

CURRICULUM FRAMEWORK

CONTENT AREA: SOCIAL STUDIES

GRADE LEVEL/COURSE 6TH GRADE

What is to be taught	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>STANDARDS/BENCHMARKS</p> <p>1. Enduring understandings Derived from standards/expectations Answered through:</p> <p>2. Essential questions (<i>What should students understand by the end of a unit(s) in this time period?</i>)</p>	<p>Unit/Topic: Intro to Geography & Map Skills</p> <p><i>Students will understand:</i></p> <p>1.Where and how people live and work is influenced by the kind of land they live on.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>G1.1.a. understand tropic of Cancer & Capricorn and their significance G1.1.b. Understand essence of climate zones... G1.1.d. understand how a flat map represents a flat globe G2.1.a. compare physical characteristics of places using a variety of sources G2.1.b. compare human characteristics of place G2.1.c. examine & explain human impact on landscape and environment G3.2.b. understand how natural processes create & change land forms G3.2.c. define renewable and nonrenewable Earth's resources</p> <p>Answered through:</p> <p>Essential Question(s):</p> <p>1. How do the 5 themes of geography, location, place, human/environmental interaction movement, and regions, help explain what a place is and why?</p>	<p>Unit/Topic: Ancient Greece & Rome</p> <p><i>Students will understand:</i></p> <p>1.Greek and Romans ideas on democracy, art, architecture, drama, philosophy, literature and science helped define Western civilization. 2.Mythology leaves us with insight into Greek and Roman religion and their view of the world. 3.Classical and religious ideas spread, are revived and continue.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>H1.1 construct a time line highlighting key dates an events H2.3 interpret information from historical sources to understand events from varying perspectives H3.1 understand contributions of various cultures and peoples that have lived in, migrated, immigrated or were brought into Western civilization H4.1 identify & explain the consequences of scientific and technological changes H6.1 describe the different religious concepts that have developed throughout history H6.2 describe how societies have used art to express religious beliefs and philosophical ideas H6.3Explain how stories and myths, oral traditions reflect the beliefs of cultures and societies H5.1 describe how nations have pursued, established, and</p>	<p>Unit/Topic: The Middle Ages</p> <p><i>Students will understand:</i></p> <p>1. Because a strong central government no longer existed, Europe suffered a decline. 2. Religion had a huge influence on wars, politics and culture during the Middle Ages.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>H2.2 gather information from multiple sources to understand events from varying perspectives H2.3 interpret information from historical maps, art and other artifacts H3.1 understand contributions of various cultures and peoples that have lived in, migrated, immigrated or were brought into Western civilization H4.1 identify/explain technical changes weapons H4.2 explain how societies were linked by economic factors. H6.1 describe different religious concepts that have been developed throughout history</p> <p>Answered through:</p> <p>Essential Question(s):</p> <p>1. Why did government change Middle Ages? 2. Why did Christianity play such an important role in the lives of people?</p>	<p>Unit/Topic: The Early Modern World c. 1300-1600 Renaissance & Reformation</p> <p><i>Students will understand:</i></p> <p>1. People became less interested in the mysteries of heaven and more interested in the world around them. (humanism) 2. People began to question the authority of the Catholic Church leading to the Protestant Reformation.</p> <p><i>Derived from:</i></p> <p>Standards/Expectations:</p> <p>H2.2 gather information from multiple sources to understand events from varying perspectives H2.3 interpret information from historical maps, art and other artifacts H3.1 understand contributions of various cultures and peoples that have lived in, migrated, immigrated or were brought into Western civilization H4.1 identify/explain consequences of scientific and technical changes. H5. understand political institutions that have developed and changed over time. H6.2 Describe how societies have used various forms of art/theater to express religious beliefs and philosophical ideas</p> <p>Answered through:</p> <p>Essential Question(s):</p> <p>1. What caused people to become more interested in the</p>

