

Grade 6 Social Studies Map March 2022

Curriculum Map	Middle America & The Caribbean: Maintaining Heritage in a Changing World	South America: Living in Environmental Richness	Subcontinental Asia: Leaving a Historical and Cultural Legacy	East Asia-China: Recurring Cycles of Economic and Political Power
Number of Days (160)	50 days	30 days	40 days	40 days
2022-23 District Calendar	September-November	November-December	January-March	April-June
Topics	<ul style="list-style-type: none"> → Geography/Map Skills → Characteristics of Civilization → Olmecs and Olmec Heads → Mayans and City States → Aztecs and Folktales → Impact of the Age of Exploration → Columbian Exchange → Immigration/Migration → Slavery and sugar 	<ul style="list-style-type: none"> → Incas → Silver Mines → The Amazon → Landforms and bodies of water → Rainforests and rivers → Natural resources → Climate Change → South American perspective 	<ul style="list-style-type: none"> → Aryan Migration → Hinduism-Buddhism belief systems → Caste System → Ashoka (Mauryan Empire) → Gupta Empire and advances → Kalidasa → Indian Ocean Trade Network 	<ul style="list-style-type: none"> → Yellow River and Yangtze → Warring State Period → Dynastic Cycle, Tianxia, and Dynasties <ul style="list-style-type: none"> ◆ Qin, Han, Tang, Ming → Era of the Warring States → Qin Shihuangdi → Admiral Zheng He → Mandate of Heaven → Oracle Bones → Eastern Philosophies <ul style="list-style-type: none"> ◆ Confucianism ◆ Daoism ◆ Legalism → Silk Road → The Great Wall → Technological Advancements <ul style="list-style-type: none"> ◆ Gunpowder, printing press, Silk

DE Techbook	World History (PH-Present): Ch. 19, 19.2, Ch. 21, 21.2 World Geography and Culture: Ch. 1, 1.2	World History (PH-Present): Ch. 15, Ch. 21, 21.2 World Geography and Culture: Ch. 3	World History (PH-Present): Ch. 6, Ch. 13, 13.1 World Geography and Culture: Ch. 8, Ch. 10	World History (PH-Present): Ch. 7, Ch. 13, 13.3-13.5
Conceptual Questions	How did colonialism affect Middle America and The Caribbean, and what purpose did it serve for the colonists and motherlands? How did the region change after colonization? How does the distribution of resources in Middle America and The Caribbean affect the relationships among the various nations, including the United States?	What environmental factors make South America and North America different from one another? How do maps of South America reflect its history, politics, and economics? What can be learned from a human footprint map of the region?	What is the origin of the caste system in the region, what purpose did it serve, and how has it affected Sub Continental Asia? What environmental and cultural factors make Subcontinent and East Asia different from one another? How has population density affected the nations and cities in the region? How did religion, government, and economic systems influence civilizations?	How does the distribution of resources in the region affect the relationships among the various nations and citizens within it? Which countries control the resources within the region? In what ways has economic decision-making improved or impaired the quality of life for people in the nations in this region? How did religion, government, and economic systems influence civilizations?
Inquiry Questions	How do I choose the most appropriate kinds of sources to help me answer “big questions” in social studies? How do I determine if a source is credible and relevant for my intended purpose(s)?	How do I construct a compelling claim in an argument? What strategies can I use to ensure I am supporting my claims with strong evidence?	What are the structural characteristics of an effective argument? How do I adapt my written argument to use print, oral, and digital technologies to reach my audience?	How do I construct a compelling claim in an argument? What strategies can I use to ensure I am supporting my claims with strong evidence?
Priority C3 Framework Standards-Inquiry	INQ 6-8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.	INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. INQ 6-8.7 Evaluate the credibility	INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

	<p>INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p>of a source by determining its relevance and intended use.</p>	<p>INQ 6-8.14 Critique the structure of explanations.</p> <p>INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies and digital technologies.</p>	
<p>Priority C3 Framework Standards-Content</p>	<p>HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p>GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and the cultures living there.</p> <p>ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p>GEO 6-7.2: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>GEO 6-7.11: Explain how global changes in population distribution affect changes in land use in particular regions.</p>	<p>HIST 6-8.1: Use questions about historically significant people or events to explain the impact on a region.</p> <p>GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and the cultures living there.</p> <p>GEO 6-7.8: Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.</p> <p>GEO 6-7.9: Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p> <p>CIV 6-7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems</p>	<p>HIST 6-8.1: Use questions about historically significant people or events to explain the impact on a region.</p> <p>GEO 6-7.3: Explore how cultural patterns and economic decisions influence environments and the daily lives of people.</p> <p>GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and the cultures living there.</p> <p>ECO 6-7.1: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>

