

6th grade Social Studies (World History) Curriculum Map

Some of the strategies used here, along with other ideas, can be seen on a video or are described here:
<http://jhatjr.wikispaces.com/Strategies>

Time Frame	Utah State Core Standard	Expected Student Outcome (Objective)	Essential Academic Vocabulary	Summative Assessments These assessments should only be done AFTER instruction from teachers.	Instructional Learning Activities
<p>It is suggested that teachers begin with the world situation today, teaching students how to understand current events and then continue current event discussions on an ongoing basis throughout the year.</p> <p>Provide a transition/bridge from current day to beginning the study of world history with ancient civilizations. As instruction is</p>	<p>Standard 4</p> <p>Students will understand current global issues and their rights and responsibilities in the interconnected world.</p>	<p>I can talk about major world events of the 20th century that affect the world today.</p>	<p>environment pollution political turmoil poverty famine child labor conservation</p>	<p><i>Note: These assessment ideas are ONLY SUGGESTIONS and teachers may design their own assessments.</i></p> <p>After spending some time researching and printing photos in computer lab, students will complete a simple poster on one of the time periods included in this standard including: “During this event or period, who was the President of the US and the leader(s) of</p>	<p>a. Identify key events, ideas, and leaders of the 20th century (World War I, World War II, the Cold War, the Korean and Vietnamese conflicts, dynamic Asian economics).</p> <p>b. Describe the impact of these events on the world today.</p>

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<p>given throughout the year, tie in current events to past events and periods of history.</p>				<p>the opposing country or countries. Give a short description on what the conflict was about. Write a short statement on the outcome of this conflict or time period”.</p> <p>Students will then do a gallery walk, viewing the different posters and filling out a graphic organizer on each of these events.</p> <p>After students have investigated these events, the teacher should conduct a discussion on how each has affected the world today.</p>	

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		I can explain current global issues facing the modern world and <i>identify potential solutions.</i>		<p>Students will complete a simple table showing world leaders, the countries they head, and one issue the country is facing or contributing to.</p> <p>Choose one issue facing the world today and brainstorm answers, writing solutions for the problem on the board. Divide students into small groups or partners and have them decide what the best solution might be.</p> <p>Share the answers discussing the viability of the solutions.</p>	<p>a. Investigate pressing issues facing the world today.</p> <p>b. Identify potential solutions to pressing issues.</p> <p>c. Identify individuals and groups making positive changes in the world today and support these choices with evidence.</p>

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				<p>Continue this practice throughout the year as various events occur. The teacher direction and logic will play a big part in students learning to suggest viable solutions.</p> <p>These organizations are trying to help groups in the world. Teachers might use information from the following organizations' websites: CARE United Nations UNICEF Heifer International The Asia Society International Red Cross Doctors Without Borders</p>	

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		I can describe human rights and responsibilities in the world		<p>Students will write a short piece on what they feel is the most important right for all humans and why. They should back up their opinion with facts.</p> <p>As part of this unit, have a discussion on what sixth graders can do to make a difference in the world related to human rights. If time allows, act on one of the suggestions.</p>	<p>a. Identify rights considered essential for all humans.</p> <p>b. Propose steps individual students can take to protect these rights (support for sister schools, energy and resource conservation, letter writing, career choices, fundraising efforts).</p>
<i>Transition from current events in world today to ancient civilizations.</i>					
	Standard 1 Students will understand how ancient civilizations developed and how they	I can explain why and how physical geography affected the development of early civilizations	ancient decline customs mosque synagogue temples sacred architecture	Students will do a map of the ancient civilizations (Mesopotamia, China, Egypt, India, and Greece) and write one sentence about why the	<p>c. Identify the major physical features of the regions where ancient civilizations flourished.</p> <p>b. Describe how these features influenced the</p>

