Information for Course Syllabus

On March 29th, 2016, Public Chapter 660 was signed into law. This statute requires a syllabus be made publicly available for all grades six (6) through twelve (12) social studies, science, math, and English language arts courses beginning with the 2016-17 school year. The syllabus for each course must include a course calendar that outlines the standards, objectives, and topics covered in the course; major assignments and field trips; and procedures for parental access to instructional materials.

We are going to help with providing this information on our Website; therefore, please complete the following form and provide requested material. We need one completed form per course per grade level. This information is due by September 1. Thank you!

Name of Course: World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th Century)

Grade Level: Sixth

School: Jefferson

Please list any major assignments and/or projects that will be completed during the course. Major assignments are defined as assignments that integrate multiple standards and/or are worth significant points towards the final course grade and/or span multiple days to complete.

Major Assignments: NA

Field Trips: NA

How can parents access instructional materials? Discovery Online Tech Book, Connect Ed Online McGraw-Hill Tech Book, Sixth Grade PDF in Textbook Folder on Tablet
Please attach a pacing guide for your course if you teach middle school science or social studies or high school math, English, social studies or science. Please make sure that your pacing guide includes standards, topics and timeframe at a minimum.

**Course Description:** Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.

**Semester 1**

**HUMAN ORIGINS IN AFRICA THROUGH THE NEOLITHIC AGE:**

Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age which led to the development of civilizations.

6.7 Recognize time designations and the abbreviations: B.C., B.C.E., A.D., C.E., circa, century, decade, prehistory, era, etc.

6.1 Identify sites in Africa where archaeologists and historians have found evidence of modern beings and describe what the archaeologists found.

6.2 Provide textual evidence that characterizes the nomadic hunter-gatherers of the Paleolithic Age.

6.3 Explain the importance of metallurgy and agriculture.

6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization.

6.6 Identify and explain the importance of the characteristics of civilizations, including: 1) presence of geographic boundaries and political institutions, 2) economy that produces food surpluses, 3) concentration of population in distant areas or cities, 4) existence of social classes, 5) developed systems of religion, learning, art, and architecture, 6) system of record keeping, and 7) technology.
**MESOPOTAMIA:** c. 3500 B.C. - 1200 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.

6.8 *On a historical map locate and describe the Tigris and Euphrates River, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee, and explain why the region is referred to as the Fertile Crescent.*

6.9 *Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kush, Akkad, Ur, and Nineveh, and the significance of Sargon the Great.*

6.10 *Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power.*

6.11 *Explain the significance of polytheism as the religious belief of the people in Mesopotamian civilizations.*

6.12 *Explain the effects of how irrigation, metal-smithing, slavery, domestication of animals, and inventions such as the wheel, sail, and the plow on the on the growth of Mesopotamian civilizations.*

6.13 *Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), architecture (ziggurat), and art (large sculptures, mosaics, and cylinder seals).*

**EGYPT:** c. 3000 B.C - 1200 BC/BCE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.

6.15 *On a historical map locate the Mediterranean Sea and Red Sea, Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan.*

6.17 *Develop a visual representation of the structure of Egyptian society including the role of the Pharaoh as God/King, the concept of a Theocratic government and a ruling dynasty, and compare the relationship of Pharaoh to peasants, and the role of slaves in ancient Egypt.*

6.18 *Site evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, afterlife, mummification, and the roles of different deities.*

6.19 *Summarize the important achievements of Egyptian civilization including: agricultural and irrigation systems, invention of calendar, main features of the monumental architecture and art such as the Pyramids and Sphinx at Giza, evolution of writing - hieroglyphics, invention of papyrus*
6.20 Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: Menes, Khufu, Hyksos, Invasion, Ahmose, King Tut, Queen Hatshepsut, Ramses the Great.

6.21 Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt.

6.22 Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt.

**ANCIENT INDIA:** c. 2600 BC – 330 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.

6.23 Locate and describe the Himalayas and the major river systems, including the Indus and Ganges and evaluate the importance of each.

6.24 Analyze the impact of the Aryan Invasions.

6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.

