

6th Grade Social Studies

Social Studies			
Timeline (# of days)	Topic	Standards	Key Vocabulary
40	<input type="checkbox"/> Geography	6.G.1.1 6.G.1.2 6.G.1.3 6.G.1.4 6.G.2.1 6.G.2.2 6.E.1.1 6.E.1.2 6.C&G.1.1 6.C&G.1.2 6.C&G.1.3 6.H.2.1 6.H.2.2 6.H.2.3 6.H.2.4	Scientific theory, plate tectonics, Pangaea, culture contact, global interdependence, indigenous peoples, Anthropologist, Archaeologist, historian, geologist, Continental Drift theory, map, globe, composition, density crustal plates, ocean basins, Prehistory, prehistoric, nomadic, excavate, Paleolithic, Hunter-gatherer cultures, Mesolithic, Neolithic Ages, cuneiform, ziggurats, stela (also stele), cuneiform, Phoenicians, battering rams, hieroglyphs, fertile land, embalm, pyramids, mummified, Great Sphinx, papyrus, monument, inscription
40	<input type="checkbox"/> Emerging Empires	6.C.1.1 6.C.1.2 6.C.1.3 6.H.1	Homeland, sacred, prosperity, currency, democracy, trial by jury, philosopher, tribute, historian, invincible, ruthless, lyre, monsoon, Vedas, decipher, dynasty, emperor, smuggle, invincible, ruthless, lyre, trade routes, Islamic religion, caravan
40	<input type="checkbox"/> Ancient Japan <input type="checkbox"/> Life in Rome	6.C&G.1.2 6.C&G.1.4	Feudal system, commodore, ally/allies, republic, civil war, veto,

	<input type="checkbox"/> Ancient Rome: Part II <input type="checkbox"/> Barbarians <input type="checkbox"/> Christianity <input type="checkbox"/> Islamic Empire <input type="checkbox"/> Middle Ages		spectator, vendor, chariot, persecution, ruthless, populous, hierarchy, parable, convent, pilgrim, pilgrimage, idols, convert, crossbow, brandish, tunic
30	<input type="checkbox"/> Crusades bring change	6.H.2	Flourish, medieval, charter (noun), sponsor (verb), dominance, landmark, artisan, masterpiece, humanism, heresy, heretic, confiscate, bounty hunter, mutiny, mutineer, coral, coral reef, archaeologist, anthropologist, geologist, historian
18	<input type="checkbox"/> Review		

Social Studies

Standards

6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).

- I can explain how the physical features and human characteristics of a place influenced the development of civilizations, societies, and religions.
- I can explain how geographic factors influence settlement and migration patterns.
- I can understand how the physical environment affects economic activities.

6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).

- I can explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time.
- I can analyze the settlement patterns of early civilizations and explain the choice of settlement.
- I can explain factors that led to the growth and decline of early civilizations.

6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).

- I can compare distinguishing characteristics of various world regions.
- I can correctly identify specific landforms and bodies of water on a map.

6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

- I can explain how and why civilizations, societies, and regions have used, modified, and adapted to their environments.
- I can explain how early civilizations adapted to the land which provided opportunities for growth.
- I can explain how humans modify their environment to get needs and wants.

6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions

- I can use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.
- I can use the tools of a geographer to draw conclusions about civilizations, societies, and regions.

6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population, resource distribution patterns).

- I can construct maps, charts, and graphs to explain data about geographic phenomena.
- I can locate (on a map) the origins of early civilizations and trace growth patterns.

6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).

- I can explain how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.
- I can explain how conflict, compromise, and negotiation impacted both Europeans and Native Americans.

6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

- I can explain how standard of living was impacted by leadership, economics, and social structures.
- I can explain factors that cause people to move to increase their standard of living.

6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).

- I can explain the origins and structures of various governmental systems.

6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).

- I can summarize the ideas that shaped political thought in various civilizations, societies and regions.

6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.

- I can explain citizens roles including civic responsibilities (voting, taxes, military service, etc.)

6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).

- I can explain how conquests and migrations had both positive and negative impacts on historical people.
- I can explain how invasions and conquests caused the growth and decline of empires.
- I can use a map to demonstrate colonization efforts by Europe and the motives behind those efforts.
- I can explain how differences in the location of societies created differences in development patterns.

6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.

- I can identify key historical figures and explain their impact on historical cultures and today.
- I can compare historical and contemporary events and issues to understand continuity and change.

6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).

- I can explain how technology and innovation offer opportunities for growth in world cultures.
- I can explain how innovation allowed for growth and increased the standard of living.

