

## 6<sup>th</sup> Grade Curriculum Map

### Michelle Decker

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	NOTES
Geography and Mapping skills <b>(September)</b>	<ul style="list-style-type: none"> <li>Political, physical, special purpose maps</li> <li>Elements found on a map</li> <li>Map projections</li> <li>How to use a map</li> <li>Cartography</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Recall Vocabulary- legends, keys, compass rose, scale, title</li> <li>Apply knowledge to create maps</li> <li>use a compass to determine map directions</li> <li>Draw a scale to represent dimensions from a 3-D area to a 2-D map</li> </ul>	<ul style="list-style-type: none"> <li>PIAB- Project In A Bag</li> <li>Rubric style project grading</li> <li>Student lead assessment</li> <li>Vocabulary quiz</li> </ul>	<ul style="list-style-type: none"> <li>This is a take home project.</li> <li>Some aspects of the unit are working in groups to determine the characteristics of different maps</li> <li><i>Essential question:</i> How do maps help us understand the world around us?</li> </ul>
	<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>6<sup>th</sup> grade Geographical Reasoning and map reading</li> <li>Skill building to scaffold for 6 grade standards - 6.1 6.2, 6.3, 6.5, 6.7</li> <li>CCSS 7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</li> </ul>			
Pre-history, Evolution <b>(September)</b>	<ul style="list-style-type: none"> <li><b>The beginnings of human society</b></li> <li><b>Evolution</b></li> <li><b>Archaeology</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use artifacts to determine time periods (Neolithic, Paleolithic, Mesolithic)</li> <li>Compare the differences in early humans (Australopithecus) and modern humans.</li> </ul>	<ul style="list-style-type: none"> <li>Artifact lab-groups</li> <li>Vocabulary quiz</li> <li>Informal discussion on topics</li> <li>Unit test (open book)</li> </ul>	<ul style="list-style-type: none"> <li>This is approximately a 3 week unit</li> <li><i>Essential questions:</i> How did physical geography and climate affect the development and growth and societies around the world?</li> </ul>

	<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• Gathering, Interpreting and using evidence</li> <li>• 6.2 a Human populations</li> <li>• 6.2b Early people in the Eastern Hemisphere</li> <li>• 6.2c The Neolithic Revolution (technology, agriculture, domestication of animals and plants)</li> <li>• 6.2d Historians use archeological evidence</li> </ul>			
Mesopotamia (October)	<ul style="list-style-type: none"> <li>• <b>The Fertile Crescent</b></li> <li>• <b>Geographical setting of the Middle East</b></li> <li>• <b>Time (years, decades, centuries, Millennia)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read and comprehend</li> <li>• Explore two river system societies and compare and contrast</li> <li>• Examine the relationships between civilizations that have had to adapt and modify their environment to meet their basic needs of food, clothing and shelter.</li> </ul>	<ul style="list-style-type: none"> <li>• Map quiz</li> <li>• Graphic organizers with group work</li> <li>• Vocabulary assessment</li> <li>• Essay assessment</li> <li>• Multiple choice and true and false assessment</li> </ul>	<ul style="list-style-type: none"> <li>• This is approximately a three week unit</li> <li>• <i>Essential question:</i> How does the geography of an area affect farming and agriculture?</li> </ul>
	<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• Geographical reasoning</li> <li>• Gathering, Interpreting and using evidence</li> <li>• 6.2 a Human populations</li> <li>• 6.2b Early people in the Eastern Hemisphere</li> <li>• 6.2d Historians use archeological evidence</li> <li>• 6.3a Humans living in settlements</li> <li>• 6.3b Complex society and civilization</li> <li>• 6.3c Mesopotamia</li> </ul>			

Early Civilizations of Egypt (October/November)	<ul style="list-style-type: none"> <li>• Mapping</li> <li>• Geography of the Nile</li> <li>• Rulers of Egypt</li> <li>• Egyptian Religion</li> <li>• Ancient Egyptian culture</li> <li>• Cultures of Nubia</li> </ul>	<ul style="list-style-type: none"> <li>• Identify cause and effect from recent discovery and historical events</li> <li>• Compare and contrast gender roles, access to wealth and power and division of classes</li> <li>• Observe real mummies</li> </ul>	<ul style="list-style-type: none"> <li>• PIAB- Project In A Bag</li> <li>• Rubric style project grading</li> <li>• Student lead assessment</li> <li>• Unit test</li> <li>• Map quiz</li> </ul>	<ul style="list-style-type: none"> <li>• This is a 4 week unit.</li> <li>• PIAB and classroom instruction</li> <li>• <i>Essential question:</i> How did the belief in religion affect the way people lived and died?</li> <li>• Field trip to Albany</li> </ul>
	<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• Chronological Reasoning</li> <li>• 6.3a Humans living in settlements</li> <li>• 6.3b Complex society and civilization</li> <li>• 6.3c Nile River Valley</li> <li>• 6.3d Political and social hierarchies</li> </ul>			
India and the Asian Subcontinent (December/January)	<ul style="list-style-type: none"> <li>• Mapping skills</li> <li>• Ancient India</li> <li>• Indus and Ganges River valleys</li> <li>• Hinduism, Buddhism, and Jainism</li> <li>• Empires-Mauyra, Gupta, and Chola</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast religions</li> <li>• Compare and contrast Empires</li> <li>• Compare and contrast traditions of India to our own</li> <li>• Identify effects on social order and gender roles</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 9 Page poster report using rubric that class peers grade.</li> <li>• Unit test</li> <li>• Map quiz</li> <li>• Vocabulary quiz</li> <li>• Graphic organizers</li> <li>• presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural cooking (chic pea curry)</li> <li>• (4-5 week unit)</li> <li>• <i>Essential question:</i> How did major religions and belief systems affect the civilization?</li> </ul>

