

Curriculum Map Grade 6th Social Science

| Illinois Learning Standards and Time Intervals | COMMON CORE MAJOR CONTENT | LEARNING OBJECTIVES | INSTRUCTIONAL ACTIVITIES | ASSESSMENTS |
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| <p style="text-align: center;">Quarter 1 August/ September</p> <p>STATE GOAL 14: Understand political systems, with an emphasis on the United States</p> <p>A. Understand and explain basic principles of the United States government.</p> <p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p> <p>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</p> <p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>C. Understand election processes and responsibilities of citizens.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p> <p>14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</p> <p>E. Understand United States foreign</p> | <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Craft and Structure:CS-4</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CS:7.</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p> | <p>Introduction to Sixth Grade Social Studies</p> <p>Explain why we study Social Studies and expectations for the course</p> <p>Understand the themes and elements associated with the study of geography</p> <p>Explain how geography is studied using the Six Essential Elements of geography</p> <p>Define geography terms</p> <p>Distinguish between hemispheres (northern, southern, eastern, western)</p> <p>Define Prime Meridian, latitude, longitude, and absolute locations</p> <p>Explain the difference between maps and globes and their various uses</p> <p>Explain parts of maps (map key, scale, compass rose)</p> <p>Explain the difference among physical, political, and special purpose maps</p> | <p>Teach the textbook with the Scavenger Hunt</p> <p>Nonfiction Reading Strategies(i.e. Project CRISS Strategies)</p> <p>Geography Handbook activities</p> <p>Hands on map skills</p> <p>Give longitude and latitude coordinates to locate absolute location</p> <p>Practice writing directions using correct terminology</p> <p>Individual teacher activities that prepare</p> | <p>Pretest</p> <p>Creation of map</p> <p>Class Projects- individual, paired and small group</p> |

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| <p>policy as it relates to other nations and international issues. 14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology). <u>Patriotism</u> F. Understand the development of United States political ideas and traditions. 14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution. <u>October</u> <u>Early humans and first civilizations</u> 14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p> <p>Goal 17 STATE GOAL 18: Understand social systems, with an emphasis on the United States</p> <p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p> | <p>**CC.6.R.I.7 Integration of Knowledge and Ideas: <u>Integrate information presented in different media or formats</u></p> <p>Key Ideas and Details 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions CS:7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Key Ideas and Details</p> | <p>Interpret the difference among graphs, charts, and diagrams</p> <p>*Impact of September 11, 2001</p> <p>Explain how historians use climate, landforms, and human activities to understand how they shaped past events</p> <p>Demonstrate and apply basic tools of historical research</p> <p>Understand how and why historians organize time</p> <p>Reading a time line</p> <p>Apply geography to historical materials</p> <p>Analyze and evaluate historical materials</p> <p>How an historian researches to solve the mysteries from history</p> <p>Chapter 1: Reading skill: Preview by skimming</p> <p>Explain how early humans adapted to their environment</p> | <p>students for success in the Social Studies classroom</p> <p>Teacher Choice?</p> <p>Activities from Tools of the Historian</p> <p>Use a historical atlas to gather information</p> <p>Primary vs. Secondary Sources activities</p> <p>Writing about what you have learned</p> <p>Individual teacher activities that prepare students for success in the Social Studies classroom</p> <p>Complete Cause and Effect chart</p> <p>Graphic organizers to</p> | <p>Class Project</p> <p>Individual teacher assessment that prepare students for success in the Social Studies classroom</p> <p>Construct a Timeline</p> <p>Vocabulary activities</p> |

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| <p>18. B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p> <p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p> <p>18.C.3a Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</p> <p>18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.</p> <p>Goal 17 October</p> <p>Goal 17 Goal 18</p> | <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Craft and Structure CS:4 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make</p> | <p>Explain how learning to farm changed the way early people lived.</p> <p>Describe the development of the first major civilizations in Mesopotamia's river valley</p> <p>Explain how the invention of writing and other technological advances contributed to later people</p> <p>Explain how Sumerian city-states lost power to outsiders</p> <p>Compare and contrast Assyrian and Chaldean Empires</p> <p>Judge Hammurabi's Codes</p> <p>Describe the rise and fall of the Assyrian and Chaldean Empires</p> <p>Chapter 2: Practice reading skill of Prediction</p> <p>Explain 2 reasons Egyptians settled in the Nile Valley</p> <p>Describe how and why the Nile Valley was important</p> <p>Compare and contrast the power of the</p> | <p>organize information and demonstrate learning (i.e. Foldable to compare and contrast)</p> <p>Biography: King Hammurabi</p> <p>Decide which codes were fair or cruel</p> <p>Teacher activity</p> <p>Map activities</p> <p>Venn diagram</p> | <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p> <p>Vocabulary activities</p> <p>Map skills</p> |

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| <p><i>Goals 14-18 Egypt</i></p> <p>October</p> <p><i>Goal 14-18 The Ancient Israelites</i></p> | <p>logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>CCR.CS-4</p> <p>Speaking and Listening CC2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>pharaoh to the power of the president of the United States</p> <p>How are the Egyptians' beliefs concerning life and death similar and different from our own</p> <p>Describe the Egyptians' religious beliefs</p> <p>Explain when, why, and advance of Egypt's Golden Age</p> <p>Describe Egypt's territory during the Golden Age</p> <p>Compare and contrast Akhenaton's view of gods/goddesses to existing systems</p> <p>Analyze why the Egyptians empire fell</p> <p>Describe relationship between Egypt and the Nubians</p> <p>Analyze the effects of trade on the economy of Kush</p> <p>Chapter 3: Reading skill: Finding Main Idea</p> <p>Sequence information to help trace the movement of the Israelites</p> <p>Describe the Israelites beliefs and their</p> | <p>Teacher activities</p> <p>Biography: Hatshepsut</p> <p>Foldable</p> <p>Graphic organizer</p> <p>Sequence graphic organizer</p> <p>Primary Source:</p> | <p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p> <p>Vocabulary activities</p> |

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| <p>Ancient Israelites November</p> <p><i>Goals 14-18 Ancient Greece</i></p> | <p><u>Key Ideas and Details</u> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p><u>Craft and Structure CS:4</u> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p><u>CS:7.</u></p> | <p>early history</p> <p>Examine the conflict between the Israelites and Canaanites over the promised land</p> <p>Categorize characteristics of Israel and Judah</p> <p>Examine the king chosen by the Israelites chose to unite them against their enemies</p> <p>Examine how the Jews continued their religions during their exile in Babylon</p> <p>Investigate how religion shaped the Jewish way of life</p> <p>Examine how Jews were divided and the rebellions under Roman rule</p> <p>Chapter 4: Reading Skill: Making Connections</p> <p>Describe the influence of geography on the development of Greek City-States</p> <p>Compare/Contrast Minoan & Mycenaean</p> <p>Compare/Contrast Ancient Greek</p> | <p>Ten Commandments</p> <p>Biography: King David</p> <p>Biography: Ruth and Naomi</p> <p>Research Hanukkah</p> <p>Discuss kosher foods</p> <p>Graphic organizer for Summarizing</p> | <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p> <p>Vocabulary activities</p> |

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| <p><u>December</u></p> <p>Goal 14-18 Greek Civilization</p> | <p><u>Key Ideas and Details</u> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p><u>Craft and Structure CS:4</u> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>CS:7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> | <p>government and US government</p> <p>Compare/Contrast Athens & Sparta</p> <p>Describe Democracy</p> <p>Roles of Men & Women</p> <p>Chapter 5: Reading skill Context Clues</p> <p>Evaluate the role of gods and goddesses in the culture of Ancient Greece</p> <p>Analyze the difference between fables and myths</p> <p>Judge the influence of Greek drama, architecture and the arts in world today</p> <p>Categorize and organize information that Greek philosophers developed and be able to connect that information to today.</p> <p>Summarize the events taken by Alexander the Great to conquer the Persian Empire.</p> | <p>Summarizing Foldable</p> <p>Map Activities</p> <p>Organizing Information—Reading Strategy</p> <p>Context clues</p> <p>Teacher activity Graphic organizer</p> <p>Chart/Diagram Greek Philosophers</p> <p>Decide whether Alexander the Great was a villain or hero</p> <p>Draw Alexander’s Empire using a map</p> | <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test/Culture Project</p> |

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| <p>January Early India</p> | <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>CS-3. Identify key steps in a text's description of a process related to history/social studies</p> <p>Key Ideas and Details 1. Read closely to determine what the text</p> | <p>Evaluate the spread of Hellenistic culture</p> <p>Name the major discoveries in math and astronomy that Hellenistic scientists made.</p> <p>Chapter 6: Reading skill Building Vocabulary</p> <p>Analyze how the climate and geography influenced India's first civilizations</p> <p>Examine how new ideas and technology influenced the development if India</p> <p>Examine how the caste system created by the Aryans separated the Indians into groups</p> <p>Summarize major beliefs of Hinduism and Buddhism</p> <p>Examine how Buddhism appealed to people in India and other parts of Asia</p> <p>Compare and contrast Hinduism and Buddhism</p> <p>Explain how the Mauryan dynasty built India's first great empire</p> | <p>Create table of facts concerning math, scientist and philosophers</p> <p>Map skills</p> <p><i>Teacher activities on caste systems</i></p> <p>Make web to summarize the major beliefs of Hinduism and Buddhism</p> <p>Graphic organizer</p> <p>Teacher activities</p> | <p>Chapter projects</p> <p>Vocabulary activities</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p> |

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| <p>Goals 14-18 Early China</p> | <p>says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Craft and Structure CS:4 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CS:5. Describe how a text presents information (e.g. sequentially, comparatively, causally).</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual</p> | <p>Construct a chart to show that important contributions of the Mauryan and Gupta empires in literature, math, and science</p> <p>Chapter 7: Reading skill-Text structure: Headings and punctuation</p> <p>Show how China’s geography affected the development of civilization</p> <p>Explain how the Shang dynasty became powerful</p> <p>Describe the Mandate of Heaven</p> <p>Compare and contrast the Mandate of Heaven to our government</p> <p>Compare and contrast Confucianism, Legalism, and Daoism</p> <p>Explain how Qin Shi Huang Di unified and defended China</p> <p>Defend how Han “inventions” improved life in China</p> <p>Describe the effect the Silk Road had on China</p> | <p>Graphic organizer</p> <p>Map skills</p> <p>Teacher activities</p> <p>Summarize information</p> <p>Graphic organizer</p> | <p>Vocabulary activities</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test / Projects</p> |

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| <p>Goal 14-18 February <i>The Rise of Rome</i></p> | <p>evidence when writing or speaking to support conclusions drawn from the text</p> <p>Craft and Structure CS:4</p> <p>CS:7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Craft and Structure CS:4</p> | <p><i>Chapter 8: Reading skill-Note Taking</i></p> <p>Describe the role geography played in the development of Roman civilization.</p> <p>Summarize information on how the Etruscans affected the development of Rome.</p> <p>Explain the factors that shaped the Roman Republic.</p> <p>Compare/Contrast the government systems of the Republic of Rome and the Republic of the United States.</p> <p>Debate if Caesar was a reformer or dictator</p> <p>Describe the rise and fall of the Roman Republic</p> <p>Identify how the weakened Roman Empire became an empire</p> <p>Describe Augustus' new era of prosperity.</p> <p>Determine the factors that made the empire rich and prosperous.</p> | <p>Map skills</p> <p>Graphic Organizer to summarize the affect of the Etruscans on Rome</p> <p>Complete a cause-and-effect table of the Punic Wars.</p> <p>Describe the positives and the negatives of Caesar's reforms</p> <p>Timeline events</p> <p>Teacher activities</p> <p>Graphic organizer</p> <p>Use a T-chart to show</p> | <p>Vocabulary activities</p> <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test</p> <p>Chapter projects</p> |

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| <p><i>Goal 14-18 Roman Civilization</i></p> <p><u>March</u></p> | <p>CS:5</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Craft and Structure CS:4</p> <p>CS:7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Key Ideas and Details</p> | <p>Describe the expansion and contributions of the Roman Empire</p> <p><i>Chapter 9: Reading skill- Responding and Reflecting</i></p> <p>Identify the impact of the Greeks on Roman culture</p> <p>Explain importance of sports to Roman</p> <p>Compare and Contrast the lives of the rich and poor in Roman</p> <p>Chronicle the separation of Roman Empire</p> <p>Decide the legacy of Roman-include the achievements in government, law, language and the arts.</p> <p>Explain how the church and the government worked together in the Byzantine Empire</p> <p>African American Heritage Activities</p> <p><i>Chapter 10: Reading Skill-Sequence clues</i></p> | <p>contrast between the rich and poor in Rome.</p> <p>Create a diagram to show the events that led up to the fall of the Western Roman Empire Students will choose 3 influences and draw illustrations that will explain them.</p> <p>Teacher Activities</p> <p>Foldable</p> <p>Vocabulary</p> <p>Teacher activities</p> <p>map skills</p> | <p>Reading check</p> <p>Section quizzes</p> <p>Test/Chapter projects</p> |

