

Please Note:

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher. In general, teachers should remain within 1-2 weeks of the suggested pacing. The list of terms and concepts is not an all-inclusive list.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard.

Publisher Resource:

Discovering Our Past: A History of the World, Early Ages – Florida Edition 2018 – McGraw-Hill

Other Course Supplemental Resources

[Best Ancient History Websites](#)

[The British Museum](#)

[BBC – Ancient History](#)

Yearlong Geography and World History Benchmarks (to be integrated throughout the course)

[SS.6.G.1.1](#) [SS.6.G.1.2](#) [SS.6.G.1.4](#) [SS.6.G.1.5](#) [SS.6.G.1.6](#) [SS.6.G.2.1](#) [SS.6.G.2.2](#) [SS.6.G.3.1](#) [SS.6.G.5.1](#)

[SS.6.G.5.2](#) [SS.6.G.6.1](#) [SS.6.W.1.1](#) [SS.6.W.1.2](#) [SS.6.W.1.3](#) [SS.6.W.1.4](#) [SS.6.W.2.3](#)

Geography skills and content will be integrated throughout the course.

	Weeks/ Suggested Dates	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 13 (9 weeks)	1 <u>August</u> 10,11 14,15,16,17,18	What Does a Historian Do? <ul style="list-style-type: none"> Chapter 1 SS.6.W.1.1, SS.6.W.1.2, SS.6.W.1.4, SS.6.W.1.5 Roles of a historian 	Prehistoric Life Atlas of Human Journey
	2 <u>August</u> 21,22,23,24,25	Early Humans and the Agricultural Revolution <ul style="list-style-type: none"> Chapter 3 SS.6.W.2.1, SS.6.W.2.3, SS.6.G.3.1, SS.6.G.3.2, SS.6.G.4.2, SS.6.G.4.3 Stone Age (Paleolithic and Neolithic) 	Prehistory Passport Geography Quizzes
	3,4,5, & 6 <u>August</u> 28,29,30,31 <u>September</u> 1 5,6,7,8 11,12,13,14,15 18,19,20,21,22	Mesopotamia <ul style="list-style-type: none"> Chapter 4 SS.6.W.1.3, SS.6.W.2.2, SS.6.W.2.3, SS.6.W.2.7, SS.6.W.2.8, SS.6.W.3.1, SS.6.G.2.1, SS.6.G.2.3, SS.6.G.5.2, SS.6.E.2.1 <p>DBQ Project: “Hammurabi’s Code: Was it Just?”</p>	British Museum Mesopotamia Mesopotamia Sourcebook Mesopotamia Passport Mesopotamia 101
	7,8, & 9 <u>September</u> 25,26,27,28,29 <u>October</u> 2,3,4,5,6 9,10,11,12,13	Ancient Egypt and Kush <ul style="list-style-type: none"> Chapter 5 SS.6.W.2.3, SS.6.W.2.4, SS.6.W.2.5, SS.6.W.2.6, SS.6.G.2.1, SS.6.G.2.3, SS.6.G.2.4, SS.6.G.5.1, SS.6.E.1.3 trade, scarcity of resources, supply and demand, barter 	Discovering Ancient Egypt British Museum - Egypt Egypt’s Golden Empire BBC: The Egyptians

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard.

	Weeks/ Suggested Dates	Major Concepts / Topics	Possible Resources
Quarter 2 Oct 17 – Dec 21 (8 weeks + exams)	1,2, & 3 <u>October</u> 17,18,19,20 23,24,25,26,27 30,31 <u>November</u> 1,2,3	Ancient India <ul style="list-style-type: none"> Chapter 9 SS.6.G.2.3, SS.6.W.1.3, SS.6.W.2.3, SS.6.W.2.4, SS.6.W.4.1, SS.6.W.4.2, SS.6.W.4.3, SS.6.W.4.4, SS.6.W.4.5, SS.6.W.4.10 Geography of India (Religion, natural resources, economy, climate, landforms, sub-continent) Caste System 	Exploring Ancient India Ancient India – British Museum Ancient India in the Classroom India Electronic Passport
	4,5, & 6 <u>November</u> 6,7,8,9 13,14,15,16,17 20,21 27,28,29,30 <u>December</u> 1	Early China <ul style="list-style-type: none"> Chapter 10 SS.6.G.2.3, SS.6.G.2.4, SS.G.6.2.5, SS.6.W.4.6, SS.6.W.4.7, SS.6.W.4.8, SS.6.W.4.9, SS.6.W.4.10 Geography of China (Religion, natural resources, economy, climate, landforms, culture) DBQ Project: “The Silk Road: Recording the Journey” 	Chinese History Chinese History Passport
	7 & 8 <u>December</u> 4,5,6,7,8 11,12,13,14	Imperial China <ul style="list-style-type: none"> Chapter 17 SS.6.W.4.11, SS.6.W.4.12 	BBC: Ancient China Chinese History for Kids

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard.

