

D.C. Everest School District
6th Grade Social Studies Curriculum

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D.C. Everest School District

6th Grade Social Studies Curriculum Framework

Course Overview

<p>Course Big Ideas/Enduring Understandings</p> <ul style="list-style-type: none"> • Investigate ancient civilizations to learn about the past. • Transfer of knowledge and skills occurs from one civilization to another. • Geography influences the development of civilizations. • Religious philosophy influences decision-making. 		<p>Course Essential Questions</p> <ul style="list-style-type: none"> • How does the transfer of knowledge and skills help civilizations evolve? • How do artifacts allow us to learn from the past? • How does where we live influence how we live? • How do religious philosophies influence decision-making? 	
<p>Course Topics</p> <ol style="list-style-type: none"> 1. Early Humans and the Rise of Civilization 2. Ancient Egypt and the Near East 3. Ancient India 4. Ancient China 5. Ancient Greece 6. Ancient Rome 	<p>Skills</p> <ul style="list-style-type: none"> • Reading a timeline • Using text features • Comparing & Contrasting • Essay writing • Reading, interpreting and creating maps • Contributing to discussions • Researching • Researched based writing • Creation of performance tasks • Analyzing artifacts • Oral presentations 	<p>Eleven Learning Strategies</p> <ul style="list-style-type: none"> • Activation prior knowledge • Determining Importance • Synthesizing • Making predictions • Asking questions • Clarifying and Using Fix-up strategies • Making connections • Making inferences • Using text features • Creating mental images • Summarizing 	<p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment • Chapter assessments • Geography Challenges • Creation of maps • Unit performance tasks • Essays • Posters • Skits
<p>Thinking Like a Historian Skills</p> <ul style="list-style-type: none"> • Cause and Effect • Change and Continuity • Turning Points • Using the Past • Through Their Eyes 			<p>State Standards</p> <ul style="list-style-type: none"> • Refer to district website

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Social Studies Scope & Sequence

K – Me and My World

1 – My School and Family

2 – My Community

3 – Our Community and Beyond & Western Regions of the U.S.

4 – Wisconsin History & Central Regions of Our Country

5 – America’s Past : U.S. History through the Civil War & Eastern Regions of Our Country

6 – Ancient Civilizations

7 – World Studies

8 – United States History through Reconstruction

9 – American Institutions – American Government and Economics

10 – Global Studies

11 – 20th Century United States History

12 – Social Science (Psychology, Sociology, etc.)

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Social Studies Rationale

Social Studies includes the disciplines typically classified as belonging to the social and behavioral sciences as well as history, geography, law, economics, philosophy and the humanities. It also includes those topics which focus on social problems, issues and controversies.

A central goal of the social studies program is effective thinking and reasoning. It is important that students learn to conceptualize and connect ideas and knowledge with beliefs and civic participation. To do that, thinking and reasoning skills are learned through systematic practice throughout the social studies program.

Because students will take on diverse, lifelong roles as learners, friends, family members, consumers, workers, and citizens, the social studies program will provide appropriate and supportive instruction. Participatory experiences are therefore critical to social studies learning. It is important to realize that the goal of effective education for social studies participation and civic responsibility is shared with total school program, families, and the community.

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Social Studies Mission Statement

The first priority of social studies is to ensure our survival as a free nation through the development of enlightened citizens. To this end the mission of social studies education must be to instill in students an understanding of their cultural heritage and to provide them with a working knowledge of the economic, political and social factors that make up the human ecosystem in which we all must function.

