHistory Project</b></p> <p><b>NBC Learn Videos:</b>  Shi Huangdi, First Emperor of United China</p> <p>Pericles, the Golden Age of Athens</p> <p>Cicero and the Roman Republic</p> <p><b>Interactive Maps:</b></p> <ul style="list-style-type: none"> <li>• The Journey of Odysseus</li> <li>• Alexander the Great's Conquests and Contributions</li> <li>• Persian Wars</li> <li>• Growth of the Roman Republic</li> </ul> <p><b>Interactive Gallery:</b></p> <ul style="list-style-type: none"> <li>• Chinese Writing</li> <li>• Terra Cotta Army of Shi Huangdi</li> <li>• Silk Making in Ancient China</li> <li>• Athenian Democracy</li> <li>• Art and Architecture in Ancient Greece</li> <li>• Who was Julius Ceasar?</li> </ul> <p><b>Interactive Videos:</b></p> <ul style="list-style-type: none"> <li>• The Influence of Geography on China</li> </ul>	<p>including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6 Identify aspects of a text that reveal a author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgement in a text.</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1a,b,c,d,e</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.6-8.2a,b,c,d,e,f</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>		<p>2. Explain large-scale and long-term historical developments of regional, interregional, and global scope.</p> <p>3. Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.</p> <p>4. Assess the significance of key turning points in world history.</p> <p>5. Describe the development and explain the significance of distinctive forms of political, social, and economic organization.</p> <p>6. Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.</p> <p>7. Identify achievements in art, architecture, literature, and philosophy, and assess their impact on society.</p> <p>8. Compare the world we live in today with past eras such as the paleolithic, neolithic, agrarian, and industrial ages.</p> <p>9. Explain ideals, practices, and historical developments of major belief systems.</p> <p>10. Identify challenges that humans have faced in the ecological, economic, political, and other spheres of life, and explain how they have responded to those challenges.</p> <p>11. Reflect upon choices humans have made in the past and</p>	<p>Official Civil service Silk Road Envoy Cuisine Monopoly Calligraphy Lacquer Seismometer</p> <p>Polis Citizen Acropolis Politics Aristocracy Oligarchy Phalanx Tyranny Democracy Citizenship</p> <p>Direct/representative democracy Ephor Helot Military State Barracks Tenant Farmer Metic Slavery Battle of Marathon Battle of Salamis Peloponnesian League Polytheism Mythology Lyric Poetry Socratic Method Hypothesis Hippocratic Oath Forum Republic Legion Maniple</p>
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<ul style="list-style-type: none"> <li>• The Dynastic Cycle and the Mandate of Heaven</li> <li>• How Confucian Life Shaped his View of Government</li> <li>• Comparing Legalism and Confucianism</li> <li>• China's Economy under the Han</li> <li>• The Athenian Concept of Citizenship</li> <li>• Growing Up Spartan</li> <li>• Men, Women, and Children in Ancient Greece</li> <li>• Rome's Founding and the Early Days</li> <li>• Citizenship in Rome</li> <li>• Roman Society</li> <li>• Why did the Roman Republic End?</li> </ul> <p><b>Promethean Planet Flipcharts:</b></p> <ul style="list-style-type: none"> <li>• Social Studies Flipcharts</li> </ul> <p><b>RubiStar Rubrics:</b> Rubistar.4teachers.org</p>		<p>consider how choices made today may affect the future.</p>	<p>Constitution Veto Magistrate Toga Consul Patriarchal Society Paterfamilias Villa Established Religion Empire Province Civil War Augustus</p>
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