

Portales Municipal Schools
Social Studies Curriculum Map
6th Grade

updated 5/18/18_

ESSENTIAL QUESTIONS: How does studying ancient cultures affect our lives today? How did geography shape settlement patterns? What factors determine a civilization? What economic, political, and social changes resulted from the rise of cities?

1st Nine Weeks

Power Standards:

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:

Performance Standard 1: identify the location of places using latitude and longitude

Performance Standard 2: interpret maps to answer questions about the location of physical features

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 the 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

Performance Standard 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, scientific contributions (e.g. writing systems, calendars, building of monuments such as the pyramids)

Strand: Economics

Content Standard I: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments

Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world

Performance Standard 1: compare and contrast the trade patterns of early civilizations

**Portales Municipal Schools
Social Studies Curriculum Map
6th Grade**

updated 5/18/18_

	Topics	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1st 9 Weeks Estimated Date August 13 – October 12	<ul style="list-style-type: none"> • Mapping the Earth • Geography of the Fertile Crescent • The Rise of Sumer • Sumerian Achievements • Later People of the Fertile Crescent 	<p>Geography basics</p> <ul style="list-style-type: none"> • 7 Continents • Latitude/longitude • Equator/Prime Meridian • Oceans • Compass Rose/cardinal and intermediate directions • Location of places using latitude/longitude • Hemispheres • Label degrees <p>GRAPES (understand what the letters stand for and examples for each category)</p> <ul style="list-style-type: none"> • Geography • Religion • Achievements • Politics • Economics • Social Structure <p>Mesopotamia (Fertile Crescent)</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Mesopotamia • Explain the importance of their contributions to later civilizations 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how to use and label a world map. • Understand the categories of GRAPES and how they apply to early civilizations, giving examples for each letter of GRAPES. • Explain and locate on a map where one of the first civilizations, The Fertile Crescent, arose. • Discuss the significance of the code of Hammurabi, and how it effects life today. 	<ul style="list-style-type: none"> • Label and color a world map accurately. • Create a Mind Map of Mesopotamia according to Grapes • Label and color a map of Mesopotamia with all key geographical features. • Holt McDougal World History Assessments 	<ul style="list-style-type: none"> • http://www.socialstudiesforkids.com/articles/archaeology/whatsadig.htm • www.sfsocialstudies.com. <i>Click on Atlas</i> • http://es038.k12.sd.us/hieroglyphic_activity.htm • http://www.pbs.org/wgbh/nova/egypt/resources.html • The Singing History Teachers • G.R.A.P.E.S by klablab • Mr. Nicky's World History Songs • Everything You Need to Ace World History In One Big Fat Notebook by Lily Rothman • www.sfsocialstudies.com. <i>Click on Meet the People</i>

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Social Studies Curriculum Map
6th Grade

updated 5/18/18_

ESSENTIAL QUESTIONS: How does interaction among cultures spread ideas and inventions? How did geography shape settlement patterns? What factors determine a civilization? What economic, political, and social changes resulted from the rise of cities?

2nd Nine Weeks

Power Standards

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 the 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

Performance Standard 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, scientific contributions (e.g. writing systems, calendars, building of monuments such as the pyramids)

Performance Standard 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. -
- 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)

Performance Standard 4: describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g. founding leaders, traditions, customs, beliefs)

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:

Performance Standard 1: identify the location of places using latitude and longitude

Performance Standard 2: interpret maps to answer questions about the location of physical features

Strand: Economics

Content Standard I: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments

Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world

Performance Standard 1: compare and contrast the trade patterns of early civilizations

**Portales Municipal Schools
Social Studies Curriculum Map
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updated 5/18/18_

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2nd 9 Weeks Estimated Date October 15 – December 21	<ul style="list-style-type: none"> • Geography of Ancient Egypt • The Old Kingdom • The Middle and New Kingdoms • Egyptian Achievements • Ancient Kush • Geography of Ancient India • Origins of Hinduism • Origins of Buddhism • Indian Empires • Indian Achievements • Geography of Ancient China • The Zhou Dynasty • Confucius • The Qin Dynasty • The Han Dynasty • Trade Routes 	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Ancient Egypt • Explain the importance of their contributions to later civilizations • Explain how the civilization of the Kush developed and effects on Ancient Egypt • Compare and contrast Mesopotamia and Ancient Egypt <p>Ancient China</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Ancient China • Explain the importance of their contributions to later civilizations • Analyze the Huang-He and Shang Dynasty • Understand the rule by dynasties (Shang, Qin, Han, Tang, and Ming) • Explain the fundamental teachings of Confucianism <p>Ancient India</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Ancient India • Explain the importance 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • List the ways the Nile was both beneficial and disastrous to the Egyptian civilization and trace the route of the Nile River. • Design mummy cases for an Egyptian king and create a flow chart showing the steps of the mummification process. • Describe, compare, and contrast the characteristics of the ancient civilizations. • Students will depict the Chinese Culture by creating postcards with written messages to classmates. • Explain and locate on a map Ancient Egypt. • Explain and locate on a map Ancient India. • Explain and locate on a map Ancient China. 	<ul style="list-style-type: none"> • List of trade goods and name of trade routes traveled • Label and color a map of Ancient Egypt with all key geographical features. • Holt McDougal World History Assessments • Label and color a map of Ancient China with all key geographical features. • Label and color a map of Ancient India with all key geographical features. • Compare and Contrast the four ancient civilizations • Create a game using the four ancient civilizations with GRAPES. 	<ul style="list-style-type: none"> • www.odci.gov • emuseum.mankato.msus.edu • Teacher generated chart • library.thinkquest.org • The Singing History Teachers • National Geographic for Kids videos • G.R.A.P.E.S by klalab • Mr. Nicky's World History Songs • Everything You Need to Ace World History In One Big Fat Notebook by Lily Rothman

