

# SAUSD History Social Science Grade 6 Ancient World History Curriculum Map 2016-2017

## Unit 1 Archeology and Early Man (3 Weeks)

Big Idea	Adaptation leads to cultural change.			
Essential Questions	<b>Is it important to adapt to the people and environment around us?</b> <ul style="list-style-type: none"> <li>What adaptations did nomadic people make to survive/thrive?</li> <li>How does climate affect the development of human civilizations?</li> <li>How does technology promote cultural development?</li> </ul>			
End of Unit Performance Task	Students will write an article describing the adaptations of human kind that led to cultural development. Students will cite evidence to support their assertions.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary source <b>RH 6-8.2</b> 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. <b>W 6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration <b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed <b>P. I: Pro.10</b> – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. <b>P.I: Pro.12</b> - Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.	<b>Primary and Secondary Sources:</b>  <b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart pgs. 1-45, 46-59  <i>Ancient Civilizations</i> , Prentice Hall, Text Structure: HT6-HT7  Primary Resource 596-597  Institute of Human Origin's Becoming Human Website <a href="http://www.becominghuman.org/">http://www.becominghuman.org/</a>	<b>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</b> 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. <b>Historical and Social Science Analysis Skills</b> <b>Chronological and Spatial Thinking</b> 1. Students explain how major events are related to one another in time 2. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. <b>Research, Evidence, and Point of View</b> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 5. Students detect the different historical points of view on historical events and determine the context in which the historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives). <b>Historical Interpretation</b> 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 5. Students recognize that interpretations of history are subject to change as new information is uncovered.	<b>Science:</b> Scientific Revolution

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## Unit 2 The Ancient Middle East: Mesopotamia (3 Weeks)

Big Idea	Civilizations create economic, religious and cultural structures to develop and flourish.			
Essential Questions	<b>What makes a group of people become considered a “civilization?”</b> <b>Why do societies need laws?</b> <ul style="list-style-type: none"> <li>How did geography encourage the rise of civilization in Mesopotamia?</li> <li>How did religion explain natural events and affect the social order in Sumer?</li> <li>How did new inventions help the Sumerians form a civilization in Mesopotamia?</li> <li>Was Hammurabi’s Code just?</li> </ul>			
End of Unit Performance Task	Students will write an argumentative essay using evidence from primary resources (DBQ Project Binder) - Hammurabi’s Code: Was it just?			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH 6-8.2</b> 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.</p> <p><b>RH 6-8.4</b> 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><b>W 6-8.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>W 6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>SL 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>P.I: C.1</b> Exchanging information and ideas with others through oral collaboration</p> <p><b>P.I: C.2</b> Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p><b>P. I: Int.6</b> Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.11</b> Justifying own arguments and evaluating others’ arguments in writing.</p>	<p><b>Primary and Secondary Sources:</b></p> <p><b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart pgs.60-86</p> <p>Additional text within the textbook pgs.87-91</p> <p><i>Ancient Civilizations</i>, Prentice Hall Primary and Secondary Source: HT2, Map Skills: HT12 – HT13</p> <p>District Common Core Unit</p> <p>DBQ Project Binder “Hammurabi’s Code: Was it just?”</p>	<p><b>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia.</b></p> <ol style="list-style-type: none"> <li>1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</li> <li>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</li> <li>3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</li> <li>4. Know the significance of Hammurabi’s Code.</li> </ol> <p><b>Historical and Social Science Analysis Skills</b></p> <p><b>Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>2. Students construct various time lines of key events, people, and periods of the historical era they are studying.</li> <li>3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</li> </ol> <p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>4. Students recognize the role of chance, oversight, and error in history.</li> </ol>	<p><b>Math:</b> Ancient Sumerians created the first number system for accounting of items.</p>

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## Unit 3 The Ancient Middle East: Egypt and Kush (3 Weeks)