	Weeks/ Suggested Dates	Major Concepts / Topics	Possible Resources
Quarter 3 Jan 8 – Mar 15 (10 weeks)	1 & 2 <u>January</u> 8,9,10,11,12 15,16,17,18,19	The Israelites <ul style="list-style-type: none"> Chapter 6 SS.6.W.2.3, SS.6.W.2.9, SS.6.G.1.7, SS.6.G.2.6 	PBS: Civilization and the Jews Ancient Hebrews PowerPoints Ancient Hebrews Virtual Museum Global Connections BBC Museum: Ancient Greece The Greeks Ancient Greece
	3,4, & 5 <u>January</u> 22,23,24,25,26 30,31 <u>February</u> 1,2 5,6,7,8,9	The Ancient Greeks <ul style="list-style-type: none"> Chapter 7 SS.6.C.1.1, SS.6.W.3.10, SS.6.C.2.1, SS.6.W.3.2, SS.6.W.3.4, SS.6.W.3.5, SS.6.W.3.6 	Greece for Kids BBC Schools: Ancient Greece Ancient Greece Passport
	6,7,8,9, & 10 <u>February</u> 12,13,14,15,16 20,21,22,23 26,27,28 <u>March</u> 1,2 5,6,7,8,9 12	Greek Civilization <ul style="list-style-type: none"> Chapter 8 SS.6.W.3.2, SS.6.W.3.3, SS.6.W.3.7, SS.6.C.1.1, SS.6.C.2.1, SS.6.G.2.2, SS.6.G.2.4, SS.6.E.1.1 Choice of DBQ (choose one of the following): DBQ Project: “Citizenship in Athens and Rome: Which was the Better System?” OR DBQ Project: “How Great was Alexander the Great?” 	Greece for Kids BBC Schools: Ancient Greece Ancient Greece Passport
	10 <u>March</u> 13, 14,15	Maya <ul style="list-style-type: none"> Chapter 16, Lesson 2 SS.6.W.2.1, SS.6.W.2.3, SS.6.W.2.10, SS.6.G.2.1, SS.6.G.2.6, SS.6.G.3.1 	Ancient Mesoamerican Civilizations Why Do Civilizations Collapse?

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard.

	Weeks/ Suggested Dates	Major Concepts / Topics	Possible Resources
Quarter 4 Mar 19 – May 24 (8 weeks + exams)	1, 2, & 3 <u>March</u> 19,20,21,22,23 (Spring Break is 3/26-3/30) <u>April</u> 2,3,4,5,6 9,10,11,12,13	Roman: Republic to Empire <ul style="list-style-type: none"> Chapter 11 SS.6.W.2.3, SS.6.W.3.1, SS.6.W.3.8, SS.6.W.3.9, SS.6.W.3.10, SS.6.W.3.11, SS.6.W.3.12, SS.6.W.3.16, SS.6.C.1.1, SS.6.C.1.2, SS.6.C.2.1, SS.6.E.2.1, SS.6.E.3.1, SS.6.E.3.3, SS.6.E.3.4, SS.6.G.2.1, SS.6.G.2.6 	Rome: Illustrated History Rome in the 1st Century Roman History Passport
	4, 5, & 6 <u>April</u> 16,17,18,19,20 23,24,25,26,27 30 <u>May</u> 1,2,3,4	Roman Civilization <ul style="list-style-type: none"> Chapter 12 SS.6.W.2.3, SS.6.W.3.8, SS.6.W.3.12, SS.6.W.3.14, SS.6.W.3.15, SS.6.W.3.16, SS.6.W.3.17, SS.6.E.3.3, SS.6.C.1.2, SS.6.C.2.1, SS.6.G.2.2, SS.6.G.5.2 DBQ Project: “Why did Rome Fall?” 	Ancient Rome for Kids
	7 & 8 <u>May</u> 7,8,9,10,11 14,15,16,17,18	The Rise of Christianity <ul style="list-style-type: none"> Chapter 13 SS.6.G.4.4, SS.6.W.3.8, SS.6.W.3.13, SS.6.W.3.18 	Frontline: The First Christians

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The possible resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard.