

IMPACT CALIFORNIA SOCIAL STUDIES

GRADE SIX: WORLD HISTORY AND GEOGRAPHY (ANCIENT
CIVILIZATIONS)

CURRICULUM PACING GUIDE

Getting Started Tips

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Impact California Social Studies” curriculum from McGraw-Hill.
- Your textbook for this class is called the “Student Textbook.”
- Your workbook for this class is called the “Student Inquiry Journal.”
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook.
- The website for logging in to the online materials is: <https://my.mheducation.com/login>
- Your username is the first name of the student and their ID number (no spaces and case sensitive). Ex.: Zachary12345
- Your password is Sutterpeak1 (case sensitive).
- A “Benchmark Assessment” is available for each chapter and lesson to check for student understanding and monitoring their progress through the curriculum. Contact your teacher to access a PDF of the assessment if you are not using the online materials. Or, if you are using the online materials, your teacher can post the assessment online.

LOGGING IN AS A STUDENT

The student experience is designed to be very similar to that of the teacher.

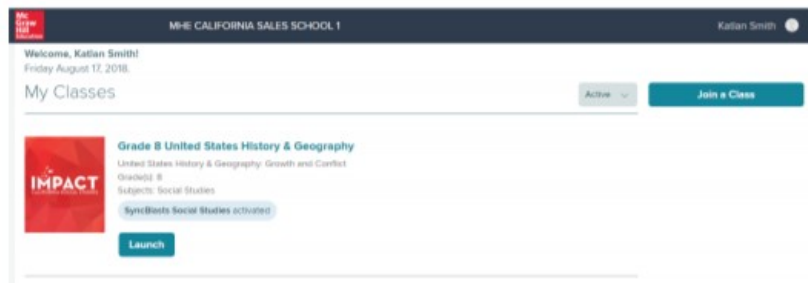
LOGGING IN

Students will log in with their username and password.

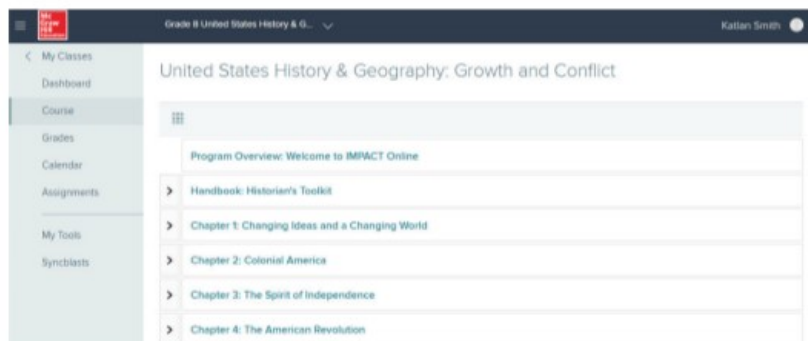


STUDENT DASHBOARD

Students will see a dashboard with the courses that have been assigned to them. Students may launch the course from the dashboard by clicking on the **Launch** button.



Once within a course, students will see a simpler view of the overall course navigation. Clicking on the title tile launches the course table of contents.



Chapter One: 12 Days		
	Lessons	Chapter Focus
Day 1 Chapter One: Early Humans and the Agricultural Revolution	<input type="checkbox"/> Pages 1-3 in Student Textbook	HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
Days 2-3 Chapter One, Lesson One: The First Humans	<input type="checkbox"/> Pages 4-12 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 4-5 Chapter One, Lesson Two: Hunter-Gatherers	<input type="checkbox"/> Pages 13-20 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 6-8 Chapter One, Lesson Three: The Agricultural Revolution	<input type="checkbox"/> Pages 21-29 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 9-10 Chapter One Analyzing Sources	<input type="checkbox"/> Pages 30-31 in Student Textbook	
Days 11-12 Chapter One Wrap Up and Assessment	<input type="checkbox"/> Pages 32-34 in Student Textbook <input type="checkbox"/> Inquiry Journal Chapter 1: Report Your Findings <input type="checkbox"/> Inquiry Journal Chapter 1: Citizenship Taking Action	

