MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject   Social Studies

Grade   6

Title or Topics And Timeframe	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)
September	**6.1a** Maps can be used to represent varied climate zones, landforms, bodies of water, and resources **6.1b** The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. **6.1c** The physical environment influences human population distribution, land use, economic activities, and political connections. **6.1d** Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.	* use maps: show population density, land use, and resources in order to discern patterns in human settlement and economy * work with maps at a variety of scales, compare population density and land use, economic activity, and political connections * examine current political and environmental issues	* teacher-made tests and quizzes * formative assessment: groups research the geographic features of a region and share the info with the class
October	**6.2a** Humans that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment **6.2b** Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. **6.2c** The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to settle. **6.2d** Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points.	* explore the early human migration patterns, settlements, pastoral nomadic peoples as a culture type that existed throughout history * compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples and distinguish between the Paleolithic Age and Neolithic Age * determine if the Neolithic Revolution is a turning point in world history using various forms of evidence	* teacher-made tests and quizzes * writing assignment: nomad must decide whether to settle in a community or stay a nomad * essay: describe how humans modify and adapt their environment in order to survive
November/December	**6.3a** Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group. **6.3b** People in Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley developed civilizations which shared the following concepts: religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. **6.3c** These civilizations adapted to and modified their environment to meet the needs of their population. **6.3d** Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.	* explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus river valley), or one in East Asia (Yellow river valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations * explore how the civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter * compare and contrast the political and social structures of the selected river valley civilizations * examine the unique achievements and contributions of each civilization	* teacher-made tests and quizzes * journal entry: What is needed for a society to rise to become a civilization? * journal entry: Discuss the advantages and challenges of the environment on the rise of civilization. * DBQ: early river civilizations

Title or Topics (Unit organizing idea)	Concepts (understandings)	Skills (What students actually do)	Major Assessments (Tests, projects, etc.)
January	**6.4a** Civilizations developed belief systems and religions that have similar as well as different characteristics. **6.4c** Belief systems and religions often are used to unify groups of people and may affect social order and gender roles.	* study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism * identify similarities and differences across belief systems * explore the influence of various belief systems	* teacher-made tests and quizzes * chart: compare major characteristics of five major religions * R.A.F.T.: students will write from the point-of-view of a person from an assigned religion
February/March	**6.5a** Geographic factors influence the development of classical civilizations and their political structures. **6.5b** Political structures were developed to establish order, to create and enforce laws, and to enable decision making. **6.5c** A period of peace, prosperity, and cultural achievements may be indicative of a golden age.	* locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures * compare and contrast the similarities and differences of the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy * examine the similarities and differences in the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations * examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age * examine the cultural achievements of these civilizations and their influence on contemporary society	* teacher-made tests and quizzes * attribute chart: for each civilization (leader(s), role of citizens, government, length of rule, conflicts) with a follow-up discussion about political and social structures * What are the characteristics of a golden age? List the achievements of each culture that led to their golden age. * compare/contrast essay: include evidence that supports why each civilization reached their golden age - groups will be assigned one Chinese civilization and one Greco-Roman civilization
April/Mid-May	**6.6a** Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs. **6.6b** The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity. **6.6c** Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula. **6.6d** Religious competition and rivalry over economic and political control over the holy lands led to conflict such as the Crusades.	* examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority * examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor * examine how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures * examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic	* teacher-made tests and quizzes * cause/effect chart: What events led to the fall of the Roman Empire and how did these events contribute to the rise of the Byzantine Empire, the Islamic Caliphates, and Feudal Western Europe? * fact sheet: government structure, religious systems, economic foundations, and geographic territories of Byzantine Empire, the Islamic Caliphates, and Feudal Western Europe * Summative Assessment: What are they really fighting for? Show graphic representations that illustrate conflicts and viewpoints that led to the Crusades.

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Mid-May/June	**6.7a** The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes. **6.7b** The Mongol conquests in Eurasia fostered connections between the East and the West and the Mongols served as important agents of change and cultural diffusion. **6.7c** Civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.	* create maps that illustrate the Silk Roads, Indian Ocean, and the Trans-Saharan trade routes * examine how the location of resources helped determine the location of trade routes * study interregional travelers such as Marco Polo, and examine the impact of their travels * map the extent of the Mongol Empire at the height of its power * examine the methods used by the Mongols to enable them to rule over a diverse population noting how Mongol rule expanded trade * examine the spread of the Black Death (Bubonic Plague) as a result of trade and its impact on various regions * examine how various technologies affected trade and exchanges (ex: compass, gunpowder, and sails)	* teacher-made tests and quizzes * graphic organizer: Work in groups to use maps and other resources to lay out land and water trade routes from China to the Middle East. Use this information to identify the impact on economy and culture of each region. * Explorer RAFT: Collect information on explorers and their journeys, including why the person was willing to leave their home and what factors motivated the journey (political, social, and/or economic). Create an explorer's log documenting their travels. (Choose either Marco Polo, Mansa Musa, Zheng He, Ibn Battuta) * Graphic Organizer: What was the extent of the Mongol Empire and what modern-day nations were areas under the Mongol influence? * PowerPoint: Address how trade networks promoted cultural diffusion and brought change to the regions by the mid-15th century.