

# 6<sup>th</sup> Grade Social Studies

## Quarter 3

**CCSS Reading in Social Studies**  
RH Evidence Table

**CCSS Writing in Social Studies**  
RW Evidence Table

### Weeks 1-4 (You may do a 2-2 week LPs) Five Major Religions

**NMSS STRAND : History 1-C.6-4: 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.**

4. describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs)

**Students will:**

1-describe founding leaders, traditions, customs, and beliefs of major religions

**4**

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

6. compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include:

**Students will:**

4. describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam  
1. leaders and founders of religions  
2. traditions, and customs  
3. beliefs and practices  
(e.g., founding leaders, traditions, customs, beliefs);

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

RH1,RH4,RH2,RH6

9. Analyze the relationship between a primary and secondary source on the same topic

Throughout the quarter

1. Write arguments focused on discipline-specific content.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

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### Week 5-8 –(You may do a 2-2 week LPs )Medieval European

**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.

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

6. compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include:

**Students will:** compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include:

- a. creation and expansion of the Byzantine empire;
- b. the reasons for the fall of the Roman Empire;
- c. new forms of government, feudalism and the beginning of limited government with the Magna Carta;
- d. role of the Roman Catholic church and its monasteries;
- e. causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).

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

RH1,RH4,RH2,RH6

- 8. Distinguish among fact, opinion, and reasoned judgment in a text.
- 9. Analyze the relationship between a primary and secondary source on the same topic.

**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.

#### Week 9 Review/Assessment/Research

**By the end of Q3, Students will compose a well-developed essay (APA format) and power point on social and geographic characteristics of Medieval European life and impact on later civilizations. Students will compare and contrast political and economic events during the Medieval European life.**

**RW6-8.2a-f. (see above)**

**RW6-8.6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

**RW6-8.8 Gather information from the Internet.**