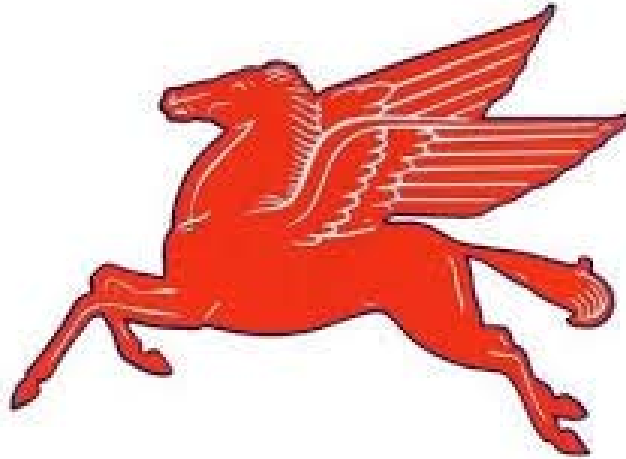


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies - Grade 6

UPDATED AUGUST 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

Table of Contents

<i>Paulsboro Public Schools Administration and Board of Education</i>	<i>pg. 3</i>
<i>Paulsboro Public Schools Mission Statement</i>	<i>pg. 4</i>
<i>National and State Standards</i>	<i>pg. 6-7</i>
<i>Scope and Sequence</i>	<i>pg. 8-11</i>
<i>Goals/Essential Questions/Objectives/Instructional Tools/Activities</i>	<i>pg. 12-22</i>
<i>Benchmark Assessments</i>	<i>pg. 23</i>

Paulsboro Public Schools

Dr. Laurie Bandlow, Superintendent

Board of Education

Mr. Thomas Ridinger, President
Ms. Bonnie Eastlack, Vice President
Mrs. Barbara Dunn
Mrs. Paula Giampola
Mr. John Hughes *
Mr. Joseph L. Lisa
Mrs. Lisa L. Lozada-Shaw
Mrs. Lisa Priest
Mrs. Irma R. Stevenson
Mr. James J. Walter

* Greenwich Township Board of Education Representative

District Administration

Dr. Lucia Pollino, Director of Curriculum & Assessment
Ms. Jennifer Johnson, Business Administrator/Board Secretary
Mr. John Giovannitti, Director of Special Services
Dr. Phillip Neff, Principal

Curriculum Writing Team

Ms. Gina Mariano, Teacher
Mr. Matthew J. Browne, District Mathematics Coach
Mrs. Rebecca Richardson, District Literacy Coach

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Educational Goals (Taken From NJCCCS)

6.1 U.S. History: America in the World- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

6.3 Active Citizenship in the 21st Century- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Four strands frame the content within each standard:

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

New Jersey State Department of Education

21st Century College and Career Readiness Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

Scope and Sequence

Quarter I - Grade 6

Topic: Early Hominid Development

- Government-** Identify how early people came together in family clans to organize their daily lives.
- People-** Understand the basic needs of early man and how he modified and adjusted to his environment.
- Ideas and Beliefs-** Investigate the idea that people must come together in order to survive.
- Geography-** Examine how early humans living as hunter/gathers caused them to migrate and how that migration led to the formation of societies.
- Economics-** Discuss how the growth of clans led them to form societies.
- Current Events-** Describe how physical environments affect life in different regions; discuss how technology affects the way people use places and regions.

Topic: Mesopotamia

- Government-** Examine one of the oldest known collections of written laws, the Code of Hammurabi, which contains 282 laws dealing with matters ranging from marriage and divorce to theft and murder.
- People-** Examine how the advances made by the Sumerians (first writing system, the wheel) helped their society develop.
- Ideas and Beliefs-** Examine the practice of polytheism and the role religion played in the life of Sumer.
- Geography-** Examine the geography, use of resources, and the emergence of settlements along the Tigris and Euphrates rivers.
- Economics-** Trace the evolution of city-states, and the trading centers and ports that developed from them.
- Current Events-** Identify the current day countries that occupy the land once known as Sumer; discuss the hundreds of thousands of ancient Mesopotamian artifacts originally stored in the National Museum in Baghdad