Significant Task 1:	Annotated Map Imagine you are an archeologist who discovered a new Mayan city-state. Create an annotated interactive map of this lost Mayan city to explore. Add captions, visuals, and physical features to the map based on previous research. GEO 6-7.5	South America Divided Thesis Compare and contrast different regions of South America (East versus West, Tropical Rainforest versus the Andes, etc.) in order to explain <i>how geography impacts human development</i> . Begin by analyzing a variety of maps about ancient civilizations/ modern countries that can include, but are not limited to: topographical features, economic aspects (natural resource locations), cultural aspects (language or ethnicities), city locations, modern borders, and roads/rivers. Synthesize your understanding by creating a thesis statement supported with at least 3 pieces of evidence. GEO 6-7.2, GEO 6-7.11, INQ 6-8.7	Climate Presentation <i>How did ancient India's climate affect its civilizations?</i> Imagine you are a city planner living during ancient times looking to attract permanent settlers to Mohenjo-daro. Create an advertisement that highlights the city's geographic features. Create a digital version (presentation, video or audio recording) of the advertisement or poster board. INQ 6-8.11, GEO 6-7.8, GEO6-7.5, HIST 6-8.1	Dynasties Research Jigsaw (Qin, Han and Ming Dynasty) In small groups, compare and contrast each of the Ancient Chinese Dynasties- Qin, Han, or Ming. Decide which dynasty would have been better to live in by looking at the following components of each: government, religion, emperor/rulers, and interesting facts about the Dynasty you are assigned. INQ 6-8.10, HIST 6-8.1
Significant Task 2:	Columbus Day Debate Use a text set of sources to analyze the causes and effects of Christopher Columbus' exploration of the Americas; evaluate the sources for credibility before responding to <u>one</u> of these two compelling questions: (1) Should Columbus be judged by today's standards? (2) Should we continue to celebrate Columbus Day? In your written response, write a thesis statement and a single	Perspective Journal Entry Write a journal entry in three steps- before, during, and after contact with the Spanish or Incas. Take on one of the following perspectives: Inca Noble, Inca Peasant, or Spanish Conquistador. Write what life was like before, during, and after contact with the opposing group. Within the journal entry, include if the contact is beneficial or harmful and support the claim with evidence from your research. INQ 6-8.10, HIST 6-8.1	Caste System Diagram Imagine you are a historian hired to design a new Eyewitness History poster. Working in pairs, use your knowledge of the caste system to create an infographic "Eyewitness-Style Poster" outlining the origin of each caste and its function; address rights and restrictions. The poster should include a summarizing paragraph and ten supporting paragraphs with visuals. HIST 6-8.1, INQ 6-8.11, INQ	Silk Road Map Consider the types of knowledge shared among the various cultures along the trade routes and important cities of the Silk Road. Also, learn about the physical features. Then, design a map that is complete with physical features, cities, and resources that were traded along the routes. Create a key along with captions for each place you add to the map. HIST 6-8.1, GEO 6-7.3, ECO 6-7.1

	body paragraph that directly answers one of the compelling questions. HIST 6-8.1, INQ 6-8.5, INQ 6-8.7		6-8.12	
Significant Task 3:	<p>Prepare a Draft</p> <p>Prepare a draft of the Unit Post-Assessment:</p> <p>Select an area of the Caribbean or Middle America that is a former colony of Spain (Cuba, Haiti, Dominican Republic, Barbados, Panama, Jamaica). Identify which sources would be best to research the area; study the chosen sources and use them to create a presentation (Prezi, PowerPoint, Trifold etc.) depicting two aspects of life in this location: life as a colony and then life as an independent country.</p> <p>Submit the draft to the teacher for a preliminary grade on the quality of the descriptions within the presentation.</p>	N/A	<p>Comic Strip</p> <p>Create a comic strip detailing how a particular person, group of people, or event has had an impact on Indian society over time. Using a storyboard template, develop each frame using a picture, as well as a caption describing what is happening in the picture.</p> <p>Choose one topic from the following:</p> <ul style="list-style-type: none"> • Aryan Invaders • Mauryan Empire • Emperor Ashoka • Gupta Empire <p>INQ 6-8.11, INQ 6-8.12, HIST 6-8.1</p>	<p>The Great Wall DBQ</p> <p>Address a DBQ (Document Based Question) about the region of East Asia: <i>When considering the region's geographic characteristics, economic history, cultural patterns, and human characteristics, do you think the Great Wall of China is worth its expense?</i></p> <p>Documents in the DBQ include a: primary source, map, letter, poem, chart, and list. HIST 6-8.1, GEO 6-7.3, ECO 6-7.1</p>
Significant Task 4:	N/A	N/A	N/A	<p>Ancient-Modern China Timeline</p> <p>Create an illustrated and annotated timeline to show how the development of the culture, values, economics, and history of Ancient China led to the modern challenge of Chinese air pollution and the nation's environmental decline. (See the Unit Assessment to understand the context of this</p>

