

**Portales Municipal Schools**  
**Social Studies Curriculum Map-2010**  
**Grade   6**

| <b>ESSENTIAL QUESTIONS: How does studying ancient cultures affect our lives today?</b>  |  |   |   |  |   |
|---|--|---|---|--|---|
| <b>STRAND:</b><br>Early Civilization & Cultures   |  | <b>BENCHMARK:</b> 1-A Explore and explain how people and events have influenced the development of New Mexico up to the present day.<br>1-C Compare & contrast major historical eras, events and figures from ancient civilizations to the age of explorations.<br>1-D Research historical events and people from a variety of perspectives.<br>2-A analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues. |   |  |   |
| <b>STANDARD: History (This is repeated throughout the year.) Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</b> |  |   |   |  |   |
|   | <b>PERFORMANCE STANDARD</b>  | <b>CONCEPTS/SKILLS</b><br>Rise of Civilization  | <b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>   | <b>ASSESSMENTS</b>   | <b>STUDENT MATERIALS AND RESOURCES</b>  |
| 1<br>s<br>t<br>9<br>W<br>e<br>e<br>k<br>S   | (IA)-Describe the relationship among ancient civilization of (e.g. scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico.<br>(IC)-1: Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations.<br><b>(ID)-3</b> use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.<br><b>(2A)-1</b> Identify the location of places using latitude and longitude.<br><b>(2B)-1</b> Explain how places change due to human activity.<br><b>(2B)-3</b> Identify a region by its formal, functional, or perceived characteristics.<br><b>(2C)</b> Compare and contrast the influences of man-made and natural environments upon ancient civilizations.<br><b>(2D)</b> -Describe how physical processes shape the environmental patterns of air, land, water, plants, & animals. | <p><b>Early Human Life (R)</b></p> <ul style="list-style-type: none"> <li>The student describes what is known through archaeological studies of early cultural development of mankind from the Paleolithic Era to the Geography of the Fertile Crescent.</li> <li>The student analyzes the geographic, political, economic, religious, and social structure of the early civilizations of:</li> </ul> <p><b>Ancient Mesopotamia (I)</b></p> <p><b>Hammurabi (I)</b></p> <p><b>Egypt/Nubia (R)</b></p>   | <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>Describe how historians and archaeologists use artifacts to study the past and what can we learn about a culture through its art form? (Draw a Clovis point arrowhead &amp;/or other Stone Age tools.)</li> <li>Students demonstrate how to use a map to explain what information makes human migration unique and different.</li> <li>Explain and locate on a map where one of the first civilizations, The Fertile Crescent, arose.</li> <li>Discuss the significance of the code of Hammurabi, and write a letter to the Babylonian king examining the class system.</li> <li>List the ways the Nile was both beneficial and disastrous to the Egyptian civilization and trace the route of the Nile River.</li> <li>Design mummy cases for an Egyptian king and create a flow chart showing the steps of the mummification process.</li> </ul> | <ul style="list-style-type: none"> <li>Individual representative drawing/ project</li> <li>Open-ended questioning activity</li> <li>Mud brick project.</li> <li>Letter to Hammurabi</li> <li>Map skills</li> <li>Mummification rubric</li> </ul> | <ul style="list-style-type: none"> <li><a href="http://www.socialstudiesforkids.com/articles/archaeology/whatsadig.htm">http://www.socialstudiesforkids.com/articles/archaeology/whatsadig.htm</a></li> <li><a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a>.<br/><i>Click on Atlas</i></li> <li><a href="http://es038.k12.sd.us/hieroglyphic_activity.htm">http://es038.k12.sd.us/hieroglyphic_activity.htm</a></li> <li><a href="http://www.pbs.org/wgbh/nova/egypt/resources.html">http://www.pbs.org/wgbh/nova/egypt/resources.html</a></li> <li><a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a>.<br/><i>Click on Meet the People</i></li> </ul> |

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| <b>ESSENTIAL QUESTIONS: How does studying ancient cultures affect our lives today?</b>  |   |  |  |                    |  |
| <b>STRAND:</b><br>Early Civilization & Cultures   |   | <b>BENCHMARK:</b> 2-B explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.<br>2-C Understand how human behavior impacts manmade and natural environments, recognize past and presents results and predict potential changes.<br>2-D Explain how physical processes shape the earth's surface patterns and biosystems.<br>2-E Explain how economic, political, cultural and social process interact to shape patterns of human populations and their interdependence, cooperation and conflict.<br>4-C Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuations in today's world. |  |                    |  |
| <b>STANDARD: History (This is repeated throughout the year.)</b> Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. |   |  |  |                    |  |
|   | <b>PERFORMANCE STANDARD</b>   | <b>CONCEPTS/SKILLS</b><br>Rise of Civilization   | <b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How</b> | <b>ASSESSMENTS</b> | <b>STUDENT MATERIALS AND RESOURCES</b> |
| 1<br>s<br>t<br>9<br>W<br>e<br>e<br>k<br>s   | (2E)-1 Explain how human migration impacts place societies, and civilizations.<br>(2E)2-Describe, locate, and compare different settlement patterns throughout the world.<br>(2E)-3 Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.<br>(4C)-1 Compare & contrast the trade patterns of early civilizations.<br>(4C)-2Analyze the impact of the Neolithic agricultural revolution on mankind, & the impact technological changes in the bronze age and iron age |  |  |                    |  |