Topic: Ancient Egypt

- Government-** Explain how the strong role of the Pharaoh led to continuity in Egyptian society.
- People-** Examine the daily life in Egyptian society. Discuss the emergences of the increasing complexity of the social structure and the emergence of a middle class.
- Ideas and Beliefs-** Evaluate the impact of polytheism, evaluate the roles of gods, priests, and temples, and investigate mummy makers and the belief in the afterlife.
- Geography-** Examine the geography, use of resources, and the emergence of settlements along the Nile River.
- Economics-** Understand the characteristics of Classic Egyptian art and architecture.
- Current Events-** Explain what a citizen is including; rights, responsibilities, effective characteristics, etc. Discuss how technology affects the way in which people perceive and use places and regions.

Scope and Sequence

Quarter I – Grade 6

Topic: Indus River Valley

- a. **Government-** Trace the development and evolution of the political systems from the Harappan and Aryan civilizations through the Maurya and Guptas civilizations.
- b. **People-** Analyze the Indus River Valley as a social system in which people are divided into groups based on a person’s birth, wealth, or occupation.
- c. **Ideas and Beliefs-** Evaluate the ideas and practices of the major belief systems of India, including Hinduism, Brahmanism, and Jainism, and how they developed out of ancient Indian beliefs and practices.
- d. **Geography-** Examine the geography, use of resources, and the emergence of settlements along the Indus River Valley
- e. **Economics-** Understand the agricultural and trade based nature of the economy.
- f. **Current Events-** Discuss how the physical environment affects life in different regions, how needs and wants change.

Topic: Judaism, Christianity, and Islam

- a. **Government-** Identify the influence religion played in the development of government and society.
- b. **People-** Identify the common origins and historical context as well as the moral teaching of the major world religions and philosophies.
- c. **Ideas and Beliefs-** Compare/contrasts beliefs of Judaism and Christianity based upon the Bible and the Torah.
- d. **Geography-** Identify the geographic contexts that gave rise to the growth and dissemination of each religion.
- e. **Economics-** Explore the rise and fall of the kingdom of Israel and its impact on the spread of Judaism and the rise of Christianity.
- f. **Current Events-** Identify how Judeo-Christian teachings are reflected in western society today.

Topic: Islam

- a. **Government-** Describe the origin and development of Islamic law and its impact on the society; evaluate the diverse religious, cultural, and geographic factors which influenced the development of the Muslim government.
- b. **People-** Identify the common origins and historical context as well as the moral teachings of the major world religions of Judaism, Christianity and Islam.
- c. **Ideas and Beliefs-** Evaluate the significance of the Quran and the Five Pillars of Islam.
- d. **Geography-** Discuss the spread of Islam in southwest Asia, the Mediterranean region, and the northern Africa and the influence of Islamic ideas and practices on other cultures.
- e. **Economics-** Recognize the importance of Muslim civilization in mediating long distance, commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa.
- f. **Current Events-** Describe the split of Sunni and Shi’te factions and its effect on modern world event

Scope and Sequence

Quarter 3 - Grade 6

Topic: Early African Civilizations

- a. **Government-** Examine the early kingdoms of West African, including Ghana, Mali, and Songhai.
- b. **People-** Discuss how early people in West African were shaped y family ties, religion, technology, and trade.
- c. **Ideas and Beliefs-** Investigate the role animism played in West African culture. Understand why extended-families and age-sets were important in West African Culture extended.
- d. **Geography-** Examine key physical features of West African. Explore how the geography of West African affected the technology developed by its people.
- e. **Economics-** Trace the evolution of West African economies from the effects of gold mining, salt, cloth, slave, and other items.
- f. **Current Events-** Investigate why countries in West Africa and other around the world struggle with poor economies and often have unstable governments.

