

APPENDIX V – 131



2016-17 TUSD CURRICULUM MAP: 6th grade SOCIAL STUDIES

Social Studies: Grade 6, Quarter 1	Topic: Foundations / Systems
<p>* Themes:</p> <p>Culture</p> <ul style="list-style-type: none"> • Culture unifies states through laws, language, literature, religion, myths, and monumental art. <p>Interaction with environment</p> <ul style="list-style-type: none"> • Human migration out of Africa caused the adaptation of technology and culture to new regions. <p>Politics and Power</p> <ul style="list-style-type: none"> • Neolithic Revolution brings great changes to humanity and allows for the first civilizations and political systems to develop. 	
<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does geography affect human settlement? • How and why do cities develop? • What is civilization? • How do changes in technology affect a culture? 	<p><u>ANTI-BIAS FRAMEWORK ANCHOR STANDARDS:</u></p> <p>JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p>JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p>AC.9-12.16 – I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.</p>
Content Standards	Literacy Skills
<ul style="list-style-type: none"> • S1C2 1, 2, 3, 4, 5 • Concept 2: Early Civilizations (SSMS-S1C2) • PO 1. Describe the characteristics of hunting and gathering societies in the Americas. • PO 2. Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies. • PO 3. Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam: <ul style="list-style-type: none"> a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment • PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures: <ul style="list-style-type: none"> a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment • PO 5. Describe the Mayan, Aztec, and Incan/Inkan civilizations: <ul style="list-style-type: none"> a. location, agriculture, housing, and trade networks b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts) c. how these cultures adapted to and altered their environment 	<p><u>Reading Standards for Literacy</u></p> <p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.2. 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>6-8.RH.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. 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>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p><u>Writing Standards for Literacy</u></p> <p>6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6-8.WHST.5. With some guidance and support from peers and adults, develop and strengthen</p>

2016-17 TUSD CURRICULUM MAP: 6th grade SOCIAL STUDIES

<ul style="list-style-type: none"> • S2C2 1, 2, 3 Early Civilizations (SSMS-S2C2) • PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages. • PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: <ul style="list-style-type: none"> a. farming methods b. domestication of animals c. division of labor d. geographic factors • Connect with: Strand 4 Concept 2, 4,6/Strand 5 Concept 1: <ul style="list-style-type: none"> PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: <ul style="list-style-type: none"> a. Tigris and Euphrates – Mesopotamia b. Nile – Egypt c. Huang He - China d. Indus- India 	<p>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>6-8.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>6-8.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Possible Activities and Readings	Possible Performance Assessments
<ul style="list-style-type: none"> • Early peoples migration map from Africa to Eurasia. • Examine the diets from a global range of Ancient societies and create a menu for a restaurant and then compare them. • Case study: city of Ur. • River Valley advertising campaign: students will create posters advertising that their early civilization is the one to visit. • Illustrate ways that the Mayans, Aztecs and/or Incans adapted to and altered their environment. • Illustrate vocab: Paleolithic Age, Neolithic Age, Hohokam, Mayan -Incan, Tigris River, Euphrates River, Nile River, Huang He River, Indus River <p><u>Readings:</u> Instructional Resources: Journey Across Time – Glencoe</p> <ul style="list-style-type: none"> • Chapter 1 Section 1, 2, 3; Chapter 2 Section 1; Chapter 4 Section 1; Chapter 6 Section 1, Chapter 7 Section 1; Chapter 16 Section 1, 2, 3 • Literary short story websites for Reading Focus project. • La Linea – Ann Jaramillo • Making it Home – Beverly Naidoo 	<ul style="list-style-type: none"> • <u>Write an expository essay:</u> Analyze the impact of geography has on agriculture, customs, politics, economy, family life, and culture. • <u>Socratic Seminar:</u> Discuss the impact of geography has on agriculture, customs, politics, economy, family life, and culture. • <u>Comparative Essay:</u> Compare the culture and societies of Early River Civilizations students have the option of Mayan, Incan, Mesopotamian, Egyptian, Indus, Huang He River Valley. • Analytic timeline tracking the development of human civilization. Hunters and foragers to early cities. • <u>Philosophical Chairs:</u> Pro’s and Cons of Neolithic Revolution. Students will discuss the positives and negatives of the Neolithic Revolution and the changes it brought to society, culture, politics and the environment. <p>Summative Assessment: Research Essay: How did the following factors play a role in the development of Egypt, India, Mesopotamia, and China: Farming methods, culture, domestication of animals, division of labor, geography? Students are to choose one civilization.</p>