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| <b>ESSENTIAL QUESTIONS: How does interaction among cultures spread ideas and inventions?</b>   |   |  |  |   |   |
|--|---|--|--|---|---|
| <b>STRAND:</b><br>Spread of Civilization   |   | <b>BENCHMARK:1-C World: Compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration.</b><br>1-D Skills: Research historical events and people from a variety of perspectives.<br>2-C Understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes.  |  |   |   |
| <b>STANDARD: Geography (This is repeated throughout the year.)</b> Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. |   |  |  |   |   |
|  | <b>PEFORMANCE STANDARD</b>  | <b>CONCEPTS/SKILLS</b><br>Growth & Change  | <b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>  | <b>ASSESSMENTS</b>  | <b>STUDENT MATERIALS AND RESOURCES</b>  |
| 2<br>n<br>d<br>9<br>W<br>e<br>e<br>k<br>s  | <p>(IC)-3: Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China.</p> <p>(IC)-5 Compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations.</p> <p>(ID)-1 Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions.</p> <p>(ID)-3 use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.</p> <p>(2C) Compare and contrast the influences of man-made and natural environments upon ancient civilizations.</p> <p>(3A)-1 Describe the concept of democracy as developed by the Greeks and compare the evolution.</p> | <ul style="list-style-type: none"> <li>● <b>Ancient China (R)</b> <ol style="list-style-type: none"> <li>1. Geography</li> <li>2. China's Past               <ol style="list-style-type: none"> <li>a) Dynasties</li> </ol> </li> <li>3. Religion &amp; Philosophy</li> </ol> </li> <li>● <b>Ancient Greece (R)</b> <ol style="list-style-type: none"> <li>1. Geography</li> <li>2. Greek City-States               <ol style="list-style-type: none"> <li>a)Greek Mythology</li> </ol> </li> <li>3. Golden Age of Athens</li> <li>4. Alexander the Great</li> </ol> </li> <li>● <b>Ancient Rome (R)</b> <ol style="list-style-type: none"> <li>1. Rome's Beginnings               <ol style="list-style-type: none"> <li>a)Aqueducts</li> <li>b)Mt. Vesuvius/Pompeii</li> </ol> </li> <li>2. Roman Republic               <ol style="list-style-type: none"> <li>a)Hannibal/Punic Wars</li> </ol> </li> <li>3. Roman Empire               <ol style="list-style-type: none"> <li>a)Pax Romana</li> <li>b)Entertainment/Gladiator</li> </ol> </li> <li>3. Rise and Fall</li> </ol> </li> </ul> | <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● Students will depict the Chinese Culture by creating postcards with written messages to classmates.</li> <li>● State what role geography played in the growth of ancient Greek civilization and create a Cause/Effect chart showing the economic effect.</li> <li>● Complete a teacher generated chart comparing the different rights and privileges of the Athenian population.</li> <li>● Define <i>republic</i>, and create an event summary showing how the powerful Roman republic's conquests created major problems between patricians and plebians.</li> <li>● Create a paper-plate picture frame illustrating Roman aqueducts, Mt. Vesuvius, Pompeii, or other ancient Roman artifacts and write a newscast for the day that Mr. Vesuvius erupted near Pompeii.</li> <li>● Roman Scutum (shield)</li> </ul> | <ul style="list-style-type: none"> <li>● Graphic organizer rubric for completed assignment</li> <li>● Cause/Effect chart</li> <li>● Teacher generated chart (reference p. 54 TGM)</li> <li>● Event summary graphic organizer</li> <li>● Solve a Problem graphic organizer</li> <li>● Finished shield project</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="http://www.odci.gov">www.odci.gov</a></li> <li>● <a href="http://emuseum.mankato.msus.edu">emuseum.mankato.msus.edu</a></li> <li>● Teacher generated chart</li> <li>● <a href="http://library.thinkquest.org">library.thinkquest.org</a></li> <li>● <i>History Pockets</i> Ancient Rome Portfolio project book</li> </ul> |

