

6<sup>th</sup> Grade Quarterly Content Guide

CCSS Reading in Social Studies

CCSS Writing in Social Studies

**Quarter 1**

Weeks 1-4

World History/Geography: Core Concepts/Skills

**NMSS STRAND : History**

**Content Standard I: 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. Students will:**

**Benchmark 1-C. World:** compare and contrast major historical eras, events and figures from ancient civilizations to the age of Exploration

**5-8 Benchmark 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:

**II-B.6-3**

3. identify a region by its formal, functional or perceived characteristics.
2. explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols; and

**II-B.6-1**

1. explain how places change due to human activity;

**Benchmark 1-D. Skills:** research historical events and people from a variety of perspectives:

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;

**\*will be taught all four quarters**

**STRAND : Geography**

**Content Standard II: 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. Students will**

**Benchmark 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:

- 6-2. draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.

**\*will be taught all four quarters**

**Student will:**

1. explain the physical and human characteristics of places and use this knowledge to define regions,
2. their relationships with other regions, and their patterns of change:
3. identify a region by its formal, functional or perceived characteristics.
4. explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols;
5. explain how places change due to human activity;
6. draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.

**CCSS RH6-8.**

**RH1:** Cite specific textual evidence to support analysis of primary or secondary sources.

**RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**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.

**RH 6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)

**7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts**

**5.** Provides a description of how a text presents information (e.g., sequentially, comparatively, and causally.)

**CCSS RW6-8.** By the end of Quarter

**1,** students will be able to write an expository paragraph.

2. Write informative texts.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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**Weeks 5-6 Ancient Civilizations of Mesopotamia**

**NMSS Content ID I-C.6-1 ( 5 items) (DOK 1-#9, DOK 2-# 5,7,10,20)**

**5-8 Benchmark 1-C. World:** compare and contrast major historical eras, events and figures from ancient civilizations to the age of Exploration

**5-8 Benchmark 1-C.1.a:** 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, to include:

- a. significance of river valleys; early irrigation and its impact on agriculture;
- b. forms of government (e.g., the theocracies in Egypt, dynasties in China);
- c. effect on world economies and trade;
- d. key historical figures;
- e. religious traditions, cultural, and scientific contributions .

**Students will:**

describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China

1. explain the importance of their contributions to later civilizations, to include:

- a. significance of river valleys; early irrigation and its impact on agriculture;
- b. forms of government (e.g., the theocracies in Egypt, dynasties in China);
- c. effect on world economies and trade;
- d. key historical figures;
- e. religious traditions, cultural, and scientific contributions

**CCSS RH6-8. 1-4** are taught and tested all four quarters.

RH1,RH4, RH 2

RH 6: Identify aspects of a text that reveal an author’s point view or purpose (e.g., loaded language, inclusion or avoidan of particular facts)

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in pri and digital texts

**CCSS RW6-8.**

2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

<b>Weeks 7-8 Early Civilizations of Egypt</b>		
<b>5-8 Benchmark 1-C. World:</b> compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration		
<p><b>6-2.</b> describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include:</p> <ul style="list-style-type: none"> <li>a. location and description of the river systems and other topographical features that supported the rise of this civilization;</li> <li>b. significance of the Aryan invasions;</li> <li>c. structure and function of the caste system;</li> <li>d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);</li> </ul> <p><b>Strand: Economics</b>  <b>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</b>  <b>Benchmark 4-A:</b> explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:</p> <ul style="list-style-type: none"> <li>6 1. explain and predict how people respond to economic and intrinsic incentives.</li> </ul>		
<p><b>Student will:</b>  <b>describe and analyze</b></p> <ul style="list-style-type: none"> <li>a. location and description of the river systems and other topographical features that supported the rise of this civilization;</li> <li>b. significance of the Aryan invasions;</li> <li>c. structure and function of the caste system;</li> <li>d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);</li> <li><b>e. explain and predict</b> how people respond to economic and intrinsic incentives.</li> </ul>	<p><b>CCSS RH6-8. 1-4</b> are taught and tested all four quarters.  RH1, RH 2, RH3, RH4.</p> <p>RH 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><b>CCSS RW6-8.</b>  2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  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>
<b>Weeks 9</b>		

Review/Assessment/Expository Essay ( Compare and contrast characteristic of Ancient Mesopotamia and Ancient Egypt)

Core concepts, Ancient Mesopotamia, and Ancient Egypt

**CCSS RH6-8. 1-4** taught through-out the quarter.

**CCSS RW6-8.** By the end of Quarter 1, students will write a paragraph essay comparing and contrasting characteristics of Ancient Mesopotamia and Ancient Egypt.  
2. Write informative texts;  
2a, 2b, 2c (see above)