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	contributed to the current state of the world.		empire innovations technologies irrigation philosophy drama literature social class vocation gender role	civilization developed where it did based on geography.	success or decline of the civilizations. c. Compare maps of these ancient civilizations to current political maps and make inferences about the continuing effect of physical geography on cultural development.
		I can describe how religion has played a central role in human history from ancient times to today.		Each student will choose one concept from one world religion and write and show, with an example, how it affected human history at any point in history.	a. Explore the importance of religion in the cultural expression of ancient civilizations (customs, art, creation stories, and architecture of sacred spaces). b. Identify key tenets of the major world religions

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					(must teach Buddhism, Christianity, Hinduism, Islam, Judaism). c. Analyze how religious ideas influence current issues.
		I can explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.		Each student will write a short piece (one paragraph) telling how an ancient attribute of governance has affected a modern government.	a. Identify forms of government within these civilizations. b. Compare those forms to existing systems of governance in today's world.
		I can describe how the earliest civilizations created technologies and systems to meet community and personal needs.		Students will draw pictures of 3 or 4 technologies that ancient civilizations used to meet their needs.	a. Identify innovations in manmade structures over time (irrigation, roads, building materials) and their influence on meeting needs.

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					<p>b. Examine the evolution and importance of writing.</p> <p>c. Identify cultural expressions that reflect these systems (architecture, art, medicine, philosophy, drama, literature).</p> <p>d. Compare social classes, vocations, and gender roles within ancient civilizations.</p>
	<p>Standard 2</p> <p>Students will understand the transformation of cultures during the Middle Ages, the Renaissance, and</p>	<p>I can explain how physical geography affects economic and cultural expansion.</p>	<p>international trade cultural exchange Renaissance Middle Ages merchant feudalism manor city-state</p>	<p>Students will make a list of 4 physical geographical landmarks and how they impacted economic and cultural expansion.</p>	<p>a. Identify natural resources and physical features that affected expansion.</p> <p>b. Describe the development of</p>

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	the impact of this transformation on modern times.		Magna Carta Moveable type literacy		international trade via the desert, sea, and land and the resultant cultural exchanges between Asia, the Middle East, and Europe (the Silk Road).
		I can tell about the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.		Students will choose one example of the impact religion had on Middle Age or Renaissance art, government, architecture, education, or family structure. They will include the impact it had and evidence to show this.	<p>a. Explain the influence of religion on cultural expression (the arts, architecture, government, education, family structure).</p> <p>b. Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world (the Crusades, periods of peaceful</p>

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					coexistence, and periods of conflict).
		I can tell how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.		<p>Students will describe in a short writing assignment why people in the Middle Ages wanted to live in the feudal system.</p> <p>They will include an answer to this question: "How did people living in the feudal system eventually have more say in the way they lived their lives?"</p>	<p>a. Examine relationships between significant events and ideas and their influence on systems of government (rise of the merchant class, the Magna Carta, the impact of the Black Death, Germanic tribes, feudalism, manors, city-states).</p> <p>b. Compare individual rights of people in the United States today with the rights of selected groups in the Middle Ages and the Renaissance (serfs, nobility, merchant class)</p>

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		I can explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.		Students will make a list of some important results (including examples) that came about during the Renaissance.	<p>a. Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (moveable type, telescope, microscope).</p> <p>b. Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (Machiavelli, Michelangelo, Leonardo da Vinci, Shakespeare).</p>
	Standard 3 Students will understand how	I can explain the processes of revolution	revolution rebellion Reformation social	Students will create a visual that shows the process or steps	a. Examine social, religious, and economic issues

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	revolutions have had an impact on the modern world.		religious economic industrial political outcome impact medical global	that lead to a revolution.	that may lead to revolution. b. Identify and compare how revolutions develop in multiple areas of human life (scientific, agricultural, industrial, political, and medical).
		I can tell about the impact of selected revolutions.		Students will create a short PowerPoint (using 3 or 4 slides, or a poster) that shows one historical revolution. They must include: 1. Why the revolution occurred (events that led to it) 2. Who the leaders of the revolution were.	a. Identify representative people from selected revolutions (Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, Anton Van Leeuwenhoek). b. Examine the outcomes of selected revolutions (the Scientific and Industrial

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				3. The main events/ outcome of the revolution. 4. The impact on the world of this revolution.	revolutions, the Reformation, and the French Revolution).