	<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• Geographical Reasoning</li> <li>• 6.3a Humans living in settlements</li> <li>• 6.3b Complex society and civilization</li> <li>• 6.3c Indus River Valley</li> <li>• 6.4a, b and c Belief systems and religion</li> <li>•</li> </ul>			
China (January/ February)	<ul style="list-style-type: none"> <li>• Geography of China's River valley</li> <li>• Confucius and his teachings</li> <li>• Warring empires and their leaders</li> <li>• Dynasties (Shang, Zhou, Qin, Han, Tang)</li> <li>• Achievements of China</li> </ul>	<ul style="list-style-type: none"> <li>*Locate the geography of China on a map</li> <li>* Identify graphic factors that influenced boundaries</li> <li>* Identify political structures</li> <li>* Discuss and identify important turning points where power shifted from one dynasty to another.</li> <li>*Explain the characteristics of Confucius and his influence on Chinese culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Map quiz</li> <li>• Vocabulary quiz</li> <li>• Presentation of posters-group work</li> <li>• Unit test</li> <li>• Graphic organizers in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• 4 week unit</li> <li>• <i>Essential question:</i> What achievement was more influential to the development of the Chinese culture?</li> </ul>
	<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• Economics and Economic Systems</li> <li>• Civic Participation</li> <li>• 6.3a Humans living in settlements</li> <li>• 6.3b Complex society and civilization</li> <li>• 6.3c Yellow River Valley</li> <li>• 6.5a Geographic factors influence the development of classical civilizations and their political structure</li> <li>•</li> </ul>			

<p>Greeks (March/April)</p>	<ul style="list-style-type: none"> <li>• Greek Mythology</li> <li>• The Rise of Ancient Greece</li> <li>• Development of city-states</li> <li>• Geographical features of Greece</li> <li>• Religion, Philosophy, and the Arts</li> <li>• Athens and Sparta</li> <li>• The spread of Greek Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Locate specific Greek city-states on the map (and Troy).</li> <li>• Examine evidence related to civilizations and causes of golden ages as well as dark ages</li> <li>• Compare and contrast the political systems of the Greeks to our own democracy.</li> <li>• Connect the architecture of the Greeks to our own</li> </ul>	<ul style="list-style-type: none"> <li>• Greek plays on mythology</li> <li>• Olympic mock games</li> <li>• Vocabulary quiz</li> <li>• Matching gods/and goddesses with characteristics</li> <li>• Unit test</li> <li>• Map quiz</li> <li>• Graphic organizers comparing city-states</li> </ul>	<ul style="list-style-type: none"> <li>• 5 week unit</li> <li>• PIAB- Greek Mythology</li> <li>• <i>Essential question:</i> where would you rather live, In Athens or Sparta?</li> <li>• <i>How has the achievements of the Greeks influenced contemporary societies?</i></li> </ul>
	<p><b>STANDARDS:</b></p> <ul style="list-style-type: none"> <li>• 6.3a Humans living in settlements</li> <li>• 6.3b Complex society and civilization</li> <li>• 6.3d Political and social hierarchies</li> <li>• 6.5c A period of peace, prosperity, and cultural achievements many be indicative of the golden age.</li> </ul>			
<p>Romans (May) Spread of Christianity and The Byzantine Empire (May) Middle Ages (June)</p>	<ul style="list-style-type: none"> <li>• Map of Rome</li> <li>• The Rise of Ancient Rome</li> <li>• The Roman Republic</li> <li>• The Roman Empire</li> <li>• Daily life in Rome</li> <li>• The spread of Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Locate important geographical features and areas on a map</li> <li>• Examine reasons for the fall of Rome</li> <li>• Identify weaknesses in government that</li> </ul>	<ul style="list-style-type: none"> <li>• Map quiz</li> <li>• Vocabulary quiz</li> <li>• Graphic organizers and group work</li> <li>• Discussion groups</li> <li>• Presentations</li> <li>• Middle Ages: major project with the essential time</li> </ul>	<ul style="list-style-type: none"> <li>• 5 week unit</li> <li>• <i>Essential question:</i> What, where, when, and how would you travel to the Middle Ages and live the longest?</li> </ul>

	<p>throughout the Roman empire</p> <ul style="list-style-type: none"> <li>• The Fall of Rome</li> <li>• Feudalism and the holy lands</li> </ul>	<p>lead to the decentralization of that government.</p> <ul style="list-style-type: none"> <li>• Explain how the authority of church influenced the people.</li> <li>• Examine the conflict of the crusades from three different perspectives</li> </ul>	<p>travel questions- students are graded on their tri-fold or digital projects</p> <ul style="list-style-type: none"> <li>• Unit test on Rome</li> </ul>	
	<p><b>STANDARDS:</b></p> <ul style="list-style-type: none"> <li>• 6.3a Humans living in settlements</li> <li>• 6.3b Complex society and civilization</li> <li>• 6.3d Political and social hierarchies</li> <li>• 6.6a Overexpansion, corruption, invasion, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to the need for order and to meet basic needs</li> <li>• 6.6d Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the crusades</li> </ul>			