Topic: Huang He (The Yellow River)

- a. **Government-** Trace the origin of Huang He as the cradle of Chinese Civilization.
- b. **People-** Compare and contrasts the culture of the Yellow River civilization with the Indus River, the Fertile Crescent, and Ancient Egypt.
- c. **Ideas and Beliefs-** Identify similarities and differences between the beliefs of Confucianism and Daoism based on philosophies and writings of each.
- d. **Geography-** Locate and describe the natural environment of the civilization that developed along the Yellow River; identify the geographic contexts that gave rise to the growth and dissemination of its ideas and beliefs.
- e. **Economics-** Analyze cultural influences on trade and characteristics of the culture that support the economy; analyze how beliefs affect views toward material goods.
- f. **Current Events-** Describe the process of citizenship; compare and contrast today's community with that of the past; discuss reasons why people emigrated to the U.S. and problems they

Topic: The Golden Age of China

- a. **Government-** Discuss how the weakening dynastic rules led to the rise of militaristic forms of government. Identify the role of the creation of "civil service" and its impact on the individual's role and participation in government.
- b. **People-** Discuss the term "cultural borrowing" Identify the class levels in each culture and compare to earlier societies. Describe how agricultural advances affected China's population.
- c. **Ideas and Beliefs-** Trace the development and identify the diversity of Confucianism and Buddhism; identify the significant arts, cultural advancements and inventions of this era.
- d. **Geography-** Discuss how geography affected trade in China. Understand how Japanese early societies were both influenced by and isolated from China and Korea; examine how geography shaped life in Japan.
- e. **Economics-** Discuss how trade grew along with Chinese cities; discuss the development of sea trade routes and their impact on Chinese ability to trade with other countries.
- f. **Current Events-** Identify the current status of trade between the United States and China, Japan, and Korea.

Scope and Sequence

Quarter 4 - Grade 6

Topic: Mesoamerican and Inca Civilizations

- a. **Government-** Evaluate the influence of religion in Mayan government; compare the idea of the ruling class of nobles and kings to other ancient civilizations; discuss the Mayan system of empire building.
- b. **People-** Describe the significant features of Mayan Civilizations. Identify the relationship between Mesoamericans and Andean societies.
- c. **Ideas and Beliefs-** Describe the role of religion and ceremonial games in Mayan Culture.
- d. **Geography-** Describe the location of Mayan city-states, road systems, and sea routes.
- e. **Economics-** Describe the development of the Mayan civilization from an agricultural community to an urban civilization.
- f. **Current Events-** Describe how the physical environment affects life in different regions.

Topic: Early Economics

- a. **Government-** Identify the role of government on the economy of nations, and explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.
- b. **People-** Examine the role of economics in the daily lives of people.
- c. **Ideas and Beliefs-** Discuss the need for ethical behavior in economic decisions and financial transactions.
- d. **Geography-** Examine expanding zone of commerce; understand the development of trade between nations.
- e. **Economics-** Develop and understanding of general principles of economics including wants and needs, supply and demand, and allocation of resources.
- f. **Current Events-** Recognize the interrelation between current events and the economy, such as fluctuations of the stock market

Geography - Quarter I

Big Idea: Early Hominid Development

Topic: Early Hominid Development, environment, roles in society

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p>English/Language Arts Standards</p> <ul style="list-style-type: none"> • RI 6.10 	GOAL		
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. 		
	<p>Goal 1: examine one of the oldest known collections of written laws of the Code of Hammurabi</p>		
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	
	<ul style="list-style-type: none"> • Early hominids had to adapt to their environment and band together for survival. Humans evolved from nomadic clans of hunter gatherers to permanently established communities with the dependence on agriculture. • Review the definition of the word “tool” (any handheld object that has been modified to help a person accomplish a task.) How does discovering the tools of our early ancestors help us understand how early humans lived? • What lessons from early hominid societies’ interactions with their environment can we relate to societies present concerns about our environment. 	<p>Resources</p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Novels • Ed helper • Discovery <p>Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions 	
Enduring Understanding			
<ul style="list-style-type: none"> • Geography, People, and the Environment 			