6.26 Outline the social structure of the Caste System and explain its effect on everyday life in Indian society.

6.28 Describe the growth of the Mauryan Empire and the political and moral achievements of the Emperor Asoka.

6.29 Identify the important aesthetic and intellectual traditions, including: Sanskrit literature, Bhagavad-Gita, Ramayana, and Mahabharata, medicine, metallurgy, mathematics, including Hindi-Arabic numerals and the zero.

**SEMESTER 2**

**ANCIENT CHINA:** c. 1750 BC – 190 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.

6.30 Identify and locate on a map the geographical features of China, including the Huang He (Yellow River), Plateau of Tibet, and Gobi Desert.

6.31 Locate and describe the origins of Chinese civilization in the Huang He Valley during the era of the Shang Dynasty.

6.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.
6.33 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.

6.34 Identify the political and cultural problems prevent in the time of Confucius and how he sought to solve them.

6.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China.

6.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.

6.37 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty.

**ANCIENT ISRAEL:** c. 2000 BC/BCE - 70 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Israel.

6.39 On a historical map of the Mediterranean Sea, Jordan River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt.

6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history.

6.41 Describe the monotheistic religion of the Israelites, including: belief in one God, Ten Commandments, emphasis on individual worth and personal responsibility, the belief that all people must adhere to the same moral obligations, whether ruler or ruled the Torah and the Hebrew Bible as part of the history of early Israel.

6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000BC/BCE and the building of the First Temple by Solomon.

6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under King Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire.

6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (Diaspora) after the destruction of the second temple in Jerusalem in 70AD/CE, and the renaming of the country by the Romans.
Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.

6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300BCE/BC. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different areas.

6.47 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influences.

6.48 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the development of the idea of citizenship.

6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy including: polis, civic participation and voting rights, legislative bodies, and constitution writing rule of law.

6.50 Compare and contrast the life in Athens and Sparta.

6.51 Compare and contrast the status of women and slaves between Athens and Sparta.

6.52 Analyze the causes, course, and consequences of the Persian Wars.

6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.

6.54 Explain the rise of Alexander the Great.

6.55 Analyze the causes and effects of the Hellenistic culture of Greece.

6.56 Describe the myths and stories of classical Greece; give examples of Greek Gods and Goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Athena), and events and where and how we see their names used today.

6.57 Compare and contrast the Titans with the Olympian Gods and explain the surrounding Greek mythology.

6.58 Explain why the city states of Greece instituted a tradition of athletic competitions and describe the sports they featured.

6.59 Describe the purposes and functions of the Library of Alexandria and identify the major accomplishments of the ancient Greeks: Thales (science), Pythagorus and Euclid (Math), Hippocrates (medicine), Socrates, Plato, and Aristotle (philosophy), and Herodotus,
Thucydides, Homer, Aeschylus, Sophacles, Aristophanes, and Euripides (history, poetry, and drama), and the Parthenon, Acropolis, and Temple of Apollo (architect), and the creation of the first alphabet from the Phoenicians.

ANCIENT ROME: c. 500 BC/BCE - 500 AD/CE

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.

6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE.

6.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.

6.62 Explain the rise of the Roman republic and the role of mythology and historical figures in Roman history, including Romulus and Remus, Hannibal and Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus.

6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty.

6.64 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire:

- military organization, tactics, and conquests and decentralized administration.

- the purpose and function of taxes

- the promotion of economic growth through the use of a standard currency, road construction, and protection of trade routes.

- benefits of Pax Romana.

6.65 Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman empire.

6.66 Identify the location of, and the political and geographical reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

6.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus.

6.68 Describe the origins and central features of Christianity:

- monotheism

- belief in Jesus as the Messiah and God's son
-concept of resurrection and salvation
-belief in the Old and New testaments
-the lives, teachings, and contributions of Jesus and Paul
-relationship of early Christians to officials of the Roman empire.

6.69 Analyze how internal and external forces caused the disintegration of the Roman empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes.

6.70 Describe the contribution of Roman civilization to law, literature and poetry, art, architecture, engineering, and technology. Include the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation.

6.71 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 100 years, and the role of Latin and Greek in scientific and academic vocabulary.

6.72 Compare and contrast the Roman Gods and Goddesses to the Greek Gods and Goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera, and their inclusion in modern society.