

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

## Quarter 4

**CCSS Reading in Social Studies**

**CCSS Writing in Social Studies**

**Week 1-4 Review EOC**

**All standards on blueprint:** Core concepts, Ancient Civilizations: Mesopotamia, Egypt, India, China, Five Major Religions, Medieval European, Maps and identification of places, concepts of democracies and republics, human characteristics of regions

**Week 5-6 PARCC Review**

**Weeks 7-9 (You may do a 2-2 week LPs) Age of Exploration and Development of New Mexico**

**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:**

**5-8 Benchmark 1-A. New Mexico:** explore and explain how people and events have influenced the development of New Mexico up to the present day:

1. describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico.

1. explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.

**Students will:**

1. describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems)

2. connection to the early development of New Mexico.

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

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

**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

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

## Quarter 4

**Week 5-8 (You may do a 2-2 week LPs) Age of Exploration and Development of New Mexico**

**NMSS 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.**

1. explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.

**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**

**5-8 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. 1. identify the location of places using latitude and longitude; and

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

**Students will:**

1. explain and describe the origins, obstacles and impact of the age of exploration, to include:  
 2. improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator)  
 3. voyages of Columbus to the new world and the later searches for the northwest passage  
 4. introduction of disease and the resulting population decline (especially among indigenous people)  
 5. exchanges of technology, ideas, agricultural products and practices.

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

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 Q4 students will compose a well-developed essay (APA format) and power point on impact of the Age of Exploration and development of New Mexico 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 clearly and efficiently.**

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