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|--|--|--|---|--------------------|--|
| <b>ESSENTIAL QUESTIONS: How does interaction among cultures spread ideas and inventions?</b>   |  |  |   |                    |  |
| <b>STRAND:</b><br>Spread of Civilization   |  | <b>BENCHMARK: 3-A Demonstrate understanding of the structure, function and powers of government (local, state, tribal and national)</b><br>3-C compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government.<br>3-D Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries. |   |                    |  |
| <b>STANDARD: Geography (This is repeated throughout the year.)</b> Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. |  |  |   |                    |  |
|  | <b>PEFORMANCE STANDARD</b>   | <b>CONCEPTS/SKILLS</b><br>Growth & Change  | <b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> | <b>ASSESSMENTS</b> | <b>STUDENT MATERIALS AND RESOURCES</b> |
| 2<br>n<br>d<br>9<br>W<br>e<br>e<br>k<br>s  | (3A)-2 Describe the concepts of republic as developed by the Romans and compare to other republican governments.<br>(3C)-1 Explain how Greek and Roman societies expanded and advanced the role of citizen.<br>(3C)-2 Identify historical origins of democratic forms of government.<br>(3D) Understand that the nature of citizenship varies among societies. |  |   |                    |  |

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| <b>ESSENTIAL QUESTIONS: How does trade connect peoples, cultures, and ideas?</b>   |  |  |   |   |
|--|--|--|---|---|
| <b>STRAND:</b><br>Medieval Europe & The Renaissance  |  | <b>Benchmark: 1-D Skills: Research historical events and people from a variety of perspectives.</b><br><b>2-C Understands how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes.</b><br><b>3-A Demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national).</b>  |   |   |
| <b>STANDARD: Government and Civics (This is repeated throughout the year.) Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</b>   |  |  |   |   |
| <b>PERFORMANCE STANDARD</b>  | <b>CONCEPTS/SKILLS</b><br>Crusade, Trade, & Plague   | <b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>  | <b>ASSESSMENTS</b>  | <b>STUDENT MATERIALS AND RESOURCES</b>  |
| <p>3<br/>r<br/>d<br/><br/>9<br/>W<br/>e<br/>e<br/>k<br/>S</p> <p><b>(ID)-2</b> Identify different points of view about an issue or topic.</p> <p><b>(ID)-3</b> use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.</p> <p>(2C) Compare and contrast the influences of man-made and natural environments upon ancient civilizations.</p> <p>(3A)-1 Describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world;</p> | <ul style="list-style-type: none"> <li>● <b>Middle Ages (R)</b> <ol style="list-style-type: none"> <li>1. Geography</li> <li>2. Rulers and Invaders</li> <li>3. Life in the Middle Ages</li> <li>4. Crusades, Trade, and the Plague</li> </ol> </li> <li>● <b>Renaissance (R)</b> <ol style="list-style-type: none"> <li>1. The Awakening</li> <li>2. Art in the Renaissance</li> <li>3. Revolution in Science &amp; Inventions</li> <li>4. Church reform</li> <li>5. Trade Routes &amp; Conquest</li> </ol> </li> <li>● <b>Age of Exploration (R)</b> <ol style="list-style-type: none"> <li>1. The Industrial Revolution               <ol style="list-style-type: none"> <li>a) Inventions</li> </ol> </li> </ol> </li> </ul> | <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify the contributions of significant individuals during the Middle Ages and list some of the major trade goods that traveled over trade routes.</li> <li>● Explain the roles of serfs in feudalism and summarize the content of the text by providing a written statement of the most important ideas.</li> <li>● Explain what a bubonic plague is and how it affects humans by creating a poster forewarning students to stay away from our pretend classroom city.</li> <li>● Create a separate note card for: art, science, technology, &amp; religion listing contributions or changes that occurred during the Renaissance.</li> <li>● Produce an illustrated timeline poster displaying major inventions and label how these inventions caused changes in the way people worked and lived.</li> </ul> | <ul style="list-style-type: none"> <li>● List of trade goods and name of trade routes traveled</li> <li>● Feudalism pyramid and written activity</li> <li>● Teacher generated rubric</li> <li>● Teacher generated (student) self-assessment checklist</li> <li>● Graphic organizer rubric for completed assignment</li> </ul> | <ul style="list-style-type: none"> <li>● <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a></li> <li>● World Map</li> <li>● Plague poster examples and teacher generated graphic organizer rubric for completed assignment</li> <li>● <a href="http://www.learner.org">www.learner.org</a></li> </ul> |



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| <b>ESSENTIAL QUESTIONS: Why was much of the twentieth century a time of war and change?</b>  |  |  |   |                    |  |
| <b>STRAND: A World in Opposition</b>   |  | <b>BENCHMARK: 3-D Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries.</b><br><b>4-A Explain and describe how individual, households, businesses, governments and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (economic as well as intrinsic).</b><br><b>4-B Explain how economics systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services.</b> |   |                    |  |
| <b>STANDARD: Economics (This is repeated throughout the year.) Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</b> |  |  |   |                    |  |
|  | <b>PERFORMANCE STANDARD</b>  | <b>CONCEPTS/SKILLS</b>   | <b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> | <b>ASSESSMENTS</b> | <b>STUDENT MATERIALS AND RESOURCES</b> |
| 4<br>t<br>h<br><br>9<br><br>w<br>e<br>e<br>k<br>s  | (4B)-2 Explain how different economic systems affect the allocation of resources.<br><br>(4B)-3 Understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs). |  | <b>The student will be able to:</b>                                   |                    |  |