

Power Standards Cover Sheet for 6th grade Dual-Language Reading and Social Studies Curriculum

Maps (4 week unit) August 20-September 14

ELA Power Standards Common Core State Standards

RI.6.2 – Determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Spanish Language Standards

1. Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.

a. Se aseguran que los diferentes tipos de pronombres sean utilizados apropiadamente (personales, posesivos, demostrativos, indefinidos, relativos, interrogativos, reflexivos).

Social Studies Power Standards New Mexico Standards and Benchmarks

STRAND : Geography Content

Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues: **6.1** identify the location of places using latitude and longitude; and 2. draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.

Mesopotamia (4 week unit) September 17-October 12

ELA Power Standards Common Core State Standards

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Spanish Language Standards

1. Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.

c. Reconocen concordancia de género y número y corrigen cambios inadecuados en número y persona gramatical de los pronombres. (femenino y masculino mixto: los hermanos refiriéndose a un hombre y una mujer).*

Social Studies Power Standards New Mexico Standards and Benchmarks

STRAND: World

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Benchmark 1C: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration: **6.1** describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: a. significance of river valleys; early irrigation and its impact on agriculture; b. forms of government (e.g., the theocracies in Egypt, dynasties in China); c. effect on world economies and trade; d. key historical figures; e. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);

Egypt (4 week unit) October 15-November 9

ELA Power Standards Common Core State Standards

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Spanish Language Standards

2. Demuestran dominio de las convenciones del español respecto al uso de las letras mayúsculas, signos de puntuación y ortografía al escribir, poniendo particular atención a las reglas que difieren del inglés.*

Social Studies Power Standards New Mexico Standards and Benchmarks

STRAND: World

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Benchmark 1C: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration: **6.1** describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: a. significance of river valleys; early irrigation and its impact on agriculture; b. forms of government (e.g., the theocracies in Egypt, dynasties in China); c. effect on world economies and trade; d. key historical figures; e. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);

India (4 week unit) November 12-December 15

ELA Power Standards
Common Core State Standards

RI.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Spanish Language Standards

1. Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.

a. Se aseguran que los diferentes tipos de pronombres sean utilizados apropiadamente (personales, posesivos, demostrativos, indefinidos, relativos, interrogativos, reflexivos).

Social Studies Power Standards
New Mexico Standards and Benchmarks

STRAND : History

Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Benchmark 1-C: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:

6.2 describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: a. location and description of the river systems and other topographical features that supported the rise of this civilization; b. significance of the Aryan invasions; c. structure and function of the caste system; d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero).

China (6 week unit) Chapter January 14-February 8

ELA Power Standards
Common Core State Standards

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Spanish Language Standards

1. Demuestran dominio de las normas y convenciones de la gramática y del uso del español al escribirlo o hablarlo.

c. Reconocen concordancia de género y número y corrigen cambios inadecuados en número y persona gramatical de los pronombres. (femenino y masculino mixto: los hermanos refiriéndose a un hombre y una mujer).*

Social Studies Power Standards
New Mexico Standards and Benchmarks

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:

6.3 describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: a. location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country; June 2009 4 b. life of Confucius and the fundamental teachings of Confucianism and Taoism; c. rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming); d. historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder);

Greece (4 week unit) February 12- March 8

ELA Power Standards
Common Core State Standards

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Spanish Language Standards

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Social Studies Power Standards
New Mexico Standards and Benchmarks

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:

Benchmark 1C: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:

6.5 compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include:

a. influence of Mediterranean geography on the development and expansion of the civilizations;
b. development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi);
c. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy);
d. contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus);

Rome (4 week unit) March 18- April 12

ELA Power Standards
Common Core State Standards

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Social Studies Power Standards
New Mexico Standards and Benchmarks

STRAND : History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:

Benchmark 1C: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:

6.6 compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include: a. creation and expansion of the Byzantine empire; b. reasons for the fall of the Roman Empire; c. new forms of government, feudalism and the beginning of limited government with the Magna Carta; d. role of the roman catholic church and its monasteries; e. causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).

Africa (4 week unit) April 15-May 10

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Common Core State Standards

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a. influence of Mediterranean geography on the development and expansion of the civilizations;
b. development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi);
c. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy);
d. contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus)

Maps (2 week unit) May 13-May 22

ELA Power Standards
Common Core State Standards

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Spanish Language Standards

2. Demuestran dominio de las convenciones del español respecto al uso de las letras mayúsculas, signos de puntuación y ortografía al escribir, poniendo particular atención a las reglas que difieren del inglés.*

Social Studies Power Standards
New Mexico Standards and Benchmarks

STRAND : Geography Content

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Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:
6.1 identify the location of places using latitude and longitude; and 2. draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.