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Unit 1 – Early Humans and the Rise of Civilization		Unit Big Ideas/Enduring Understandings
<p>Knowledge and Skills</p> <p>Identify five important hominids and their capabilities.</p> <ul style="list-style-type: none"> •Identify changes in the lives of people during the Neolithic and Paleolithic Age. •Describe the development of agricultural techniques in Mesopotamia. •Identify the seven characteristics of civilization. •Describe the major achievements of early empires. 		<ul style="list-style-type: none"> •Artifacts are the tools to understanding the past. •Hypothesis are based on evidence. •Social scientists investigate the past. •People adapt to their environment. •The following seven characteristics define a civilization: social structure, stable food supply, government, religion, technology, culture and writing. •Achievements strengthen or weaken empires.
<ul style="list-style-type: none"> •Reading a timeline •Reading/using text features •Comparing and contrasting •Essay writing 		Unit Essential Questions
Thinking Skills	Eleven Learning Strategies	<ul style="list-style-type: none"> •How do ancient artifacts reveal the beliefs and life styles of ancient civilizations? •How does evidence lead to a hypothesis? •What is the role of social scientists in the study of the past? •How do changes in technology influence people’s lives? •How does the natural environment influence the survival of early civilizations? •What evidence shows the characteristics of a civilization? •What is the impact of the achievements of each empire?
<ul style="list-style-type: none"> •Analyze information •Integrate information •Organize information 	<ul style="list-style-type: none"> •Determining Importance •Making predictions •Asking questions 	Assessment
		<ul style="list-style-type: none"> •Chapter assessments •Formative assessments •Essay – Whose life was better?
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Unit 2 – Ancient Egypt and the Near East

Knowledge and Skills

- Map key physical features of Egypt and the Near East.
- Identify major river systems, human settlements, and environmental factors of Egypt and the Near East.
- Identify three major periods of ancient Egyptian history.
- Explain major accomplishments of four Egyptian pharaohs.
- Explain the social pyramid of ancient Egypt and aspects of daily life.
- Analyze images that show the commercial, cultural, and political relationship between Egypt and Kush

- Read and interpret a specialty map.
- Contribute to discussion and build off of others’ ideas.
- Write for understanding of content.
- Read to research and create unit performance task.

Thinking Skills

- Gather information
- Analyze information
- Evaluate information
- Generate information
- Integrate information
- Organize information

Eleven Learning Strategies

- Synthesizing
- Making predictions
- Making connections
- Making inferences
- Using text features
- Summarizing

Unit Big Ideas/Enduring Understandings

- Topography, vegetation and water sources affect where people settle and how they live.
- Governments go through periods of stability and unrest. (Three periods of stability in Egypt).
- Societies are organized in different ways. (Egypt’s society was organized like a pyramid).
- Religious groups struggle to preserve their faith.

Unit Essential Questions

- In what ways do environmental factors influence daily life?
- How do periods of stability and unrest impact governments?
- How do social classes influence society?
- How do religious groups preserve their identity?

Assessment

- Geography Challenge
- Chapter assessments
- Letter about Egypt's monuments and pharaohs
- Unit Performance Task - Research project