Geography - Quarter I

Big Idea: Mesopotamia

Topic:: Geography, resources, evolution, Mesopotamia, Hammurabi, Sumerians

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • WHST.6.8.2 	<p>GOAL</p>				
	<p>Overarching Goals:</p> <ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship <p>Goal 2: Examine how the advances made by the Sumerians helped their society to develop</p>				
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;"> <p>Essential Questions</p> </td> <td style="background-color: #cccccc;"> <p>Instructional Tools/Learning Activities/Resources/Assessments</p> </td> </tr> <tr> <td> <ul style="list-style-type: none"> • The world’s first civilization was established between the Tigris and Euphrates River as a result of the forming of a collection of City-states in present day Middle East. With the help of many innovative ideas such as the wheel, a writing system, set of laws and most importantly the advancement in agriculture, Mesopotamia thrived into a complex society. • What conditions were necessary for the world’s first civilization to develop in Mesopotamia? • Why did the Code of Hammurabi play an important role in shaping Mesopotamia? Would America’s founding fathers have approved Hammurabi’s system of law? • How are the city-states political beliefs different from one another and how did they influence the beliefs of society? </td> <td> <p><u>Resources</u></p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Discovery • You tube • Ed Helper • Novels <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions </td> </tr> </table>	<p>Essential Questions</p>	<p>Instructional Tools/Learning Activities/Resources/Assessments</p>	<ul style="list-style-type: none"> • The world’s first civilization was established between the Tigris and Euphrates River as a result of the forming of a collection of City-states in present day Middle East. With the help of many innovative ideas such as the wheel, a writing system, set of laws and most importantly the advancement in agriculture, Mesopotamia thrived into a complex society. • What conditions were necessary for the world’s first civilization to develop in Mesopotamia? • Why did the Code of Hammurabi play an important role in shaping Mesopotamia? Would America’s founding fathers have approved Hammurabi’s system of law? • How are the city-states political beliefs different from one another and how did they influence the beliefs of society? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Discovery • You tube • Ed Helper • Novels <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions
<p>Essential Questions</p>	<p>Instructional Tools/Learning Activities/Resources/Assessments</p>				
<ul style="list-style-type: none"> • The world’s first civilization was established between the Tigris and Euphrates River as a result of the forming of a collection of City-states in present day Middle East. With the help of many innovative ideas such as the wheel, a writing system, set of laws and most importantly the advancement in agriculture, Mesopotamia thrived into a complex society. • What conditions were necessary for the world’s first civilization to develop in Mesopotamia? • Why did the Code of Hammurabi play an important role in shaping Mesopotamia? Would America’s founding fathers have approved Hammurabi’s system of law? • How are the city-states political beliefs different from one another and how did they influence the beliefs of society? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Discovery • You tube • Ed Helper • Novels <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions 				

Geography - Quarter I

Big Idea: Mesopotamia

Topic:: Geography, resources, evolution, Mesopotamia, Hammurabi, Sumerians

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
	<ul style="list-style-type: none">• Civics, Government, and Human Rights• Geography, People, and the Environment• Economics, Innovation, and Technology• History, Culture, and Perspectives	<p><u>Assessments</u></p> <ul style="list-style-type: none">• Tests• Quizzes• Projects• Presentations• Booklets• Essays• Discussions

Geography - Quarter I

Big Idea: Ancient Egypt and Kush

Topic: Polytheism, Nile River Resources, resources, social structure

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p>English/Language Arts Standards</p> <ul style="list-style-type: none"> • WHST.6.8.2 	GOAL	
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. 	
	<p>Goal 3: Examine the geography, use of the resources, and the emergence of settlements along the Nile River.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How did the resources of the Nile River contribute to the growth of the Egypt's advanced civilization? • Why was religion so important to the Ancient Egyptian way of life? • Is good leadership important to the success of a civilization? 	<p>Resources</p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Discovery • You tube • Ed helper • novels <p>Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions • Video questions
Enduring Understanding		
<ul style="list-style-type: none"> • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Geography – Quarter II