Chapter Two: 13 Days		
	Lessons	Chapter Focus
Day 13 Chapter Two: Mesopotamia	<input type="checkbox"/> Pages 35-37 in Student Textbook	HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
Days 14-16 Chapter Two, Lesson One: The Sumerians	<input type="checkbox"/> Pages 38-46 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 17-18 The World's Literature: Epic of Gilgamesh	<input type="checkbox"/> Pages 47-48 in Student Textbook	
Days 19-21 Chapter Two, Lesson Two: Mesopotamia Empires	<input type="checkbox"/> Pages 49-57 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 22-23 Chapter Two Analyzing Sources	<input type="checkbox"/> Pages 58-59 in Student Textbook	
Days 24-25 Chapter Two Wrap Up and Assessment	<input type="checkbox"/> Pages 60-62 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Three: 18 Days		
	Lessons	Chapter Focus
Day 26 Chapter Three: Ancient Egypt and Kush	<input type="checkbox"/> Pages 63-65 in Student Textbook	HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
Days 27-29 Chapter Three, Lesson One: The Nile River	<input type="checkbox"/> Pages 66-74 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 30-33 Chapter Three, Lesson Two: Life in Ancient Egypt	<input type="checkbox"/> Pages 75-87 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 34-35 Points of View: Should Artifacts Be Returned to Their Countries of Origin?	<input type="checkbox"/> Pages 88-89	
Days 36-38 Chapter Three, Lesson Three: Egypt's Empire	<input type="checkbox"/> Pages 90-98 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Day 39 Chapter Three, Lesson Four: The Kingdom of Kush	<input type="checkbox"/> Pages 99-105 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 4	
Days 40-41 Chapter Three Analyzing Sources	<input type="checkbox"/> Pages 106-107 in Student Textbook	
Days 42-43 Chapter Three Wrap Up and Assessment	<input type="checkbox"/> Pages 108-110 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Four: 19 Days		
	Lessons	Chapter Focus
Day 44 Chapter Four: The Israelites	<input type="checkbox"/> Pages 111-113 in Student Textbook	HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
Days 45-48 Chapter Four, Lesson One: Beginnings	<input type="checkbox"/> Pages 114-122 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 49-51 Chapter Four, Lesson Two: The Israelite Kingdom	<input type="checkbox"/> Pages 123-129 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 52-53 Chapter Four, Lesson Three: The Development of Judaism	<input type="checkbox"/> Pages 130-136 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 54-55 The World's Literature: The Parakeet Named Dreidel	<input type="checkbox"/> Pages 137-140 in Student Textbook	
Days 56-58 Chapter Four, Lesson Four The Jews in the Mediterranean World	<input type="checkbox"/> Pages 141-149 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 4	
Days 59-60 Chapter Four Analyzing Sources	<input type="checkbox"/> Pages 150-151	
Days 61-62 Chapter One Wrap Up and Assessment	<input type="checkbox"/> Pages 152-154 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Five: 19 Days		
	Lessons	Chapter Focus
Day 63 Chapter Five: The Ancient Greeks	<input type="checkbox"/> Pages 155-157 in Student Textbook	HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
Days 64-67 Chapter Five, Lesson One: Rise of Greek Civilization	<input type="checkbox"/> Pages 158-167 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 68-70 Chapter Five, Lesson Two: Sparta and Athens: City-State Rivals	<input type="checkbox"/> Pages 168-175 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 71-72 Chapter Five, Lesson Three: Greece and Persia	<input type="checkbox"/> Pages 176-184 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 73-74 Chapter Five, Lesson Four Glory, War, and Decline	<input type="checkbox"/> Pages 185-193 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 4	
Days 75-77 The World's Literature: The Odyssey	<input type="checkbox"/> Pages 194-199 in Student Textbook	
Days 78-79 Chapter Five Analyzing Sources	<input type="checkbox"/> Pages 200-201 in Student Textbook	
Days 80-81 Chapter Five Wrap Up and Assessment	<input type="checkbox"/> Pages 202-204 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Six: 18 Days		
	Lessons	Chapter Focus
Day 82 Chapter Six: Greek Civilization	<input type="checkbox"/> Pages 205-207 in Student Textbook	HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
Days 83-86 Chapter Six, Lesson One: Greek Culture	<input type="checkbox"/> Pages 208-216 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 87-89 Chapter Six, Lesson Two: The Greek Mind	<input type="checkbox"/> Pages 217-225 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 90-91 Points of View: Did Socrates Commit Treason?	<input type="checkbox"/> Pages 226-227 in Student Textbook	
Days 92-93 Chapter Six, Lesson Three: Alexander’s Empire	<input type="checkbox"/> Pages 228-234 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 94-95 Chapter Six, Lesson Four Hellenistic Culture	<input type="checkbox"/> Pages 235-241 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 4	
Days 96-97 Chapter Six Analyzing Sources	<input type="checkbox"/> Pages 242-243 in Student Textbook	
Days 98-99 Chapter Six Wrap Up and Assessment	<input type="checkbox"/> Pages 244-246 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Seven: 15 Days		
	Lessons	Chapter Focus
Day 100 Chapter Seven: Ancient India	<input type="checkbox"/> Pages 247-249 in Student Textbook	HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
Days 101-103 Chapter Seven, Lesson One: Early Civilizations	<input type="checkbox"/> Pages 250-259 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 104-106 Chapter Seven, Lesson Two: Religions of Ancient India	<input type="checkbox"/> Pages 260-268 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 107-108 Chapter Seven, Lesson Three: The Mauryan Empire	<input type="checkbox"/> Pages 269-277 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 109-110 The World's Literature: The Heron Who Liked Crab Meat	<input type="checkbox"/> Pages 278-279 in Student Textbook	
Days 111-112 Chapter Seven Analyzing Sources	<input type="checkbox"/> Pages 280-281 in Student Handbook	
Days 113-114 Chapter Seven Wrap Up and Assessment	<input type="checkbox"/> Pages 282-284 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Eight: 13 Days		
	Lessons	Chapter Focus
Day 115 Chapter Eight: Early China	<input type="checkbox"/> Pages 285-287 in Student Textbook	HSS 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
Days 116-118 Chapter Eight, Lesson One: The Birth of Chinese Civilizations	<input type="checkbox"/> Pages 288-296 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 119-120 Chapter Eight, Lesson Two: Society and Culture in Ancient China	<input type="checkbox"/> Pages 297-303 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 121-123 Chapter Eight, Lesson Three: The Qin and Han Dynasties	<input type="checkbox"/> Pages 304-313 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 124-125 Chapter Eight Analyzing Sources	<input type="checkbox"/> Pages 314-315 in Student Textbook	
Days 126-127 Chapter Eight Wrap Up and Assessment	<input type="checkbox"/> Pages 316-318 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Nine: 15 Days		
	Lessons	Chapter Focus
Day 128 Chapter Nine: Rome: Republic to Empire	<input type="checkbox"/> Pages 319-321 in Student Textbook	HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
Days 129-130 Chapter Nine, Lesson One: The Founding of Rome	<input type="checkbox"/> Pages 322-328 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 131-133 Chapter Nine, Lesson Two: Rome as a Republic	<input type="checkbox"/> Pages 329-337 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 134-135 Chapter Nine, Lesson Three: The End of the Republic	<input type="checkbox"/> Pages 338-346 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 136-138 Chapter Nine, Lesson Four: Rome Builds an Empire	<input type="checkbox"/> Pages 347-353 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 4	
Days 139-140 Chapter Nine Analyzing Sources	<input type="checkbox"/> Pages 354-355 in Student Textbook	
Days 141-142 Chapter Nine Wrap Up and Assessment	<input type="checkbox"/> Pages 356-358 in Student Textbook <input type="checkbox"/> Inquiry Journal Chapter 1: Report Your Findings <input type="checkbox"/> Inquiry Journal Chapter 1: Citizenship Taking Action	

