

# Wyoming Department of Education Required Virtual Education Course Syllabus

## BIG HORN COUNTY SCHOOL DISTRICT #1

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|--------------|-------------------|-----------------|---------------------|
| Program Name | WYCA              | Content Area    | Social Studies      |
| Course ID    | CASS61420         | Grade Level     | 6                   |
| Course Name  | Social Studies 6A | # of Credits    | 0.5                 |
| SCED Code    | NoCourseSCED      | Curriculum Type | Connections Academy |

### COURSE DESCRIPTION

*This course explores the question, “What is civilization?” Using Glencoe’s Journey Across Time: The Early Ages, the student will examine the birth of civilization and the transition from hunter-gatherer societies to farming communities and complex civilizations. The student will focus on multiple civilizations in ancient history including Egypt, Mesopotamia, and Greece. Primary sources, short stories, biographies, and art provide the opportunity for the student to recognize multiple perspectives in history. In addition, the student will learn about the role of the historian in uncovering the past. The student will practice historical analytical skills including recognizing bias, interpreting sources, interpreting maps and visual evidence, and distinguishing fact from opinion. Multimedia resources including Teachlet® tutorials, videos, and interactive websites enhance and support the content. The student will learn geographic concepts such as place, location, and human interaction with the environment.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | BENCHMARK   |
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| SS8.1.6   | Understand the basic structures of various political systems (e.g., tribal, local, national, and world).  |
| SS8.2.2   | Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture. |
| SS8.3.1   | Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).                |
| SS8.3.3   | Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).                    |
| SS8.3.4   | Explain or illustrate how money is used by individuals, groups, and financial institutions.   |
| SS8.3.5   | Describe how values and beliefs influence individual, family, and business decisions (microeconomics).  |

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| SS8.4.1 | Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).   |
| SS8.4.2 | Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.  |
| SS8.4.4 | Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).   |
| SS8.5.4 | Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.  |
| SS8.6.1 | Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.   |
| SS8.6.3 | Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). <a href="https://www.iste.org/standards/nets-for-">https://www.iste.org/standards/nets-for-</a> |

### SCOPE AND SEQUENCE

| UNIT OUTLINE   | STANDARD#  | OBJECTIVES  |
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| <p><b>Unit 1: The Origins of Civilization</b></p> <p>How did humanity come into existence? How do scientists know about early human ancestors? In this unit you will study both prehistoric people and the rise of early civilizations. You will also study how historians and archeologists use artifacts to learn about the lives of early humans. You will examine maps, primary sources, and other resources to learn about early humans.</p>  | SS8.1.6, SS8.2.2,<br>SS8.3.1, SS8.3.3,<br>SS8.4.1, SS8.4.2,<br>SS8.4.4, SS8.5.4                      | <ul style="list-style-type: none"> <li>• Identify and describe prehistoric social structures</li> <li>• Identify the resources and skills early humans depended upon for survival</li> <li>• Identify and describe the relationship of early humans to their environment</li> <li>• Identify and analyze archaeological artifacts associated with prehistoric peoples</li> </ul>  |
| <p><b>Unit 2: Mesopotamia</b></p> <p>Why do people settle in a certain place? How do the conditions they face shape the way they live? What was daily life like at the dawn of civilization? In this unit, you will learn about the early civilizations of Mesopotamia. You will explore the region's climate and geography. You will also examine the beliefs and customs of early civilizations. You will learn how trade routes spread new ideas. You will also study the origins of the region's religions. In addition, you will analyze cause-and-effect relationships and primary source documents.</p> | SS8.1.6, SS8.2.2,<br>SS8.3.1, SS8.3.3,<br>SS8.3.4, SS8.3.5,<br>SS8.4.1, SS8.4.2,<br>SS8.4.4, SS8.5.4 | <ul style="list-style-type: none"> <li>• Identify the characteristics of ancient Mesopotamian civilizations</li> <li>• Identify and describe how trade spread Phoenician culture throughout the Mediterranean Sea</li> <li>• Identify the climate and geography of Mesopotamia</li> <li>• Identify and describe the origins of the Abrahamic religions</li> <li>• Identify primary sources and analyze them to determine purpose and point of view</li> </ul> |

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| <p><b>Unit 3: Ancient Egypt and Cush</b></p> <p>How does the natural world control where people settle and how they live? What led the ancient Egyptians to create one of the seven wonders of the world? How do pharaohs rule their empires? In this unit, you will learn about the early civilizations of Egypt and Kush. You will explore the region’s climate and geography. You will also examine the beliefs and customs of these early civilizations. You will learn how these two civilizations interacted, and you will discover their great accomplishments. In addition, you will analyze cause-and-effect relationships and evaluate primary source documents.</p> | <p>SS8.1.6, SS8.2.2, SS8.3.1, SS8.3.3, SS8.4.1, SS8.4.2, SS8.4.4, SS8.5.4</p> | <ul style="list-style-type: none"> <li>• Identify and describe the role of the pharaoh in the government of ancient Egypt</li> <li>• Identify major ancient Egyptian cultural and scientific achievements</li> <li>• Identify and describe the importance of the Nile River to ancient Egyptian culture</li> <li>• Identify ancient Egypt's cultural and political power</li> <li>• Compare and contrast the civilizations of ancient Egypt and Kush</li> </ul>                                    |
| <p><b>Unit 4: Early Civilizations of India</b></p> <p>In this unit, you will learn about the early empires of the Indian subcontinent. You will explore the region’s climate and geography. You will also examine the beliefs and customs of these early civilizations. You will discover how two world religions began and spread. You will learn about the accomplishments of these peoples. In addition, you will analyze cause-and-effect relationships and evaluate primary source documents.</p>   | <p>SS8.1.6, SS8.2.2, SS8.3.1, SS8.3.3, SS8.4.1, SS8.4.2, SS8.4.4, SS8.5.4</p> | <ul style="list-style-type: none"> <li>• Identify and describe the social castes and associated social roles in ancient India</li> <li>• Identify the economic factors that spurred ancient Indian mathematical advancements</li> <li>• Identify how geography influenced the development of civilizations on the Indian subcontinent</li> <li>• Identify and describe the core beliefs of Hinduism and Buddhism</li> <li>• Compare and contrast the teachings of Hinduism and Buddhism</li> </ul> |

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| <p><b>Unit 5: Early Civilizations of China</b></p> <p>What if a civilization develops in relative isolation? What are some different ideas about how to run an empire? What are the great achievements of the ancient Chinese? In this unit, you will learn about the early empires of China. You will explore the region's climate and geography. You will also examine the beliefs and customs of these early civilizations. You will discover various Chinese philosophies and what they believe. You will learn about the accomplishments of these empires. In addition, you will analyze cause-and-effect relationships and evaluate primary source documents.</p> | <p>SS8.1.6, SS8.2.2, SS8.3.1, SS8.3.3, SS8.3.4, SS8.4.1, SS8.4.2, SS8.4.4, SS8.5.4</p> | <ul style="list-style-type: none"> <li>• Analyze the dynastic monarchic cycle of China</li> <li>• Identify Chinese innovations that spread to other civilizations</li> <li>• Identify how the geography of China affected its development</li> <li>• Identify and describe the core beliefs of Chinese religious philosophies</li> <li>• Compare and contrast ancient Chinese religious philosophies</li> </ul> |
| <p><b>Unit 6: River Valley Civilizations Portfolio</b></p> <p>The earliest human civilizations developed around major rivers in Africa and Asia. Each of these civilizations had their own unique culture, but they also shared some features. In this project, you will look back at two civilizations you have studied and compare them to determine what made them unique and what they had in common. You will also formulate your own question about these cultures and determine the answer to it.</p>  | <p>SS8.1.6, SS8.4.2, SS8.4.4, SS8.5.4, SS8.6.1, SS8.6.3</p>                            | <ul style="list-style-type: none"> <li>• Compare and contrast two ancient river civilizations</li> </ul>  |