Big Idea: Indus River Valley

Topic: Maurya and Guptas civilizations, Indus River Valley, physical environment, beliefs and practices

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • RI.6.10 	GOAL	
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. <p>Goal 4: Examine the geography, use of resources, and the emergence of settlements along the Indus River.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • What role has religion played in people’s lives in India and in the structure of Indian society and culture? • Do different beliefs/values shape the development of a culture? • How did geography influence the history of India? • What aspects of Indian culture continue to have an influence on our lives today? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Discovery • You tube • Ed helper <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Geography – Quarter II

Big Idea: Judaism, Christianity, and Islam

Topic: Religion, rise and fall of kingdoms, impact on western society today, bible, Torah, monotheism, Mosaic Law

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • WHST.6.8.2 	GOAL	
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. 	
	<p><u>Goal 5:</u> Compare and contrast beliefs of Judaism and Christianity based upon the Bible and The Torah</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How did monotheism shape the history of the Judeo-Christian cultures? • How does Mosaic Law affect the daily lives of Jewish people today? • How are Judeo-Christian ideas reflected in modern Western society? • How authentic is the Bible as a historic resource in revealing the history of Judeo-Christian society? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Discovery • Ed helper • You tube <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions
Enduring Understanding		
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Geography - Quarter II

Big Idea: Islam

Topic: Quran, Geography, Muslim civilization, Five pillars, Sunni, Shi'te

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p>English/Language Arts Standards</p> <ul style="list-style-type: none"> • RI.6.10 	GOAL	
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. <p>Goal 6: Describe the origin and development of Islamic law and its impact of society, evaluate the diverse religious, cultural and geographic factors which influence Muslim government.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How do the Old Testament and the four central beliefs of Judaism compare to the Quran and the .Five Pillars of Islam? • How has the spread of Islam impacted other cultures in science, art, and literature? 	<p>Resources</p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Discovery • You tube • Ed helper <p>Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays • Discussions • Video question
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Geography - Quarter III

Big Idea: Eurasia Civilizations

Topic: Early African Civilizations, Ghana, Mali, Songhai, Geography, resources

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> • WHST.6.8.2 	GOAL	
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. <p><u>Goal 7:</u> Investigate the role animism played in West African culture and understand why extended families and age-sets were importance in West African Culture</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • Why were salt and gold important trade items in the hot, dry climate of West Africa? • Why hasn't West African been able to maintain its role as a stable economy in the world today? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Ed helper • Novels • Discovery • You tube <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Geography - Quarter III

Big Idea : Yellow River

Topic: Cradle of Chinese civilization, Fertile Crescent, Daoism, emigration, economy, Confucianism

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p>English/Language Arts Standards</p> <ul style="list-style-type: none"> • WHST.6.8.2 	GOAL		
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy. 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. Demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. <p>Goal 8: locate and describe the natural environment of civilization that developed along the Yellow River: geographic context that gave rise to the growth and dissemination of its ideas and beliefs</p>		
	<p>Essential Questions</p> <ul style="list-style-type: none"> • How did China’s geography contribute to the country’s isolation? • How do the political ideas of the Chinese dynasty compare to political systems of other ancient civilizations? • How did the ancient Chinese adapt to their environment? 	<p>Instructional Tools/Learning Activities/Resources/Assessments</p> <p>Resources</p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Ed helper • Discovery • You tube <p>Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essay 	
	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Geography - Quarter III

Big Idea 9: Golden Age of China

Topic:: Cultural Borrowing, civil service, current issues, geography, life style, trade

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p>English/Language Arts Standards</p> <ul style="list-style-type: none"> • WHST.6.8.2 	GOAL	
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. <p>Goal 9: Discuss the weakening dynastic rules led to the rise of militaristic forms of creation of the “civil service” and its impact on the individual’s role and participation in government.</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How did Chinese inventions alter the course of world history? • How did China’s policy of isolationism lead to their decline? • What characteristics make each Chinese dynasty unique? What characteristics do they have in common? • How did family structure of ancient China influence the development of society? 	<p>Resources</p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Ed helper • Novels • Discovery • You tube <p>Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays