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	<p>2. How have landforms, waterways, climate, and natural resources influenced history?</p> <p>Unit/Topic: Ancient River Valley Civilizations Students will understand:</p> <ol style="list-style-type: none"> 1. Land affects settlement so most civilizations began around river valleys. 2. People developed laws to control society. 3. People control their environment by developing technology. <p>Derived from: <i>Standards/Expectations:</i> H1.1 construct a time line highlighting key dates and events H3.1 understand contributions of various cultures and peoples that have lived in, migrated, immigrated or were brought into Western civilization H4.1 identify & explain the consequences of scientific and technological changes</p> <p>Answered through: Essential Question(s): 1. How did early civilizations originate and develop?</p>	<p>maintained democratic forms of government</p> <p>Answered through: Essential Question(s):</p> <ol style="list-style-type: none"> 1. How have the ideas of the ancient Greeks and Romans shaped our world and influenced us today? 2. If the Greeks and Romans were so influential in ancient history, what brought about their downfall? 3. What determines if something is “classical” and why do those ideas last? 4. Why did democracy originate and how did it evolve? 5. Why did religion originate? Did religion change society or society change religion? 		<p>world around them again?</p> <ol style="list-style-type: none"> 2. Why did the Protestant Reformation occur and what changes did it bring to Europe?
<p>CURRICULUM ALIGNMENT</p> <ol style="list-style-type: none"> 1. Key knowledge and skills 2. Materials 	<p>Unit/Topic: Intro to Geography & Map Skills Learned Through: Key Knowledge: Students will know</p> <ol style="list-style-type: none"> 1. How to find the relative and exact location of a place. (<i>i.e. longitude and latitude coordinates.</i>) 2. How to describe a place by its physical and human 	<p>Learned Through: Key Knowledge: Students will know</p> <ol style="list-style-type: none"> 1. How to list dates and events in chronological order on a time line. 2. The impact of religion on the people and the difference of polytheism and monotheism. 3. How people governed 	<p>Learned Through: Key Knowledge: Students will know</p> <ol style="list-style-type: none"> 1. Who invaded the declining Roman Empire and what impact they left upon society. 2. The classes of society as the feudal system developed and how it eventually evolved into monarchies. 3. The role the Catholic church 	<p>Learned Through: Key Knowledge: Students will know</p> <ol style="list-style-type: none"> 1. Why life was not so dreary as it had been in the Middle Ages and ways people began to be more interested in the world around them. 2. The Renaissance began in Italy due to the wealth of merchants who sponsored

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	<p>characteristics 3. People use, adapt to, or change their environment 4. Movement of people and things is important to the world by bringing new ideas to new locations has changed culture. 5. Information about the world can be divided. Or classified into regions (<i>i.e. physical features, religion, language, etc.</i>)</p> <p>Key Skills: Materials</p> <p>1. Construct a mercator map of specified design which will include: lines of lo and latitude, climate zones, landforms, waterways and features that effect climate (<i>i.e. nearness to bodies of water, elevation, etc.</i>) Consideration of where people would settle and why should be included.</p> <p>2. Write a report about their map with descriptive paragraphs showing cause and effect of features mentioned above.</p> <p>Unit/Topic: Ancient River Valley Civilizations Key knowledge:</p> <p>1. How to list dates and events in chronological order on a time line. 2. Where the river valley civilizations are in relation to the world. 3. What features around those valleys were important to the development of civilization and</p>	<p>themselves and the importance of the development of laws. 4.The different ways people adapted to and changed their land. (<i>i.e. the beginning of farming and irrigation.</i>) 5. The geographical features which shaped the development of the Greek and Roman civilization. 6. Understand the impact of independent city states on the development of democracy. 7.What direct democracy is and that it began in Ancient Greece. 8.What representative government is and that it began in Rome. 9.What kinds of cultural contributions were made in art, architecture, philosophy, drama, and science, and who some of the more famous contributors were (<i>i.e. Homer, Socrates, etc.</i>) 10. How the Roman empire spread and was maintained, and why democracy was replaced with a dictatorship 11. The reasons for the collapse of the empire and consequently the movement of the capital of the Roman Empire from Rome to Constantinople</p> <p>Key Skills:</p> <p>1. Construct a time line showing chronological order, important events of this time period and indicating knowledge of the concept of BC and AD. 2. Understand the basic needs of people everywhere. 3. Research and produce a book</p>	<p>played in the giving stability to the lives of the people in Western Europe and how it influenced politics. 4. Life on earth seemed dismal and the Church offered hope for a better life in heaven. 5. The cause and effects of the crusades, or holy wars which were fought to regain Jerusalem back from the Muslim’s. Connect with the conflict in modern day Middle East. 6. The great advancement of engineering in the building of great cathedrals throughout Europe. 7. Compare and contrast Romanesque and Gothic architecture. 8. As trade routes developed, trade grew and towns began to grow. Merchants gained new power and created a middle class in society which led to the decline of feudalism.</p> <p>Key Skills: Materials (This could be used in an interdisciplinary unit)</p> <p>1. Choose a topic from the middle ages and write a research paper. Design and create a project from that same topic at home. Display project at an open house. 2. Take a field trip to Denver to visit a cathedral or visit area churches to observe influence of Romanesque and Gothic architecture.</p>	<p>talented people to create great works of art. 3. Scholars showed a great interest in the ancient writing of the Greeks and Romans which had been preserved in Constantinople / Byzantium, so their ideas were “reborn”. 4. Art was more life-like and not always centered on a religious theme. 5. Famous artists and their work: Michalangelo, Leonard de Vinci, etc. 6. How the Renaissance ideas spread throughout Europe (<i>i.e. printing press</i>) 7. Why the unity of the Catholic Church was weakened and how Martin Luther called for the church to reform which led to the protestant Reformation. 8. The cause and effect of the English, the monarch, King Henry XIII, and his break from the Catholic Church. 10. Differences of religions led to wars.</p> <p>Key Skills:</p> <p>1. Identify an important historical figure in the Renaissance and research his or her contributions to society.</p> <ul style="list-style-type: none"> • Give a first person oral report on this person’s life and explain how this person’s contribution and how he or she impacts our lives today. • Make a “bottle buddy” using a sports drink bottle and a Styrofoam ball and other
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	<p>how they met their basic needs. 4. The impact of religion on the people and the difference of polytheism and monotheism. 5. How people governed themselves and the importance of the development of laws. 6. The different ways people adapted to and changed their land. (<i>i.e. the beginning of farming and irrigation.</i>)</p> <p>Key Skills:</p> <p>Materials:</p>	<p>on Egyptian terms. Words will be defined and illustrated. 4. Make direct connection between the ideas of Greek and Roman democracy to their own lives for example student council, club and organizations elections or perhaps participate in the actual adoption of some class rules. 5. Locate concrete examples of Greek and Roman cultural contributions in their own life. (<i>i.e. columns, sculpture, plays, Olympic activities, etc.</i>) 6. Compare and contrast a dictatorship versus democracy. 7. Interpret historical maps and understand the effect of various conquerors in Europe. 8. Identify and name ancient ruins in Greece and Roma. (<i>i.e. Parthenon, Forum, coliseum.</i>) 9. Research and gather information on Roman innovation, particularly engineering feats. (<i>i.e. aqueducts, roads, the dome and arch</i>)</p>		<p>craft items to make a representation of the character.</p>
<p>COMPETENCIES (What lifelong competencies can be integrated to help develop these? Literacy (reading, writing frameworks should be supported) Problem solving, communication, technology</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>	<p>Literacy Skills/ Strategies:</p>
<p>ASSESSMENT/EVIDENCE OF UNDERSTANDING 1. Performance tasks (High IQ) (note: High IQ performance tasks are summarized. Teachers may have to fill in specifics related to their class e.g. timelines, formats,</p>	<p>High IQ Performance Task 1. Create a continent. Draw a colored and labeled map with specific physical and political features (20). Write a 1-2 page descriptive report demonstrating cause and effect knowledge of</p>	<p>High IQ Performance Task 1. In groups, students, research, interpret and explain what one achievement of the Greeks is most important today and why? What impact has this achievement had on society</p>	<p>High IQ Performance Task 1. Students are to create a Middle Ages project. Students also prepare and write a research paper on the created project. The paper is to include how the chosen topic impacted society.</p>	<p>High IQ Performance Task 1. You have been chosen by Time Magazine to select the most important person from the Renaissance and reformation time period.. You are to write a first person report including</p>