* Priority Standard ** Anti-Bias Framework <http://perspectives.tolerance.org/?q=node/494>

2016-17 TUSD CURRICULUM MAP: 6th grade SOCIAL STUDIES

<p>Social Studies: Grade 6, Quarter 2</p>	<p>Topic: Development of Civilizations: Government, Religion & Science</p>
<p>* Themes:</p> <p>Interaction with environment</p> <ul style="list-style-type: none"> Growth of cities and towns create more complex human systems and technologies. <p>Politics and Power</p> <ul style="list-style-type: none"> Culture evolves to unify states through laws, language, literature, religion, myths, and monumental art/architecture. 	<p>Ideas, Beliefs, and Culture</p> <ul style="list-style-type: none"> Foundations and development of religions in Africa, Asia, Americas and Europe Culture unifies states through laws, language, literature, religion, myths, and monumental art/architecture.
<p><u>ESSENTIAL QUESTIONS:</u></p> <ul style="list-style-type: none"> How did the expansion of trade lead to the growth of cities and towns? How have developments in early culture, philosophy, government, society, and religion impact the modern world? What is a citizen? What rights and responsibilities does a citizen have? How does the development of culture affect laws, language, literature, religion and identity? 	<p><u>ANTI-BIAS FRAMEWORK ANCHOR STANDARDS:</u></p> <ul style="list-style-type: none"> JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them. JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society. JU.9-12.13 – I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. AC.9-12.16- I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias. AC.9-12.17 - I take responsibility for standing up to exclusion, prejudice and injustice. AC.9-12.18 - I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
<p>Content Standards</p>	<p>Literacy Skills</p>
<p>S3C3 PO1: Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.</p> <p>S2C2: PO 5: Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p> <ol style="list-style-type: none"> Sumeria, India (i.e., polytheism) Egypt (i.e., belief in an afterlife) China (i.e., ancestor worship) Middle East (i.e., monotheism) <p>PO 7: Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p>	<p><u>Reading Standards for Literacy</u></p> <p>6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>6-8.RH.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.</p>

2016-17 TUSD CURRICULUM MAP: 6th grade SOCIAL STUDIES

<p>a. democracy b. republics/ empires Connect with: Strand 3 Concept 5</p> <p>PO 8. Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.</p> <p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:</p> <p>a. Greece and Greek empires (i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)</p> <p>b. Rome (i.e., Julius Caesar, Augustus)</p> <p>c. China (i.e., Qin Shi Huan Di, Confucius)</p> <p>d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)</p> <p>PO 10. Describe the transition from the Roman Empire to the Byzantine Empire:</p> <p>a. “decline and fall” of the Roman Empire</p> <p>b. Empire split in eastern and western regions</p> <p>c. capital moved to Byzantium/ Constantinople</p> <p>d. Germanic invasions</p>	<p><u>Writing Standards for Literacy</u></p> <p>_6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>6-8.WHST.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
Possible Activities and Readings	Possible Performance Assessments
<ul style="list-style-type: none"> Map the spread of Buddhism, Christianity, and Islam. Analyzing and comparing religious art using OPTIC. Houses of Faith field trip. Comic book, showing achievements of the Greeks. Persian Wars Graphic novel. Maps for the expansion of Rome. Map the different ethnic groups that make up the Roman Empire. Chinese philosopher smack-down: students will argue quotes on rule and government from a Confucian, Legalist and Daoist perspective. Create a comparative poster of major forms of government or religion and their attributes with contributing maps. 	<ul style="list-style-type: none"> <u>Cause and effect</u>: Create a cause and effect chart of the Fall of Rome. Followed by a writing where students determine and argue the main causes of the fall of Rome. <u>Socratic Seminar</u>: Contributions of the Greeks and Romans, what does it mean to be a citizen? <u>Compare/Contrast essay</u>: Compare the religious traditions of Egypt to China. <u>Western Roman Empire vs Byzantines</u>: Compare/contrast the two halves of the Roman Empire and their cultural and societal differences. Class will be split in two and each half will research and turn their half of the classroom into their empire. <u>Socratic Seminar</u>: Greek philosophy. Students will read excerpts from Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles and discuss which philosophy felt most relevant to them. <p>Summative Assessment: Religion Research project: Students will be assigned a major world religion, and then tasked to create a presentation on their beliefs, and background. They will then have to write a research paper on their findings.</p>

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2016-17 TUSD CURRICULUM MAP: 6th grade SOCIAL STUDIES