**Portales Municipal Schools
Social Studies Curriculum Map
6th Grade**

updated 5/18/18_

		<p>of their contributions to later civilizations</p> <ul style="list-style-type: none">• Explain the significance of the Aryan invasions• Compare and contrast Mesopotamia, Ancient Egypt, and India.			
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Portales Municipal Schools
Social Studies Curriculum Map
6th Grade

updated 5/18/18_

ESSENTIAL QUESTIONS: How are civilizations values and beliefs influenced by its religious beliefs and practices? How does religion influence the development of social hierarchies? How can religion help impact government? How can religion cause the rise/decline of an empire?

3rd Nine Weeks

Power Standards

Performance Standard 4: describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g. founding leaders, traditions, customs, beliefs)

Performance Standard 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. –
- 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 monasteries
- e. Causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures

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:

Performance Standard 1: identify the location of places using latitude and longitude

Performance Standard 2: interpret maps to answer questions about the location of physical features

Strand: Economics

Content Standard I: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments

Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world

Performance Standard 1: compare and contrast the trade patterns of early civilizations

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Social Studies Curriculum Map
6th Grade**

updated 5/18/18_

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3 rd 9 Weeks Estimated Date January 10 – Marh 22	<ul style="list-style-type: none"> • The Early Hebrews • Jewish Beliefs and Texts • Judaism over the Centuries • The Roots of Islam • Islamic Beliefs and Practices • Islamic Empires • Islam Cultural Achievements • The Roman Empire and Religion • Christianity Roots 	<p>Review Hinduism and Buddhism from Ancient India</p> <ul style="list-style-type: none"> • Location on map with geographical features • Explain the importance of their contributions to later civilizations • Explain the founding leaders, traditions, customs, and beliefs of Hinduism and Buddhism <p>Judaism</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Israelites/ Hebrews • Explain the importance of their contributions to later civilizations • Explain the founding leaders, traditions, customs, and beliefs of Judaism • Compare and contrast the founding leaders, traditions, customs, and beliefs of Hinduism, Buddhism, and Judaism <p>Islam</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Muslim/Arabian Peninsula • Explain the importance of their contributions to later civilizations • Explain the founding leaders, traditions, 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Explain and locate on map where the 5 main world religions started. • Explain how Christianity became the official religion of the Roman Empire • Explain how the religion of Islam began and grew • Explain how the religion of Judaism began and grew • Identify the similarities and differences of the five main world religions. 	<ul style="list-style-type: none"> • Label and color a map of 5 main world religions with all key geographical features. • Holt McDougal World History Assessments • Compare / Contrast the 5 main world religions (founding leaders, traditions, customs, beliefs, text) 	<ul style="list-style-type: none"> • The Singing History Teachers • National Geographic for Kids videos • G.R.A.P.E.S by klalab • Mr. Nicky's World History Songs • http://www.socialstudiesforkids.com/articles/archaeology/whatsadig.htm • www.sfsocialstudies.com • Everything You Need to Ace World History In One Big Fat Notebook by Lily Rothman

**Portales Municipal Schools
Social Studies Curriculum Map
6th Grade**

updated 5/18/18_

		<p>customs, and beliefs of Islam</p> <ul style="list-style-type: none">• Compare and contrast the founding leaders, traditions, customs, and beliefs of Hinduism, Buddhism, Judaism, and Islam <p>Christianity</p> <ul style="list-style-type: none">• Location on map with geographical features• Identify and explain the GRAPES of Christians• Explain the importance of their contributions to later civilizations• Explain the founding leaders, traditions, customs, and beliefs of Christianity• Compare and contrast the founding leaders, traditions, customs, and beliefs of Hinduism, Buddhism, Judaism, and Christianity			
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**Portales Municipal Schools
Social Studies Curriculum Map
6th Grade**

updated 5/18/18_

ESSENTIAL QUESTIONS: How does trade connect peoples, cultures, and ideas? What influence did the Roman Catholic Church have on art, politics, and education in Medieval Europe? How was Feudalism an economic, political, and social system? What impact did Greek and Roman Republics have on today's government?

