

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Development of Civilizations	6 th	2nd	29 days
TEKS/Student Expectations		Examples/Specifications:	
<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>(2) History. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student is expected to:</p> <p>(A) explain the significance of individuals or groups from selected societies, past and present; and</p> <p>(B) describe the influence of individual and group achievement on selected historical or contemporary societies.</p> <p>(3) Geography. The student uses maps, globes, graphs, charts, models, and databases to answer geographic questions. The student is expected to:</p> <p>(A) create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities;</p> <p>(B) pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases; and</p> <p>(C) compare selected world regions and countries using data from maps, graphs, charts, databases, and models.</p> <p>(4) Geography. The student understands the characteristics and relative</p>		<p>1A-B, 2-B, 3A-C, 4A-C Evolution of Civilizations: Historical Literature-Creation Myths Skits Compare/Contrast Chart Identify/Evaluate Background of Selected Societies Fertile Crescent Map Mesopotamia Identification Egyptian Cultural Contributions African Safari Quest: Geography and Cultures of Africa</p> <p>20A-C, 21A-F Fertile Crescent Map Gilgamesh Story Board Ancient Languages Ancient Law; Code of Hammurabi, Proverbs of Solomon History of Israel</p> <p>4A-C, 15A-D, 17A-F, 18A-D, 19A-B Major Religions of the Middle East Compare/ Contrast Three Major Religions Islamic Artistic Pattern</p>	

locations of major historical and contemporary societies. The student is expected to:

(A) locate major historical and contemporary societies on maps and globes;

(B) identify and explain the geographic factors responsible for patterns of population in places and regions;

(C) explain ways in which human migration influences the character of places and regions; and

(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions.

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

(A) explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies; and

(B) identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.

(6) Geography. The student understands the impact of physical processes on patterns in the environment. The student is expected to:

(A) describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface;

(B) describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber; and

(C) analyze the effects of physical processes and the physical environment on humans.

(7) Geography. The student understands the impact of interactions between people and the physical environment on the development of places and regions. The student is expected to:

(A) identify and analyze ways people have adapted to the physical environment in selected places and regions;

(B) identify and analyze ways people have modified the physical environment; and

(C) describe ways in which technology influences human capacity to modify the physical environment.

(20) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. The student is expected to:

(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;

(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and

(C) make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Language of Instruction:

Instructional Resources/Textbook Correlations:

<p>Hammurabi Fertile Crescent Sumerian Ziggurat Class System Islam Judaism Christianity Scribes</p>	<p>Textbook Chapters 15-19 History Alive</p> <hr/> <p>Weblinks/Other Resources:</p> <p>Video United Streaming Guest Speaker</p>
<p>Evaluation/External Assessment/Local Assessment:</p>	<p>Best Instruction Timeline:</p>
<p>Maps Compare/Contrast Chart Cuneiform Translation Creation Story Skits Teacher Check for Understanding</p>	<p>Weeks1-3; Ancient Civilizations. African Safari Projects Week4-5; Origin Stories; Literature Week 6; Conflicts in the Middle East</p>