

SIXTH GRADE CURRICULUM MAP

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
Origins of Civilization (2 weeks) Introduction to Civilizations 8 Features of Civilizations History of the World SS skills (2 weeks)	How does geography shape people's lives?	Students understand that early humans used the environment to adapt, survive and improve their lives.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.6-8.IS.2. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.
			SS.6-8.G.4. Explain how humans and their environment affect one another.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	
			SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
	How do societies preserve order? Inquiry Quest: Are harsh punishments necessary for a safe society?	Students understand that geography, religion and culture influence the ways in which societies in different regions develop.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SS.6-8.IS.2. Ask essential and focused questions that consider multiple perspectives and will lead to independent research.
			SS.6-8.G.4. Explain how humans and their environment affect one another.	SS.6-8.IS.4.LC. Determine the value of sources by evaluating their relevance and intended use.

Civilizations of the Fertile Crescent (4 weeks)			SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.	SS.6-8.IS.5.LC. Appropriately cite all the sources that are used
			SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society.	
			SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
	What makes a great leader? Inquiry Quest: What do you need to learn to be a great pharaoh?	Students understand that Egyptian civilization had great leaders that used the environment to create a complex society whose influence spread all over the world.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	
			SS.6-8.G.4. Explain how humans and their environment affect one another.	

Ancient Egypt (4 weeks)			SS.6-8.G.10. Identify how cultural and environmental characteristics vary among regions of the world	
			SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.	
			SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	
			SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.	
			SS.6-8.H.2.MC. Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
	What makes a culture endure?	Students understand that the Indian cultural traditions created important thinkers and teachers, who founded schools of thought and religion, that still	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	

Civilizations of India (4 weeks)		endure today.	SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
Islamic World (4 weeks)	How do ideas grow and spread?	Students understand that the Islamic world, trade, travel, migration and conquest spread new ideas throughout Asia and beyond.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	
			SS.6-8.EC.8. Explain barriers to trade and how those barriers influence trade among nations.	
			SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.	
			SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader	

			historical contexts and identify the effects of events on groups of people who have been marginalized.	
			SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
Civilizations of China (5 weeks)	How do societies preserve order?	Students understand that the early civilizations of China depended on rivers to grow, thrive and to emerge as a great empire with a rich and complex history and culture.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	
			SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.	
			SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	
			SS.6-8.EC.8. Explain barriers to trade and how those barriers influence trade	

			among nations.	
			SS.6-8.H.1.LC. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups.	
			SS.6-8.H.1.MdC. Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized.	
			SS.6-8.H.2.MdC. Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
	What is the best form of government?	Students understand that the Ancient Greek Civilization established a powerful culture that still influences us today in areas such as drama, philosophy, art and government.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	
			SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.	

Ancient Greece (4 weeks)			SS.6-8.EC.1. Explain how economic decisions affect the well-being of individuals, businesses, and society.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	
			SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.	
			SS.6-8.CV.1.MdC. Describe and analyze the roles of political, civil, and economic organizations from a national to local scale in impacting multiple individuals and communities.	
			SS.6-8.CV.2.LC. Describe the origins and purposes and impact of governing documents and policies (e.g., U.S. Constitution, Illinois Constitution, laws, treaties, and international agreements) and synthesize their application and impacts on multiple groups of people with how they have changed over time.	
			SS.6-8.CV.5.LC. Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in	

			specific rules and laws.	
			SS.6-8.EC.4. Analyze the role of innovation and entrepreneurship in a market economy.	
			SS.6-8.EC.7. Explain why standards of living increase as productivity improves.	
			SS.6-8.H.3.LC. Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.	
			SS.6-8.H.4.LC. Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS
	What is the best form of government? What forces can cause a society to change?	Students understand that the Roman Republic developed a new type of government that had a strong influence on later governments and created one of the world's greatest civilizations.	SS.6-8.G.2. Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	
			SS.6-8.CV.3.LC. Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies.	
			SS.6-8.EC.1. Explain how economic decisions affect the	

Roman Republic and Roman Empire (4 weeks)			well-being of individuals, businesses, and society.	
			SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	
			SS.6-8.H.4.MC. Organize and critique applicable evidence to develop a coherent argument about the past.	
			SS.6-8.EC.4. Analyze the role of innovation and entrepreneurship in a market economy.	
			SS.6-8.EC.7. Explain why standards of living increase as productivity improves.	

UNIT NAME/LENGTH	ESSENTIAL QUESTION	BIG IDEA	STUDENTS WILL BE ABLE TO...	INQUIRY SKILLS	ILLINOIS INSTRUCTIONAL MANDATE
World Religions Investigation (1 week)	How have people of different faiths contributed to American society?	Students will understand the importance of the contributions of people of different faiths to American society.	SS.6-8.H.1.MC. Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events.	SS.6-8.IS.3. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.	The teaching of history shall include the contributions made to society by Americans of different faith practices, including, but not limited to, Native Americans, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America.

			SS 6-8.CV.3.MC. Explain how granting rights for individuals or communities does not reduce the ability of other individuals or communities to exercise the same rights and evaluate how efforts to maintain systems or initiate change within societies have worked for or against the benefit or oppression of multiple groups.	SS.6-8.IS.4.MC.Gather relevant information from credible sources and determine whether they support each other.	
				SS.6-8.IS.6.MC.: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.	