

6th Grade Social Studies Curriculum

6.1 (1st 9 Weeks)

Date	Hobbs Social Studies Standards 6 th Grade	NM Standards & Benchmarks	Resources
	Students will be able to:	<i>CK=Core Knowledge</i>	Scott Foresman Social Studies Text, Scott Foresman NM Book, Pearson History & Geography, Core Knowledge Sequence, What Your 6 th Grader Needs to Know
_____ _____ _____ _____ _____ _____ _____ _____	A Use geography/spatial sense <ol style="list-style-type: none"> 1. Recognize and utilize different types of maps, globes, and other geographic tools 2. Identify the location of places using latitude and longitude, coordinates, degrees 3. Identify the Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle 4. Discuss the climate zones: Arctic, Tropic, Temperate 5. Understand time zones 6. Draw complex and accurate maps from memory and use them to answer questions about the location of physical features 7. Identify, locate, and explain the importance of major bodies of water 8. Identify and compare major deserts of the world in Africa, Australia, Asia, North and South America 9. Recognize how geography affects and has affected the development of world civilizations, political entities, and cultures 	<i>CK, II-A</i> <i>CK, II-A</i> <i>CK</i> <i>CK</i> <i>II-A2</i> <i>CK</i>	Pearson History and Geography, Scott Foresman Social Studies Textbook, classroom maps and globes, CK Resource Binders, Internet, Weekly Readers, outline maps of the world, Daily Oral Geography, World Map Skills, Brain Pop, What Your 6 th Grader Needs to Know, Nystrom Geography Cart
_____ _____ _____ _____ _____	B Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration. <ol style="list-style-type: none"> 1. Describe and analyze the geographic, political, economic, religious and social structures of ancient Egypt and Mesopotamia <ol style="list-style-type: none"> a. Significance of river valleys b. Early irrigation and its impact on agriculture c. Forms of government (theocracies in Egypt) d. Code of Hammurabi e. Effect on world economies and trade 	<i>I-C</i> <i>I-C1</i>	Scott Foresman Textbook, Kids Discovery: Mesopotamia CK Resource Binders, Internet, videos, <u>The Egypt Game</u> , A Guide to Using <u>The Egypt Game</u> , Ancient Civilizations: Egypt, Ancient Civilizations: Mesopotamia, Ancient Egypt Activity Book, Dictionary of Cultural Literacy, What Your 6 th Grader Needs to Know, classroom maps and globes

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>f. Key historical figures</p> <p>g. Religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids)</p> <p>2. Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China</p> <p>a. Locations and descriptions of the origins of Chinese civilization in the Huang-He Valley, Shang dynasty</p> <p>b. Geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country</p> <p>c. Life of Confucius and the fundamental teachings of Confucianism and “Taoism”</p> <p>d. Historical influence of China on other parts of the world (tea, paper, wood block, printing, compass, gunpowder)</p> <p>e. Rule of dynasties: Shang, Qin, Han, Tang, Ming</p>	<p><i>I-C3</i></p>	
<p>_____</p>	<p>C</p>	<p>Describe and compare the major religions of the world, founding leaders, and their influences on their culture (Judaism, Christianity, Islam, Buddhism, Hinduism) and know the terms <i>polytheism, monotheism, and atheism</i></p>	<p><i>CK, I-C4</i></p>	<p>Pearson History & Geography, Scott Foresman Textbook, Brain-Pop, videos, CK Resource Binders, Internet, What Your 6th Grader Needs to Know.</p>
<p>_____</p> <p>_____</p>	<p>D</p>	<p>Describe the economic patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world</p> <p>1. Compare and contrast the trade patterns of early civilizations</p> <p>2. Analyze the impact of the Neolithic agricultural revolution on mankind and the impact of technological changes in the Bronze Age and the Iron Age</p>	<p><i>IV-C</i></p> <p><i>IV-C1</i></p> <p><i>IV-C2</i></p>	<p>Scott Foresman Social Studies Textbook, maps and globes</p>
<p>_____</p>	<p>E</p>	<p>Understand the ideals, rights, and responsibilities of citizenship</p> <p>1. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries</p>	<p><i>III</i></p> <p><i>III-D</i></p>	<p>Scott Foresman Social Studies Text, Scott Foresman NM Book, Internet, videos, CK Resource Guide, 50 American Heroes Every Kid Should Meet</p>