Big Idea	Civilizations rely on the development of economic, religious and cultural structures			
Essential Questions	<p>How important is religion in our lives?</p> <ul style="list-style-type: none"> <li>How did religious and social structures promote cultural identity?</li> <li>How did Egyptian farming techniques impact their economic structure?</li> <li>How did polytheism shape their religious beliefs and social structure?</li> </ul>			
End of Unit Performance Task	Present an analysis of the two ancient civilizations illustrating the structures that allowed them to prosper.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH 6-8.2</b> 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.</p> <p><b>RH 6-8.4</b> 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><b>W 6-8.2</b> Write informative /explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>W 6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>P.I: C.1</b> Exchanging information and ideas with others through oral collaboration</p> <p><b>P.I: C.2</b> Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p><b>P. I: Int.6</b> Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.9</b> Expression information and ideas in formal oral presentations on academic topics.</p>	<p><b>Primary and Secondary Sources:</b></p> <p><b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart pgs. 110-115, 118-123</p> <p>Additional text within the textbook pgs. 95-99, 116-117</p> <p><i>Ancient Civilizations</i>, Prentice Hall Timelines and Tables: HT20-HT21</p> <p>Primary Resource 598-599</p> <p>DBQ Project Binder “How did the Nile shape ancient Egypt?”</p>	<p><b>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Egypt, and Kush.</b></p> <p>5. Discuss the main features of Egyptian art and architecture.</p> <p>6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.</p> <p>7. Understand the significance of Queen Hatshepsut and Ramses the Great.</p> <p>8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.</p> <p>9. Trace the evolution of language and its written forms.</p> <p><b>Historical and Social Science Analysis Skills</b></p> <p><b>Chronological and Spatial Thinking</b></p> <p>2. Students construct various time lines of key events, people, and periods of the historical era they are studying.</p> <p>3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p><b>Historical Interpretation</b></p> <p>4. Students recognize the role of chance, oversight, and error in history.</p>	<p><b>Science:</b> Students focus on the beginning of technology and experimentation. Can connect to the scientific process.</p>

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## Unit 4 Ancient Hebrews (4 Weeks)

Big Idea	Belief systems/religions affect social structures.			
Essential Questions	<b>Should religion influence laws?</b> <ul style="list-style-type: none"> <li>How does religion influence laws?</li> <li>What is the relationship between religion and perceptions of moral/ethical human behavior?</li> <li>How do the actions of religious leaders establish order?</li> <li>How was religion and order sustained through continued geographic movement of ancient Hebrew people?</li> </ul>			
End of Unit Performance Task	Students write an informative text clarifying the role religion played in Ancient Hebrews' lives. The text will incorporate narrative accounts.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH 6-8.2</b> 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.</p> <p><b>RH 6-8.4</b> 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><b>W 6-8.2</b> Write informative /explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>W 6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL 6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P.I: Pro.12</b> – Selecting and applying varied and precise vocabulary to convey ideas</p> <p><b>P.II: CCL.6</b> – Connecting ideas</p> <p><b>P.II: CCL.7</b> – Condensing ideas</p>	<p><b>Primary and Secondary Sources:</b></p> <p><b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart pgs. 132 – Monotheism definition, 138-149 Additional text within the textbook, pgs. 131, 133-137, 150-151.</p> <p><i>Ancient Civilizations</i>, Prentice Hall Chart Skills: HT23</p> <p>Primary Resource 600-601</p>	<p><b>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</b></p> <ol style="list-style-type: none"> <li>Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.</li> <li>Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.</li> <li>Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.</li> <li>Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.</li> <li>Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.</li> </ol> <p><b>Historical and Social Science Analysis Skills Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>Students frame questions that can be answered by historical study and research.</li> </ol> <p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</li> </ol>	<p><b>Real World Connection:</b> Student connection to Judaism which is still a current religion today.</p>

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## Unit 5 India (3 Weeks)

