

## Social Studies Grade 6

### How to read this document:

This curriculum map outlines, for each grade, the topics students will explore. The Common Core State Standards and the College Career and Civic Life Framework inform learning experiences planned for students so that they can acquiring a set of important understandings and skills that equip them in the disciplines of social scientists. The understandings are the big ideas that we expect students to carry forward with them as they move from grade to grade.

The Standards referenced include the Illinois Social Science Standards from the Illinois State Board of Education, as well as the College, Career and Civic Life (C3) Framework for Social Studies prepared by the National Council for Social Studies aligned to CCSS. Alignment with the College Career and Civic life standards positions this work to correlate to the new Illinois Social Science Standards that are effective in the 2017-2018 school year.

### *ISBE Message*

*The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. On December 16, 2015, the Illinois State Board of Education (ISBE) adopted amendments to rules governing Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), which included the new Social Science Standards. The rulemaking became effective on January 27, 2016, and provides that school districts must fully implement the new standards by the 2017-18 school year. The purpose of these new, more rigorous standards is to better prepare students to be college and career ready.*

### Trimester

Topic / Unit	Focus Standards	Enduring Understanding	Assessment(s) / Product(s)
This is the subject that the students will learn about.	Focus Standards are the skills that students will learn and apply while studying the topic of this unit.	Enduring Understandings are the big ideas that students should understand by the end of the unit.	Assessment(s)/Product(s) are the student work products that students will do as part of the unit to demonstrate their knowledge of the skills and understandings.

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*The Second source is the College, Career and Civic Life (C3) Framework for Social Studies prepared by the National Council for Social Studies aligned to CCSS*

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### Trimester 1

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 1: “Before” Civilization: Human Prehistory & Geography	<b>D3.1.6-8.</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<ul style="list-style-type: none"> <li>● Before written records, there is evidence (e.g., fossils and artifacts) of how early humans lived.</li> <li>● Early humans physical characteristics reflected how they adapted to their environment (e.g., climate).</li> <li>● Early humans migrated in order to survive.</li> <li>● Early humans developed technologies to adapt to new environments.</li> <li>● The development of agriculture allowed early humans to “settle.”</li> </ul>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> <li>● How do we know what happened in the past (e.g., before recorded history)?</li> <li>● What were early humans (e.g., hominids) like?</li> <li>● Why did early humans migrate from one place to another?</li> <li>● How did early humans survive?</li> <li>● When, where, and why did they “settle” in one place?</li> </ul>
	<b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.		
	<b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.		
Unit 2A: The Birth of Civilization (GRAPES)	<b>17.C.3a</b> Explain how human activity is affected by geographic factors.	<ul style="list-style-type: none"> <li>● A civilization is a complex society marked by common written language, economic system, government, culture and religion.</li> <li>● The geographic conditions and features of particular places supported the development of complex societies.</li> <li>● Early civilizations made technological advancements and cultural</li> </ul>	<p><u>Performance-Based Task:</u> Grade 6 Performance Task Assessment</p> <p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> <li>● What makes a civilization a civilization? (How is it different from just any group of people?)</li> <li>● Why did/do civilizations develop where they did/do?</li> </ul>
	<b>13.B.3b</b> Identify important contributions to science and technology that have been made by individuals and groups from various cultures.		
	<b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.		

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		contributions (e.g., arts, government, laws, language).	<ul style="list-style-type: none"> <li>• Were early civilizations less “civilized”?</li> </ul>
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### Trimester 2

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 2B: The Birth of Civilization River Valley Civilization Growth--Ancient India, China, and Egypt	<b>D2.Eco.15.6-8.</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<ul style="list-style-type: none"> <li>• A civilization is a complex society marked by common written language, economic system, government, culture and religion.</li> <li>• The geographic conditions and features of particular places supported the development of complex societies.</li> </ul> <p>Early civilizations made technological advancements and cultural contributions (e.g., arts, government, laws, language).</p>	<p><u>Performance-Based Task:</u> <b>DBQ - Hammurabi’s Code</b></p> <p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> <li>• What makes a civilization a civilization? (How is it different from just any group of people?)</li> <li>• Why did/do civilizations develop where they did/do?</li> <li>• Were early civilizations less “civilized”?</li> </ul>
	<p><b>17.C.3a</b> Explain how human activity is affected by geographic factors.</p> <p><b>17.C.3c</b> Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>		
Unit 3: The Growth of Civilization	<b>16.B.3a (W)</b> Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.	<ul style="list-style-type: none"> <li>• New civilizations that emerged had their own written language, economic systems, government, culture and religion.</li> <li>• Geography shapes the growth and development of a civilization’s (e.g., Greece, Rome) government and economy.</li> </ul>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> <li>● As civilization spread, how did it grow and change?</li> <li>● How have “ancient” civilizations (e.g., Greece, Rome) influenced modern ones (e.g., America)?</li> </ul>
	<b>16.E.3b (W)</b> Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.		

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	RH 6-8.2 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.	<ul style="list-style-type: none"> <li>· New forms of government emerged as civilizations (e.g., Rome, Greece) grew and changed.</li> </ul>	
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### Trimester 2

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 4: The Spread of Religions	<p><b>16.E.3b (W)</b> Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.</p> <p><b>D2.Geo.7.6-8.</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p>	<ul style="list-style-type: none"> <li>● Religions arise in a particular time and place, and spread through conflict, conversion, and commerce (e.g., trade).</li> <li>● Religions seek to answer basic questions about human existence.</li> <li>● Civilizations have been connected and divided by the power of religions and belief systems. <i>(Content focus: Judaism- chosen people/Promised Land, Christianity's influence in Rome, the rise and spread of Islam, The Crusades, the evolution and melding of Eastern religions)</i></li> </ul>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> <li>● Where do religions come from, and how have they spread?</li> <li>● Can religion change civilization?</li> </ul>
	<p>RH 6-8.2 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.</p>		

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### Trimester 3

Topic / Unit	Focus Content Standards*	Enduring Understanding	Assessment(s)
Unit 5: The Rise & Fall of Kingdoms	<b>16.B.3b (W)</b> Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.	<ul style="list-style-type: none"> <li>● Geography, resources, culture and trade influenced the growth and decline of empires and kingdoms.</li> <li>● Some empires and kingdoms centralized their power (e.g., Ghana, Mali, Songhai), while others competed for dominance (e.g., Medieval Europe).</li> </ul>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> <li>● Why did empires and kingdoms flourish and fall?</li> <li>● How did empires and kingdoms use power?</li> </ul>
	<b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures		
Unit 6: The Clash of Civilizations	<b>16.C.3b (W)</b> Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.	<p><u>Revisited from Unit 1:</u> A civilization is a complex society marked by common language, economic system, government, culture and religion.</p> <ul style="list-style-type: none"> <li>· The geographic conditions and features of particular places (i.e., in the Americas) supported the development of complex societies.</li> <li>· Geography, resources, culture and trade influenced the growth and decline of civilizations (in the Americas). The clash of civilizations brought economic, social, and political devastation.</li> </ul>	<p><u>Written Assessment:</u> Respond to Essential Questions</p> <ul style="list-style-type: none"> <li>● What makes a civilization a civilization? (How is it different from just any group of people?)</li> <li>● Why did civilizations develop where they did (i.e., in certain parts of the Americas)?</li> <li>● Why did civilizations (in the Americas) flourish and fall?</li> <li>● What happened when civilizations “clashed” (e.g., Europe and the early Americas)?</li> </ul>
	<b>16.C.3a (US)</b> Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.		

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