				Sig. Task). HIST 6-8.1, GEO 6-7.3, ECO 6-7.1
Key Vocabulary	Agriculture Astronomy Aztecs Ball Game Bodies of Water City-State Civilization Compass Rose Colonization/Colony Columbian Exchange Conquistador Culture Dictatorship Economy Exploration Hemisphere Hierarchy Hurricane Isthmus Key/Legend Labor Land Bridge Landform Latitude Longitude Maize Maya Migration Mesoamerica Native/Indigenous Natural Resources Olmecs Pandemic/Epidemic Peninsula Plateau Poverty Rural Scale Tenochtitlan Urban	Altitude Amazon Rainforest Amazon River Andes Atacama Desert Atahualpa Biodiversity Climate Change Deforestation Eco Tourism Franciso Pizarro Inca Native/Indigenous Patagonia Perspective Region Tributaries Topography Natural Resource	Subcontinent Monsoon Caste system Reincarnation Hinduism Buddhism Karma Meditation Nirvana Missionaries Nonviolence Sanskrit Enlightenment Mauryan Empire Aryan Migration Ashoka Gandhi Gupta Ganges Himalayas Indus Valley Kalidasa Siddhartha Gautama	Dynasty Dynastic Cycle Oracle Bones Lords & Peasants Ethics Confucianism Daoism Legalism Cultural Diffusion Silk Road Great Wall of China Civil Service Exam Buddhism Famine Communism Emperor Gaozu (Liu Bang) Emperor Shihuangdi Emperor Wudi Feudalism Mandate of Heaven Marco Polo Ming Dynasty Qin Dynasty Tang Dynasty Treasure Fleets TerraCotta Warriors Warring States Period Yangtze River Yellow River Zheng He

Key Geographic Areas	Central American and The Caribbean	South America	India	China
Smarter Balanced Links	<ul style="list-style-type: none"> • Read Informational Texts • Write Informational/Explanatory Texts • Write arguments • Research • Edit/ revise 			
Unit Post-Assessment	<p>Select an area of the Caribbean or Middle America that is a former colony of Spain (Cuba, Haiti, Dominican Republic, Barbados, Panama, Jamaica). Identify which sources would be best to research the area; study the chosen sources and use them to create a presentation (Prezi, PowerPoint, Trifold etc.) depicting two aspects of life in this location: life as a colony and then life as an independent country.</p>	<p>Address a DBQ (Document Based Question) centered on the topic of the deforestation of the Amazon rainforest: <i>Can deforestation be justified?</i></p> <p>Read, analyze, and select documents to support your claim. The documents will be in the form of written text and visual elements (charts, graphs, maps) that show the perspectives of different groups of people and reveal population shifts in the area.</p>	<p>Work in a group to create a script for a skit. The skit will consist of a newscaster, scholar, and a famous person from India. The newscaster will ask questions during an interview with the scholar and the celebrity. The scholar will discuss history; the Indian celebrity will discuss what they accomplished relating to India.</p> <p>If possible, record the skits and present them to the class. Consider dressing up as your character and/or create visuals for the skit.</p>	<p>Create a presentation to China's ambassador to the United States in which you explain the importance of achieving net-zero energy and suggest a concept design for a net-zero energy classroom that all schools could adopt.</p> <p>Begin by investigating primary and secondary sources of the environmental challenges facing China today in order to identify the effects of indoor and outdoor air pollution that China is struggling to curb.</p> <p>Develop a preliminary concept design of your own net-zero energy classroom by pasting renewable energy and energy-efficiency items into and around a pretend classroom on a sheet of paper in order to learn how these items (such as solar panels, efficient lights, computers, energy meters, etc.) interact in creating an environment that produces as much energy as it uses. Synthesize this information into a presentation</p>

				of your choice (e.g. a letter to ambassador, a tri-fold, a Prezi, or student filmed documentary).
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Grade Level Assessment Overview	Middle America & The Caribbean: Maintaining Heritage in a Changing World	South America: Living in Environmental Richness	Subcontinental Asia: Leaving a Historical and Cultural Legacy	East Asia-China: Recurring Cycles of Economic and Political Power
Summary of Tasks	Annotated Map Columbus Day Debate Prepare a Draft	South America Divided Thesis Perspective Journal Entry	Climate Presentation Caste System Diagram Comic Strip	Dynasties Research Jigsaw Silk Road Map Great Wall DBQ Ancient-Modern China Timeline
Unit Assessments	Presentation: Colonial v. Independent Life	DBQ- Deforestation	Skit Script	Net-Zero Energy Classroom Design
District Assessments	i-Ready IAB #1: Read Literary Texts	i-Ready IAB #2: Research IAB #3: Read Informational Texts	Smarter Balanced Summative Assessment IAB #4: Speaking & Listening	i-Ready