Geography - Quarter IV

Big Idea: Mesoamerican and Inca Civilization

Topic:: Mayan government, religion, geography, agriculture, urban civilization, Andean societies

<p>Standards:</p> <ul style="list-style-type: none"> • 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. • 6.2.8. A.1.A Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. <p>Career Ready Practices</p> <ul style="list-style-type: none"> • CRP4 • CRP5 • CRP7 • CRP8 • CRP11 • CRP12 <p>English/Language Arts Standards</p> <ul style="list-style-type: none"> • WHST.6.8.2 	GOAL	
	<ol style="list-style-type: none"> 1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy 2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions. 3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources. 4. demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship. <p>Goal 10: Describe the significant feature of the Mayan Civilizations and identify the relationship Mesoamericans and Andean societies</p>	
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments
	<ul style="list-style-type: none"> • How did Chinese inventions alter the course of world history? • How did China’s policy of isolationism lead to their decline? • What characteristics make each Chinese dynasty unique? What characteristics do they have in common? • How did family structure of ancient China influence the development of society? 	<p>Resources</p> <ul style="list-style-type: none"> • Students will use web-based sources provided by the teacher to supplement class work and textbook activities. • Ed helper • Novels • Discovery • You tube <p>Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects • Presentations • Booklets • Essays
	Enduring Understanding	
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		

Geography : Quarter IV

Big Idea: Early Economics

Topic: goods and services, financial transactions, zone of commerce, supply and demand, stock market

Standards:

- **6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- **6.2.8. A.1.A** Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

Career Ready Practices

- CRP4
- CRP5
- CRP7
- CRP8
- CRP11
- CRP12

English/Language Arts Standards

- RI.6.10

GOAL

1. Develop students who are civic minded, globally aware, socially responsible, and recognizes the implications of an interconnected global economy
2. To investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.
3. Analyze and evaluate multiple perspectives, values diversity, promotes cultural understanding, and appreciates the global dynamics between people, places, and resources.
4. demonstrates informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplifies the fundamental values of American Citizenship.

Goal 11: Develop and understand general principals of economics including wants and needs, supply and demand, and allocation of resources

Essential Questions

- Why were salt and gold important trade items in the hot, dry climate of West Africa?
Why hasn't West African been able to maintain its role as a stable economy in the world today?

Enduring Understanding

- Civics, Government, and Human Rights
- Geography, People, and the Environment
- Economics, Innovation, and Technology
- History, Culture, and Perspectives

Instructional Tools/Learning Activities/Resources/Assessments

Resources

- Students will use web-based sources provided by the teacher to supplement class work and textbook activities.
- Ed helper
- Novels
- Discovery
- You tube

Assessments

- Tests
- Quizzes
- Projects
- Presentations
- Booklets
- Essays

Grade 6 Social Studies COURSE BENCHMARKS

1. Examine one of the oldest known collections of written laws of the Code of Hammurabi Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
2. Examine how the advances made by the Sumerians helped their society to develop.
3. Examine the geography, use of the resources, and the emergence of settlements along the Nile River.
4. Examine the geography, use of resources, and the emergence of settlements along the Indus River.
5. Compare and contrast beliefs of Judaism and Christianity based upon the Bible and The Torah
6. Describe the origin and development of Islamic law and its impact of society, evaluate the diverse religious, cultural and geographic factors which influence Muslim government.
7. Investigate the role animism played in West African culture and understand why extended families and age-sets were importance in West African Culture.
8. Locate and describe the natural environment of civilization that developed along the Yellow River: geographic context that gave rise to the growth and dissemination of its ideas and beliefs
9. Discuss the weakening dynastic rules led to the rise of militaristic forms of creation of the “civil service” and its impact on the individual’s role and participation in government.
10. Describe the significant feature of the Mayan Civilizations and identify the relationship Mesoamericans and Andean societies
11. Develop and understand general principals of economics including wants and needs, supply and demand, and allocation of resources