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<ol style="list-style-type: none"> 2. Understand the relevance of good character and its benefit to society 3. Understand that the nature of citizenship varies among societies 4. Know the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions 5. Know how governments function at local, state, tribal and national levels 6. Discuss current local, state, national, & international events 7. Discuss current economic topics of interest 	<p><i>III-D1</i></p> <p><i>III</i></p> <p><i>III</i></p>	
<p>_____</p> <p>_____</p> <p>_____</p>	F	<p>Research historical events and people from a variety of perspectives</p> <ol style="list-style-type: none"> 1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions 2. Identify different points of view about an issue or topic 3. Use a decision-making process to identify a situation that requires a solution: gather information, identify options, predict consequences, and take action to implement that solution 	<p><i>I-D</i></p> <p><i>I-D1</i></p> <p><i>I-D2</i></p> <p><i>I-D3</i></p>	<p>Social Studies textbooks, Reading and English textbooks, Internet, library, videos, encyclopedia, dictionary, thesaurus, almanac, group projects</p>

6.2 (2nd 9 Weeks)

Date		Hobbs Social Studies Standards 6 th Grade	NM Standards & Benchmarks	Resources
		Students will be able to:	<i>CK=Core Knowledge</i>	Scott Foresman Social Studies Text, Scott Foresman NM Book, Pearson History & Geography, Core Knowledge Sequence, What Your 6 th Grader Needs to Know
<p>_____</p>	A	<p>Use geography/spatial sense</p> <ol style="list-style-type: none"> 1. Recognize and utilize different types of maps, globes, and other geographic tools 	<i>CK, II-A</i>	Daily Oral Geography, Pearson Text, NM Social Studies Textbook, classroom maps and globes, World Map Skills, Brain-Pop,

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<ol style="list-style-type: none"> 2. Create maps to gain and show knowledge about the world 3. Compare and contrast the influences of man-made and natural environments upon ancient civilizations 4. Explain how human migration impacted places, societies, and civilizations 5. Describe, locate, and compare different settlement patterns throughout the world 6. Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time 	<p><i>CK, II-A2</i></p> <p><i>II-C1</i></p> <p><i>II-E1</i></p> <p><i>II-E2</i></p> <p><i>II-E3</i></p>	Internet, Nystrom Geography Cart
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	B	<p>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</p> <ol style="list-style-type: none"> 1. Understand the influence of Mediterranean geography on the development and expansion of civilizations 2. Understand development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammarabi) 3. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world. 4. Describe the concept of republic as developed by the Romans and compare to other republican governments. 5. Explain how Greek and Roman societies expanded and advanced the role of citizen 6. Understand scientific and cultural advances (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy) 7. Describe the contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus) 	<p><i>CK, I-C5</i></p> <p><i>I-C5</i></p> <p><i>I-C5</i></p> <p><i>III-A1</i></p> <p><i>III-A2</i></p> <p><i>III-C1</i></p> <p><i>I-C5</i></p> <p><i>I-C5</i></p>	<p>Pearson Book, Social Studies Text Book, Internet, CK Resource Binders, videos, classroom maps and globes, Ancient Greece Thematic unit, Ancient Greece: Gifted Learning Series, Ancient Greece-Independent Learning Unit, Ancient Rome: Thematic Unit, Ancient Rome, Didax, Ancient Rome: Gifted Learning Series, Ancient Rome-Independent Learning Unit, Illustrated Dictionary of Mythology, She & He: Adv. in Mythology (CD), Black Ships Before Troy, Classic Myths to Read Aloud, Julius Caesar for Young People, Odyssey, Tales of the Trojan War, The Children's Homer, The Iliad, The Odyssey (Lister), The Odyssey (Mitchell), The Odyssey (workbook), Trojan Horse, The Trojan House: How the Greeks Won the War</p>
<p>_____</p> <p>_____</p>	C	<p>Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India</p> <ol style="list-style-type: none"> 1. Locate and describe the river systems and other topographical features that supported the rise of this civilization 2. Explain the significance of the Aryan invasions 	<i>IC-2</i>	Classroom maps and globes, Scott Foresman Text, videos, Internet, Dictionary of Cultural Literacy, Pearson Learning