Chapter Ten: 14 Days		
	Lessons	Chapter Focus
Day 143 Chapter Ten: Roman Civilization	<input type="checkbox"/> Pages 359-361 in Student Textbook	HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
Days 144-146 Chapter Ten, Lesson One: The Roman Way of Life	<input type="checkbox"/> Pages 362-370 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 147-148 Chapter Ten, Lesson Two: Rome’s Decline	<input type="checkbox"/> Pages 371-379 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 149-150 Points of View: Did People Benefit from Roman Rule?	<input type="checkbox"/> Pages 380-381 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 151-152 Chapter Ten, Lesson Three: The Byzantine Empire	<input type="checkbox"/> Pages 382-389 in Student Textbook	
Days 153-154 Chapter Ten Analyzing Sources	<input type="checkbox"/> Pages 390-391 in Student Textbook	
Days 155-156 Chapter Ten Wrap Up and Assessment	<input type="checkbox"/> Pages 392-394 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Eleven: 13 Days		
	Lessons	Chapter Focus
Day 157 Chapter Eleven: The Rise of Christianity	<input type="checkbox"/> Pages 395-397 in Student Textbook	HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
Days 158-160 Chapter Eleven, Lesson One: Early Christianity	<input type="checkbox"/> Pages 398-407 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 161-162 Chapter Eleven, Lesson Two: The Early Church	<input type="checkbox"/> Pages 408-414 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 163-165 Chapter Eleven, Lesson Three: A Christian Europe	<input type="checkbox"/> Pages 415-421 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 3	
Days 166-167 Chapter Eleven Analyzing Sources	<input type="checkbox"/> Pages 422-423 in Student Textbook	
Days 168-169 Chapter Eleven Wrap Up and Assessment	<input type="checkbox"/> Pages 424-426 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	

Chapter Twelve: 11 Days		
	Lessons	Chapter Focus
Day 170 Chapter Twelve: The Americas	<input type="checkbox"/> Pages 427-429 in Student Textbook	HSS 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
Days 171-173 Chapter Twelve, Lesson One: The First Americans	<input type="checkbox"/> Pages 430-440 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 1	
Days 174-175 Chapter Twelve, Lesson Two: The Maya	<input type="checkbox"/> Pages 441-445 in Student Textbook <input type="checkbox"/> Inquiry Journal Lesson 2	
Days 176-177 Points of View: Did the Maya Civilizations Collapse Because of War and Conflict?	<input type="checkbox"/> Pages 446-447 in Student Textbook	
Days 178-179 Chapter Twelve Analyzing Sources	<input type="checkbox"/> Pages 448-449 in Student Textbook	
Day 180 Chapter Twelve Wrap Up and Assessment	<input type="checkbox"/> Pages 450-452 in Student Textbook <input type="checkbox"/> Inquiry Journal: Report Your Findings <input type="checkbox"/> Inquiry Journal: Citizenship Taking Action	