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| <p><i>Goal 16, 17 & 18 The Rise of Christianit</i></p> <p><i>Goals 16, 17 & 18 Islamic Civilization</i></p> <p><i>Islamic Civilization</i></p> <p><i>April/May Goal 16, 17 & 18</i></p> | <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>CS: 4</p> <p>CS:7</p> <p>CS:10. Read and comprehend history/social studies texts</p> <p><u>Key Ideas and Details</u></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>CS-3. Identify key steps in a text’s description of a process related to history/social studies</p> | <p>Discuss the beginnings and spread of Christianity</p> <p>Describe how Jesus' life, teachings and death led to the birth of Christianity</p> <p>Explain how Christianity became the official religion of the Roman Empire</p> <p>Chapter 11 Reading Skill: Main Idea</p> <p>Explain how the religion of Islam began and grow</p> <p>Identify and the Five Pillars of Faith</p> <p>Discuss the importance of Muhammad</p> <p>Compare and contrast Islam, Christianity and Judaism</p> <p>Chapter 13: Reading skill- Making Comparisons</p> <p>Discuss the Holocaust as a national, ethnic, racial, or religious hatred that can overtake any nation or society, leading to deadly consequences.</p> | <p>Cause and Effect</p> <p>Foldable</p> <p>Teacher activities</p> <p>Compare and contrast the early lives Muhammad and Siddhartha</p> <p>Venn Diagram</p> <p>Teacher activities</p> <p>Graphic organizers</p> <p>Map skills</p> | <p>Vocabulary activities</p> <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test/Chapter projects</p> |

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| <p><i>Holocaust</i></p> <p><i>Medieval Africa Goal 14, 15, 16, 17, 18 (Taught with/during African American Heritage Month)</i></p> <p>Medieval Japan Goals 15, 16,17, 18</p> <p><i>Medieval Europe Goal 14-18</i></p> | <p>CS:4</p> <p>CS:7</p> <p>CS:10. Read and comprehend history/social studies texts</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>CS:4</p> <p>CS:7</p> <p>CS:10. Read and comprehend history/social studies texts</p> | <p>Explain how geography and trade shaped the growth of African civilizations in Africa south of the Sahara</p> <p>Identify trading patterns affect by geography</p> <p>Describe the governments and religions that influenced life in medieval Africa</p> <p>Discuss how the Bantu migrations shaped African cultures and how the African slave trade disrupted those cultures</p> <p>Decide which African influence can be found in today's American society</p> <p>Chap.14 Reading Skill: Graphic Organizers</p> <p>Describe the role of geography in the development of Japan.</p> <p>Discuss the rise and influence of shoguns and samurai in medieval Japan.</p> <p>Relate the impact of religion on Japan's culture.</p> <p>Chap. 15 Reading skill: Questioning</p> <p>Identify the changes in Europe</p> | <p>Create a chart on West African Empires</p> <p>Create chart organizing empires by regions</p> <p>Map skills</p> <p>Map skills</p> <p>List the achievements of</p> | <p>Vocabulary activities</p> <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test and Chapter projects</p> |

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| | <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>CS-3. Identify key steps in a text’s description of a process related to history/social studies</p> <p>CS:4</p> <p>CS:7</p> <p>CS:10. Read and comprehend history/social studies texts</p> | <p>after the fall of Rome</p> <p>List political changes in France and Russia</p> <p>Discuss the impact of geography on where and how medieval Europeans settled</p> <p>Explain the role of the Catholic Church</p> <p>Describe the political and social system of feudalism and the rise of towns</p> <p>Decide which had the greatest impact on society: The Black Plaque or the Crusades</p> <p>Compare Black Death in Asia to Europe Effect of The Hundred Years Wars (Time permitting)</p> | <p>Charlemagne</p> <p>Chart the cause and effect in society under the feudal system</p> <p>Create timeline of events</p> <p>Teacher activities</p> <p>Graphic Organizer</p> | <p>Vocabulary activities</p> <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> <p>Test and Chapter project</p> <p>Vocabulary activities</p> <p>Map skills</p> <p>Reading check</p> <p>Section quizzes</p> |

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WEBSITES

Geography:

<http://www.the-map-as-history.com/>