4th Nine Weeks

Power Standards

Performance Standard 1: organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predications, drawing inferences and conclusions

Strand: Civics and Government

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):

Performance Standard 1: describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world

Performance Standard 2: describe the concept of republic as developed by the Romans and compare to other republican governments

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:

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4th 9 Weeks Estimated Date March 25 – May 24	<ul style="list-style-type: none"> • Greece and Persia • Sparta and Athens • Alexander the Great • Greek Achievements • Geography and the Rise of Rome • Government and Society of Rome • The Late Republic of Rome • Geography of Europe • Europe After the Fall of Rome • Feudalism and Manor Life • Feudal Societies • Popes and Kings • The Crusades • Political and social change • Challenges to Church Authority 	<p>Ancient Rome</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Ancient Rome • Explain the importance of their contributions to later civilizations • Understand Rome’s beginnings: aqueducts, Mt. Vesuvius/Pompeii • Roman Republic: Hannibal/Punic Wars • Roman Empire: Pax Romana and entertainment/gladiator • Explain the Rise and Fall of Rome <p>Middle Ages</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Middle Ages • Explain the importance of their contributions to later civilizations • Rulers and Invaders • Crusades, Trade, the Plague, Magna Carta <p>Ancient Greece</p> <ul style="list-style-type: none"> • Location on map with geographical features • Identify and explain the GRAPES of Ancient Greece • Explain the importance of their contributions to later civilizations • Greek City-States 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify the contributions of significant individuals during the Middle Ages and list some of the major trade goods that traveled over trade routes. • Explain the roles of serfs in feudalism and summarize the content of the text by providing a written statement of the most important ideas. • Explain what a bubonic plague is and how it affects humans by creating a poster forewarning students to stay away from our pretend classroom city. • Create a Roman Scutum (shield) • Define republic, and create an event summary showing how the powerful Roman republic’s conquests created major problems between patricians and plebian. • State what role geography played in the growth of Ancient Greek civilization and create a Cause/Effect chart showing the economic effect. • Complete a teacher generated chart comparing the different rights and privileges of the Athenian population. • Create a paper-plate picture frame illustrating Roman aqueducts, Mt. Vesuvius, Pompeii, or other ancient Roman artifacts. • Write a newscast for the day the Mt. Vesuvius erupted near Pompeii. • Describe the political and social system of feudalism and the rise of towns • Decide which had the greatest impact on society: The Black Plague or the Crusades 	<ul style="list-style-type: none"> • List of trade goods and name of trade routes traveled • Feudalism pyramid and written activity • Teacher generated rubric • Teacher generated (student) self-assessment checklist • Graphic organizer rubric for completed assignment • List of trade goods and name of trade routes traveled • Label and color a map of Europe with all key geographical features. • Holt McDougal World History Assessments • Compare and Contrast Republic then and now • Compare and contrast Greek and Roman Mythology • The Feudal Society Mind Map 	<ul style="list-style-type: none"> • www.sfsocialstudies.com • World Map • Plague poster examples and teacher generated graphic organizer rubric for completed assignment • www.learner.org • Everything You Need to Ace World History In One Big Fat Notebook by Lily Rothman • The Singing History Teachers • National Geographic for Kids videos • G.R.A.P.E.S by klablabb • Mr. Nicky’s World History Songs

**Portales Municipal Schools
Social Studies Curriculum Map
6th Grade**

updated 5/18/18_

		<ul style="list-style-type: none">• Golden Age of Athens• Alexander the Great• Greek Mythology			
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Portales Municipal Schools
Social Studies Curriculum Map
6th Grade

updated 5/18/18_

Common Core Standards for Literacy in Social Studies
Repeated throughout the year in classroom activities and assessments

Reading Standards for Literacy in Social Studies

- (RH.6-8.1) Cite specific textual evidence to support analysis of primary and secondary sources.
- (RH.6-8.2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- (RH.6-8.3) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- (RH.6-8.4) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- (RH. 6-8.5) Describe how a text presents information (e.g., sequentially, comparatively, and causally).
- (RH. 6-8.6) Identify aspects of a text that reveals an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- (RH. 6-8.7) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- (RH. 6-8.8) Distinguish among facts, opinion, and reasoned judgment in a text.
- (RH. 6-8.9) Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards for Literacy in Social Studies

- (WH. 6-8.1) Write arguments focused on discipline-specific content.
- (WH. 6-8.2) Write informative/explanatory texts, including the narration of historical events.
- (WH.6-8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- (WH.6-8.5) With some guidance and support from peers, and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- (WH.6-8.6) Use technology to produce and publish writing.
- (WH.6-8.7) Conduct short research projects to answer a question.
- (WH.6-8.8) Gather relevant information from multiple print and digital sources and assess the credibility.
- (WH.6-8.9) Draw evidence from informational text to support analysis reflection and research.
- (WH.6-8.10) Write routinely over extended time frames.