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<p>_____</p> <p>_____</p> <p>_____</p>		<ol style="list-style-type: none"> 3. Understand the leaders, customs and beliefs of Hinduism 4. Describe the structure and function of the caste system 5. Understand the importance of aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics, including Hindu-Arabic numerals and the number zero) 		
<p>_____</p>	D	Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico	<i>I-A1</i>	Scott Foresman NM Book
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	E	<p>Understand the ideals, rights, and responsibilities of citizenship</p> <ol style="list-style-type: none"> 1. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments) 2. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries 3. Understand the relevance of good character and its benefit to society 4. Discuss current local, state, national, & international events 5. Discuss current economic topics of interest 	<p><i>III</i></p> <p><i>III-C2</i></p> <p><i>III-D</i></p>	New Mexico Social Studies Textbook, Scott Foresman Social Studies Text, Internet, Character Counts, newspaper
<p>_____</p> <p>_____</p> <p>_____</p>	F	<p>Research historical events and people from a variety of perspectives</p> <ol style="list-style-type: none"> 1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions. 2. Identify different points of view about an issue or topic 3. Use a decision-making process to identify a situation that requires a solution: gather information, identify options, predict consequences, and take action to implement that solution. 	<p><i>I-D</i></p> <p><i>I-D1</i></p> <p><i>I-D2</i></p> <p><i>I-D3</i></p>	Social Studies textbooks, Reading and English textbooks, Internet, library, videos, encyclopedia, dictionary, thesaurus, almanac, group projects

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6.3 (3rd 9 Weeks)

Date	Hobbs Social Studies Standards 6 th Grade	NM Standards & Benchmarks	Resources
	Students will be able to:	<i>CK=Core Knowledge.</i>	Scott Foresman Social Studies Text, Scott Foresman NM Book, Pearson History & Geography, Core Knowledge Sequence, What Your 6 th Grader Needs to Know
_____ _____ _____	A Recognize and utilize different types of maps, globes, and other geographic tools and be able to create maps to gain and show knowledge about the world. <ol style="list-style-type: none"> 1. Explain how places change due to human activity 2. Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols. 3. Identify a region by its formal, functional, or perceived characteristics. 	<i>II-A2</i> <i>I-B1</i> <i>I-B2</i> <i>II-B3</i>	Daily Oral Geography, Pearson Text, NM Social Studies Textbook, Scott Foresman Social Studies Text, Classroom maps and globes, World Map Skills, Brain-Pop, Nystrom Geography Cart, CK Resource Binders
_____ _____ _____ _____ _____ _____	B Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its enduring impacts on later civilizations <ol style="list-style-type: none"> 1. Discuss creation and expansion of the Byzantine empire 2. Explain reasons for the fall of the Roman Empire 3. Identify new forms of government, feudalism, and the beginning of limited government with the Magna Carta 4. Explain the role of the Roman Catholic Church and its monasteries; causes, course, and the effects of the Crusades 5. Define the impact of the Black Plague 6. Discuss contributions and roles of key figures: Charlemagne, Joan of Arc, Marco Polo 	<i>I-C6</i> <i>CK</i>	Scott Foresman Social Studies Text, teacher-made supplemental materials, CK Resource Binders, Pearson Textbook, Internet, King, Queens, Castles and Crusades, Medieval Times, Medieval Times Thematic Unit Internet, King, Queens, Castles and Crusades, Videos, Prince & the Pauper (EDCON workbook), Prince & the Pauper (Schaffer workbook), The Prince and the Pauper, The Prince and the Pauper (Twain)
_____	C Review the origins, obstacles, and impact of the Age of Exploration <ol style="list-style-type: none"> 1. Identify improvements in technology (e.g., the clock, sextant, work of Prince Henry the Navigator) 	<i>I-B1</i>	Scott Foresman Social Studies Textbook, CK Resource Binders, Internet