6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

- I can identify key historical figures and explain the impact they had on strengthening their cultures.
- I can identify key figures in history and explain their importance or impact on their society.

6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).

- I can analyze how cultural expressions reflected the values of civilizations, societies, and regions.
- I can identify a culture and can explain some of the characteristics of specific cultures from history.

6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).

- I can explain how religion transformed various societies, civilizations and regions.

6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g.,

Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).

- I can identify cultural beliefs and explain how religion and gender roles impacted early societies.
- I can summarize systems of social structure within various civilizations and societies over time.

6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

- **6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.**
 - I construct charts, graphs, and historical narratives to explain events and issues over time.
- **6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.**
 - I can summarize the literal meaning of historical documents in context.
- **6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.**
 - I can use primary and secondary sources to identify key characteristics of early empires.

6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).

- I can summarize the ideas that shaped political thought in various civilizations, societies and regions.

6.C&G.1.4 Compare the role (e.g., maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g., need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

- I can explain how political leadership and structure led to growth of civilizations
- I can compare the role and evolution of laws and legal systems in civilizations, societies and regions.

6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

- **6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).**
 - I can explain how conquests and migrations had both positive and negative impacts on historical people.
 - I can explain how invasions and conquests caused the growth and decline of empires.
 - I can use a map to demonstrate colonization efforts by Europe and the motives behind those efforts.
 - I can explain how differences in the location of societies created differences in development patterns.
- **6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.**
 - I can identify key historical figures and explain their impact on historical cultures and today.
 - I can compare historical and contemporary events and issues to understand continuity and change.
- **6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).**
 - I can explain how technology and innovation offer opportunities for growth in world cultures.
 - I can explain how innovation allowed for growth and increased the standard of living.
- **6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g.,**

Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

- I can identify key historical figures and explain the impact they had on strengthening their cultures.
- I can identify key figures in history and explain their importance or impact on their society.

Resources

- www.kids.nationalgeographic.com
- www.sights-and-culture.com
- <http://chnm.gmu.edu>
- www.ancientegypt.co.uk
- www.king-tut.org
- www.pbs.org
- www.loc.gov/pictures/item/mpc2010000277/PP/
- www.historyforkids.org/learn/greeks/architecture/theater.htm
- www.gardenofpraise.com/ibdalex.htm
- www.tooter4kids.com/Japan/welcome-to-japan.htm
- www.bbc.co.uk/history/interactive/games/gladiator/index.shtml
- www.fordham.edu/halsall/source/1212pueri.asp
- www.schoolhistory.co.uk/games/fling/crusades/index.shtml
- National Center for History in the Schools (UCLA) – Historical Comprehension:
<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historicalcomprehension/?searchterm=historical%20narrative>
- Teaching History.org: “Stories in History: Is Narrative an American Approach”
<http://teachinghistory.org/issues-and-research/research-brief/23631>
- National Center for History in the Schools (UCLA) – Historical Thinking Standard 2:
<http://www.nchs.ucla.edu/Standards/standards-for-grades-k-4/historical-thinking-standards/2.-historicalcomprehension#section-0>

- Primary Sources at Yale University:
http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
- Primary Source: Educating for Global Understanding:
<http://www.primarysource.org/what-is-a-primary-source>
- Distinguish Between Primary and Secondary Sources:
<http://library.ucsc.edu/help/howto/distinguishbetween-primary-and-secondary-sources>
- Using Primary Sources – Library of Congress:
<http://www.loc.gov/teachers/usingprimarysources/>
- National Center for History in the Schools (UCLA) – Historical Comprehension:
<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historicalcomprehension/?searchterm=historical%20perspective>
- The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century:
<http://historicalthinking.ca/concept/historical-perspectives>
- National Geographic:
<http://www.nationalgeographic.com/xpeditions/standards/03/index.html>
- Geographic phenomenon:
http://geospatial.referata.com/wiki/Geographic_Phenomenon
- Economists: “The Economist Intelligence Unit’s quality-of-life index”
http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf
- Investopedia:
<http://www.investopedia.com/terms/q/quality-of-life.asp#axzzInXvuJZ6G>

NCFE Weight Distribution

Domain	Grade 6
H.2	

6.H.2.1 6.H.2.2 6.H.2.3 6.H.2.4	18-24%
G.1 6.G.1.1 6.G.1.2 6.G.1.3 6.G.1.4	18-24%
G.2 6.G.2.1 6.G.2.2	8-12%
E.1 6.E.1.1 6.E.1.2	10-15%
C&G.1 6.C&G.1.1 6.C&G.1.2 6.C&G.1.3 6.C&G.1.4	18-24%
C.1 6.C.1.1 6.C.1.2 6.C.1.3	15-21%