<p>Social Studies: Grade 6, Quarter 3</p>	<p>Topic: World in Transition</p>
<p>* Themes:</p> <p>Interaction with Environment</p> <ul style="list-style-type: none"> Trade routes create empires and foster the movement of people, culture, and technology. <p>Politics and Power</p> <ul style="list-style-type: none"> As new empires were created the relationship between religion and politics continued to develop. New empires began to rise to prominence due to trade routes and resources. 	<p>Ideas, Beliefs, and Culture</p> <ul style="list-style-type: none"> The relationship between religion and politics began to solidify. Increased competition and conflict caused civilizations to become more complex and identities to strengthen.
<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How did the relationship between the Catholic Church and politics change in the West and Eastern Europe? How did trade influence the spread of religions, technology, and culture? How did the trade routes create empires in Africa? 	<p>ANTI-BIAS FRAMEWORK ANCHOR STANDARDS:</p> <p>JU.9-12.11 - I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</p> <p>JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society.</p> <p>AC.9-12.17 - I take responsibility for standing up to exclusion, prejudice and injustice.</p> <p>AC.9-12.18 - I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.</p> <p>AC.9-12.19 - I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.</p>
<p style="text-align: center;">Content Standards</p>	<p style="text-align: center;">Literacy Skills</p>
<p>PO 10. Describe the transition from the Roman Empire to the Byzantine Empire:</p> <p>A. "decline and fall" of the Roman Empire</p> <p>b. Empire split in eastern and western regions</p> <p>c. capital moved to Byzantium/ Constantinople</p> <p>d. Germanic invasions</p> <p> Connect with: Strand 4 Concept 2</p> <p>PO 2. Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai:</p> <p>a. Islamic influences</p> <p>b. mining of gold and salt</p> <p>c. centers of commerce</p> <p> Connect with: Strand 5 Concept 1</p> <p>PO 3. Describe the culture and way of life of the Arab Empire:</p>	<p><u>Reading Standards for Literacy</u></p> <p>6-8.RH.2. 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>6-8.RH.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.4. 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>6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and/or causally).</p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Standards for Literacy</u></p> <p>6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

2016-17 TUSD CURRICULUM MAP: 6th grade SOCIAL STUDIES

<p>a. Islam (i.e., Mohammad, Mecca) b. extensive trade and banking network c. interest in science (i.e., medicine, astronomy) d. translation and preservation of Greek and Roman literature Connect with: Strand 5 Concept 1 PO 4. Describe the Catholic Church’s role in the following activities during the Middle Ages: a. Crusades b. inquisition c. education d. government e. spread of Christianity. PO 6. Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.</p>	<p>6-8.WHST.5. 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. 6-8.WHST.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. 6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research. 6-8.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Possible Activities and Readings	Possible Performance Assessments
<ul style="list-style-type: none"> Map the global spread of Islam from 700-present. Afro-Eurasian Trade Simulation. Write a recruitment brochure for the Crusades. Include reasons why the Crusades would appeal to people. Create a travel advertisement for Mali, Ghana, Songhai, and Constantinople. Create a business pamphlet for a business on the Silk Road, Indian Ocean Trade and Trans-Saharan trade routes. Black Death Movie Poster: Students create a movie poster treating the Black Death as a movie event. Daily life in the Arab Empires (Abbasid Caliphate): Students will be given a role in the Abbasid Caliphate (merchant, woman, slave, dhimmi, caliph, scholar, etc) and have to research it and create a journal entry from that perspective. Students will then participate in a café simulation as their person. 	<ul style="list-style-type: none"> Compare/Contrast Essay: Byzantine Empire and the Abbasid Caliphates Persuasive Essay: Students take the role of a knight recruiting another noble to go on Crusade. Track the journey of Ibn Battuta: Students will map the journey of Ibn Battuta and read primary sources from his travels. http://ibnbattuta.berkeley.edu/ African Empires Research Project: students will be grouped and assigned an African Empire (Mali, Ghana, Songhai) and they will have to create an advertising campaign of their accomplishments, culture, politics, technology, economy and compete for a visit from Ibn Battuta. Trade goods research: students will be given a trade good from the Indian Ocean/Trans-Saharan/Silk Road. They will have to map where it is found during the time, where it was commonly traded to, what it was used for, its economic impact and political impact. <p>Summative Assessment: After the Afro-Eurasian trade simulation students will write a Compare/Contrast essay: Silk Roads vs Trans-Sahara trade vs Indian Ocean Trade. They will use primary source documents to support their arguments.</p>

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