Big Idea	Societies are in a constant state of flux.			
Essential Questions	<b>Does conflict allow for change?</b> <ul style="list-style-type: none"> <li>How does culture remain constant while other changes occur?</li> <li>How do changes of power permit religion and politics to change?</li> <li>How do people spread beliefs and ideas?</li> </ul>			
End of Unit Performance Task	Students will write an argumentative text clarifying how aspects of ancient Indian civilization remained constant while other structures changed. Students will cite evidence to support reasoning.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH 6-8.2</b> 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.</p> <p><b>RH 6-8.4</b> 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><b>W 6-8.1</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>W 6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P. I: Pro.10</b> – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p><b>P.I: Pro.12</b> – Selecting and applying varied and precise vocabulary to convey ideas</p> <p><b>P.II: CCL.6</b> – Connecting ideas</p> <p><b>P.II: CCL.7</b> – Condensing ideas</p>	<p><b>Primary and Secondary Sources:</b></p> <p><b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart pgs.166-183, 196-201, 223-227, 244-259, Additional text within the textbook: 184-194, 202-222, 260</p> <p><i>Ancient Civilizations</i>, Prentice Hall 5 Themes of Geography: HT11</p> <p>Primary Resource 602-603</p> <p>DBQ Project Binder “Asoka: Ruthless Conqueror or Enlightened Ruler?”</p>	<p><b>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</b></p> <ol style="list-style-type: none"> <li>Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.</li> <li>Discuss the significance of the Aryan invasions.</li> <li>Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.</li> <li>Outline the social structure of the caste system.</li> <li>Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.</li> <li>Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.</li> <li>Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).</li> </ol> <p><b>Historical and Social Science Analysis Skills</b></p> <p><b>Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</li> </ol> <p><b>Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</li> </ol> <p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</li> <li>Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</li> </ol>	<p><b>Math:</b> Origins of the decimal system</p>

## Unit 6 China (5 Weeks)

## SAUSD History Social Science Grade 6 Ancient World History Curriculum Map 2016-2017

Big Idea	Power is the ability to influence.			
Essential Questions	<b>Is power only held by people in powerful positions?</b> <ul style="list-style-type: none"> <li>What causes a person to have power?</li> <li>What does it mean to have power?</li> <li>How does power influence societies?</li> <li>How do powerful people or ideas influence societies?</li> <li>How do economies promote power?</li> </ul>			
End of Unit Performance Task	Students will research China's current ability to influence (the world) and write an academic summary of their findings (citing evidence).			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH 6-8.2</b> 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.</p> <p><b>RH 6-8.4</b> 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><b>W 6-8.2</b> Write informative /explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>W 6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p><b>P.I: Pro.10</b> – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p>	<p><b>Primary and Secondary Sources:</b></p> <p><b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart. pgs. 274-291, 326-345</p> <p>Additional text within the textbook: 291-325</p> <p>Primary Resource 604-605</p> <p>DBQ Project Binder “The Great Wall of China: Did the benefits outweigh the costs?” and “The Silk Road: Recording the Journey”</p>	<p><b>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</b></p> <ol style="list-style-type: none"> <li>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</li> <li>2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</li> <li>3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</li> <li>4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</li> <li>5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</li> <li>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</li> <li>7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.</li> <li>8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.</li> </ol> <p><b>Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>2. Students distinguish fact from opinion in historical narratives and stories.</li> <li>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</li> </ol> <p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</li> </ol>	<p><b>Science:</b> Creation of the seismograph and the study of earthquakes</p>