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<p>specific products etc. High IQ also written to meet accreditation requirement of 40% of all culminating assessments are High IQ.)</p> <ol style="list-style-type: none"> Quizzes, tests, prompts Unprompted and student self-assessment 	<p>features of their continent: latitude and climate, effects of water currents, plate tectonic activity, erosion, location of cities and why, and how geography has impacted the culture.</p> <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> Vocabulary notes and drawings of geographic features Selected text readings Quizzes Essays on essential questions <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Class discussion and observations Weekly writing and adding to How would geography of the continent affect people and How would people impact land? 	<p>today? Students create a poster detailing why they picked this one achievement and how it impacts society. This poster is presented as an oral presentation for the class.</p> <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> Vocabulary quizzes Class notes Selected readings Comparison charts of democracy then and now Research on Greek contributions <p>1. Class discussion and observations</p> <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Class discussion and observations Weekly writings on where do they see and experience the lasting effects of the Ancient Greeks? 	<p>Why was it important then and how does it impact us today?</p> <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> Class notes Vocabulary quizzes Cause and effect charts of relationships of key events Assignment of selected reading materials <p>1. Class discussion and observations</p> <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Class discussion and observations Self-evaluation on project Daily journaling on what they have learned each day 	<p>things about this person” life and accomplishments and why this person was selected as person of the time period explaining their impact on society then and now. You will present this report orally and create a characterization of this person you want to display for the cover of time.</p> <p>Quizzes, tests, prompts</p> <ol style="list-style-type: none"> Quizzes on selected class notes Vocabulary quizzes Essay questions on essential questions Essay questions on do events create a person or does the person create the event? <p>Unprompted and student self-assessment</p> <ol style="list-style-type: none"> Class discussion and observations Self-evaluation on project
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