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_____		<ol style="list-style-type: none"> 2. Review voyages of Columbus to the New World and later searches for the Northwest passage 3. Discuss the introduction of disease and the resulting population decline, especially among indigenous peoples 4. Explain exchanges of technology, ideas, agricultural products and practices 		
_____	D	Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico	<i>I-A1</i>	New Mexico Social Studies Textbook, CK Resource Binders, Internet, videos
_____	E	<p>Students understand the ideals, rights, and responsibilities of citizenship</p> <ol style="list-style-type: none"> 1. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments) 2. Understand the structure, functions, and powers of government (local, state, tribal and national) 3. Explain the significance of New Mexico and US symbols, icons, songs, and traditions 4. Describe the significance of leadership in democratic societies and provide examples of local, state, national, and international leadership 5. Understand the relevance of good character and its benefit to society 6. Discuss current local, state, national, & international events 7. Discuss current economic topics of interest 	<p><i>III</i></p> <p><i>III-C2</i></p> <p><i>III-A</i></p> <p><i>III-B</i></p> <p><i>III-B1</i></p>	Scott Foresman Social Studies Textbook, New Mexico Social Studies Textbook, teacher-made supplemental materials, CK Resource Binders, Internet, Weekly Reader, newspaper,
_____	F	<p>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</p> <ol style="list-style-type: none"> 1. Explain and predict how people respond to economic and intrinsic incentives 	<p><i>IV</i></p> <p><i>IV-A1</i></p>	New Mexico Social Studies Textbook, Scott Foresman Social Studies, teacher-made supplemental materials, newspapers, Internet, videos, Weekly Reader, guest speakers, CK Resource Binders, Pearson Textbook

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_____		2. Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.		Binders
_____	B	<p>Understand key events during movements in world history</p> <ol style="list-style-type: none"> 1. Describe and analyze the Enlightenment, the key conflicts, and important figures of the Enlightenment era 2. Describe and analyze the French Revolution, the key conflicts, important figures of this time period, and Romanticism 3. Understand the geographic, social and economic issues associated with the Industrial Revolution 4. Compare and contrast capitalism and socialism 5. Describe the Latin American Independence Movements including the geographic, social and economic issues and identify the important leaders of this time period 	<i>CK</i>	<p>Scott Foresman Social Studies book, Pearson Textbook, Internet, teacher-made supplemental materials, videos, What Your 6th Grader Needs to Know, CK Resource Binders, Brain-Pop, <u>If Your Name Was Changed at Ellis Island</u></p>
_____	C	<p>Understand key events during in American History from 1830 onward</p> <ol style="list-style-type: none"> 1. Describe and analyze immigration, industrialization, and urbanization 2. Review the post Civil War industrial boom including the growing influence of big businesses, labor, industrialists, capitalists, and free enterprise 3. Identify areas of reform in United States history including populism, progressivism, African-Americans, and women's suffrage 	<i>CK</i>	<p>Scott Foresman Social Studies text, Pearson Learning, Internet, teacher-made supplemental materials, videos, CK Resource Binders, Brain-Pop, What Your 6th Grader Needs to Know</p>
_____	D	<p>Students understand the ideals, rights, and responsibilities of citizenship.</p> <ol style="list-style-type: none"> 1. Understand the structure, functions, and powers of government (local, state, tribal and national) 2. Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United 	<p><i>III</i></p> <p><i>III-A</i></p> <p><i>III-B</i></p>	<p>Scott Foresman New Mexico book, Scott Foresman Social Studies, newspapers, Pearson Textbook, Internet, teacher-made supplemental materials, videos, CK Resource Binders</p>

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<ol style="list-style-type: none"> 3. States that exemplify ideal and provide continuity and Sense of unity. 4. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries 5. Understand the relevance of good character and its benefit to society 6. Discuss current local, state, national, & international events 7. Discuss current economic topics of interest 	<p><i>III-D</i></p>	
<p>_____</p> <p>_____</p> <p>_____</p>	<p>E</p>	<p>Research historical events and people from a variety of perspectives</p> <ol style="list-style-type: none"> 1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions 2. Identify different points of view about an issue or topic 3. Use a decision-making process to identify a situation that requires a solution: gather information, identify options, predict consequences, and take action to implement that solution 	<p><i>I-D</i></p> <p><i>I-D1</i></p> <p><i>I-D2</i></p> <p><i>I-D3</i></p>	<p>Social Studies textbooks, Reading and English textbooks, Internet, library, videos, encyclopedia, dictionary, thesaurus, almanac, group projects</p>