# SAUSD History Social Science Grade 6 Ancient World History Curriculum Map 2016-2017

## Unit 7 Greece (5 Weeks)

Big Idea	One culture can have a great influence on other cultures.			
Essential Questions	<b>Why does one person have more influence on others than another person?</b> <ul style="list-style-type: none"> <li>What geographical features influenced the development of Greek culture?</li> <li>What role did social structures play in Grecian daily life?</li> <li>What role did Greek Mythology play in daily life?</li> <li>How did Greek society further the development of other fields of study? (E.g. Architecture, Math, Science, Philosophy, etc.)</li> </ul>			
End of Unit Performance Task	Students will research one aspect of Greek mythology or Greek literature that continues to permeate our culture today and present findings to peers.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH 6-8.2</b> 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.</p> <p><b>RH 6-8.4</b> 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><b>W 6-8.2</b> Write informative /explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>W 6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>P.I: C.1</b> – Exchanging information and ideas with others through oral collaboration</p> <p><b>P. I: Int.6</b> – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p><b>P.I: Pro.12</b> – Selecting and applying varied and precise vocabulary to convey ideas</p> <p><b>P.II: CCI.6</b> – Connecting ideas</p> <p><b>P.II: CCI.7</b> – Condensing ideas</p>	<p><b>Primary and Secondary Sources:</b></p> <p><b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart. pgs. 358-368, 388-394, 400-402, 414-419, 431-432, 461-464</p> <p>Additional text within the textbook: 369-387, 395-399, 403-413, 420-430, 442-460</p> <p>DBQ Project Binder “Citizenship in Athens and Rome: Which was the better system?”</p>	<p><b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</b></p> <ol style="list-style-type: none"> <li>Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</li> <li>Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles’ Funeral Oration).</li> <li>State the key differences between Athenian, or direct democracy and representative democracy.</li> <li>Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s Iliad and Odyssey, and from Aesop’s Fables.</li> <li>Outline the founding, expansion, and political organization of the Persian Empire.</li> <li>Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</li> <li>Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.</li> <li>Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</li> </ol> <p><b>Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</li> </ol> <p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>Students recognize the role of chance, oversight, and error in history.</li> <li>Students recognize that interpretations of history are subject to change as new information is uncovered.</li> </ol>	<p><b>ELA:</b> Study of Greek Mythology and the theme and characters in the stories.</p>

# SAUSD History Social Science Grade 6 Ancient World History Curriculum Map 2016-2017

## Unit 8 Rome (6 Weeks)

Big Idea	Growth and power influence change			
Essential Questions	<b>How does growth and power influence change?</b> <ul style="list-style-type: none"> <li>What geographical features helped allow this civilization to grow/thrive?</li> <li>How did Rome's political structure affect its empire?</li> <li>How did this civilization utilize commerce and trade to build their economy?</li> <li>What effect did Rome's social structure have on the empire?</li> <li>What are the enduring contributions from this civilization's existence?</li> </ul>			
End of Unit Performance Task	Students will write an informational essay on three of the ancient Roman enduring contributions that have contributed to our society. (District Common Core Unit)			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p><b>RH 6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH 6-8.2</b> 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.</p> <p><b>RH 6-8.4</b> 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><b>W 6-8.2</b> Write informative /explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>W 6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>SL 6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL 6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL 6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>P.I: C.2</b> – Interacting with others in written English in various forms</p> <p><b>P.I: C.3</b> - Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</p> <p><b>P.I. C.4</b> – Adapting language choices to various contexts</p> <p><b>P.I. Int.5</b> – Listening actively to spoken English in a range of social and academic contexts.</p> <p><b>P.I: Pro.10</b> – Writing literary and informational texts to present, describe, and explain ideas and information using technology</p> <p><b>P.II: SCT.2</b> – Understanding cohesion</p> <p><b>P.II: EEL.5</b> – Modifying to add details</p> <p><b>P.II: CCI.6</b> – Connecting ideas</p> <p><b>P.II: CCI.7</b> – Condensing ideas</p>	<p><b>Primary and Secondary Sources:</b></p> <p><b>Textbook:</b> Prentice Hall <i>Ancient Civilizations</i> California: Student Edition 2006 by Pearson Education, Inc., Diane Hart pgs. 493-497, 512-523, 552-553, 578-584 Additional text within the textbook: 476-492, 524-529, 538-551, 562-577</p> <p>District Common Core Unit</p> <p>DBQ Project Binder</p>	<p><b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b></p> <ol style="list-style-type: none"> <li>Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.</li> <li>Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</li> <li>Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.</li> <li>Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</li> <li>Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.</li> <li>Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).</li> <li>Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</li> <li>Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</li> </ol> <p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</li> </ol>	<p><b>ELA:</b> Latin roots and poems</p> <p><b>English:</b> <i>Diary of Anne Frank</i>; <i>Night</i> by Elie Wiesel</p>