

6th Grade Social Studies

Quarter 2

CCSS Reading in Social Studies
RH Evidence Table

CCSS Writing in Social Studies
RW Evidence Table

Weeks 1-4 Ancient India and China

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.

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

6-2. describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include:
 a. location and description of the river systems and other topographical features that supported the rise of this civilization;
 b. significance of the Aryan invasions;
 c. structure and function of the caste system;
 d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);

<p>Student will: describe and analyze</p> <p>a. location and description of the river systems and other topographical features that supported the rise of this civilization;</p> <p>b. significance of the Aryan invasions;</p> <p>c. structure and function of the caste system;</p> <p>d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);</p>	<p>CCSS RH6-8 1-4 taught throughout all quarter</p> <p>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 with other information in print and digital texts</p>	<p>CCSS RW6-8</p> <p>2. Write informative text: 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</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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Weeks 3-5 Ancient Greece

Strand: Civics and Government

Content Standard III: 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. Students will:

5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):

1. describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world; and
2. describe the concept of republic as developed by the Romans and compare to other republican governments.

Students will:

1. describe the concept of democracy as developed by the Greeks
2. compare the evolution of democracies throughout the world

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

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

CCSS RW6-8.

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
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.

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Weeks 6-8 (You may do a 4-2 week LP): - Ancient Rome

Strand: Civics and Government

Content Standard III: 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. Students will:

5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):

2. describe the concept of republic as developed by the Romans and compare to other republican governments.

Students will:

3-A.2. describe the concept of republic as developed by the Romans
3-A.2 compare to other republican governments.

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

RH6. 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)

RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in
print and digital texts

RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, causally

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

2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

2e. Establish and maintain a formal style and objective tone.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7. Conduct short research projects to answer a question.

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.

By the end of Q2 students will compose a well-developed

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essay (APA format) and power point utilizing RW6-8.2a-f. and
RW6-8.6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Week 8 & 9 Review/Assessment/Research: CCSS RW6-8. Technology-Based presentation on Ancient Greece and Ancient Rome
RW6-8.8. Gather information from the internet