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Unit 3 – Ancient India		Unit Big Ideas/Enduring Understandings
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> •Describe and map the founding and spread of Hinduism and Buddhism. •Locate eight physiographic features of the Indian subcontinent and explain their affects on the settlement of India. •Explain why Mohenjodaro is an important archeological site. •Describe Buddha’s basic teachings. •Interpret edicts and understand how it led to the spread of Buddhism. 		<ul style="list-style-type: none"> •Geography affects where people settle and how they live. •Artifacts help us to lean about the past. (Mohenjodaro) •Religions affect people’s lives in terms of what jobs they do, what they eat, and their social status.
<ul style="list-style-type: none"> •Map the founding and spread of Hinduism and Buddhism. •Investigate and analyze artifacts form Mohenjodaro. •Compare and contrast Hinduism and Buddhism. 		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> •How does geography affect where people settle and how they live? •What do artifacts teach us about the daily lives of people? •How does religion and its beliefs affect the lives of the people?
<p>Thinking Skills</p> <ul style="list-style-type: none"> •Analyze information •Evaluate information •Organize information 	<p>Eleven Learning Strategies</p> <ul style="list-style-type: none"> •Making predictions •Asking questions •Making inferences •Using text features 	<p>Assessment</p> <ul style="list-style-type: none"> •Chapter assessments •Unit performance task: India Book
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Unit 4 – Ancient China		<p>Unit Big Ideas/Enduring Understandings</p> <ul style="list-style-type: none"> •Geography affects where people settle and how they live. •Analyzing artifacts and evidence help people learn about the past. •The philosophies influence the decision-making of leaders. •Leaders influence the lives of their followers by unifying the government and culture. (Example: Emperor Qin) •Trade routes allow for the exchange of produces and ideas. (Example: Silk Road)
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> •Compare the five geographic regions of China and explain their importance related to China’s early settlement. •Describe the following three schools of thought: Legalism, Daoism, and Confucianism. •Explain the significance of the Silk Road in terms of the goods and ideas that were exchanged. •Analyze artifacts to understand key characteristics of a civilization. •Create a relief map of China. •Essay writing to support a thesis with examples – Was Emperor Qin an effective or ineffective ruler? 		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> •How do geographic/physical features influence the development of a region? •How do dynasties shape government and culture? •How does philosophy influence political leaders’ attempts to bring peace and order? •What makes an effective and ineffective ruler? •How has the exchange of ideas changed over the years?
<p>Thinking Skills</p> <ul style="list-style-type: none"> •Evaluate information •Integrate information 	<p>Eleven Learning Strategies</p> <ul style="list-style-type: none"> •Determining Importance •Making Connections •Making inferences •Using Text Features •Summarizing 	<p>Assessment</p> <ul style="list-style-type: none"> •Chapter assessments •China relief map •Essay – Was Emperor Qin an effective or ineffective ruler?
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Unit 5 – Ancient Greece		Unit Big Ideas/Enduring Understandings	
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> •State the key difference between direct democracy and representative democracy. •Explain the key concepts of the four forms of government. •Describe Athenian and Spartan government, economy, education, and treatment of women and slaves. •Explain the significance of the Persian Wars. •Describe the influences of the Greek culture which are present today. •Explain how Alexander the Great created a vast empire and spread Greek ideas. 		<ul style="list-style-type: none"> •The geography of an area affects human settlement. •City-states developed different forms of government. •Relationships between city-states change over time. •Wars can preserve or destroy independence. 	
<ul style="list-style-type: none"> •Compare and contrast life in Athens and Sparta •Analyze key battle strategies and results •Distinguish between the actions of Alexander to determine if he was a “villain” or a “hero”. 		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> •How does geographic/physical features influence the way people live? •What causes governments to change over time? •How did the relationship between city-states change over time? •What ancient cultural contributions are present today? •How have wars and/or conflict preserved independence? 	
<p>Thinking Skills</p> <ul style="list-style-type: none"> •Gather information •Analyze information •Evaluate information •Organize information 	<p>Eleven Learning Strategies</p> <ul style="list-style-type: none"> •Activation prior knowledge •Determining Importance •Making connections •Making inferences •Using text features •Summarizing 	<p>Assessment</p> <ul style="list-style-type: none"> •Chapter assessments •Portrayal of Alexander the Great as a villain or a hero (skits, essays, poster) •Unit Performance Task – Essay on the best form of government 	

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Unit 6 – Ancient Rome		Unit Big Ideas/Enduring Understandings
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> •Identify ways in which Roman civilization was influenced by Etruscan and Greek cultures. •Describe the differences between the patricians and the plebeians. •Explain how the plebeians’ struggles led to a new government. •Outline the four periods of expansion of the Roman Empire. •Describe daily life in Rome. 		<ul style="list-style-type: none"> •All societies are impacted by previous cultures. •Conflict leads to change. (Example: political, social, economic and religious) •Physical geography has a direct impact on political geography. •The development of the Roman Empire influenced the development of Western civilization.
<ul style="list-style-type: none"> •Reading to research for Rome Day unit project •Researched-based writing (Rome Day project) •Presentation of Rome Day project (visual, oral) 		Unit Essential Questions
<p>Thinking Skills</p> <ul style="list-style-type: none"> •Gather information •Analyze information •Evaluate information •Organize information 	<p>Eleven Learning Strategies</p> <ul style="list-style-type: none"> •Activation prior knowledge •Determining Importance •Asking questions •Making connections •Using text features •Summarizing 	<ul style="list-style-type: none"> •How did previous cultures influence Roman society? •How has conflict led to change in governments? •How does geography influence the development of culture? •In what ways do past cultures influence our lives today?
		Assessment
		<ul style="list-style-type: none"> •Chapter assessments •Research project (Rome Day) •Group presentations
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