

Deer Valley Unified School District

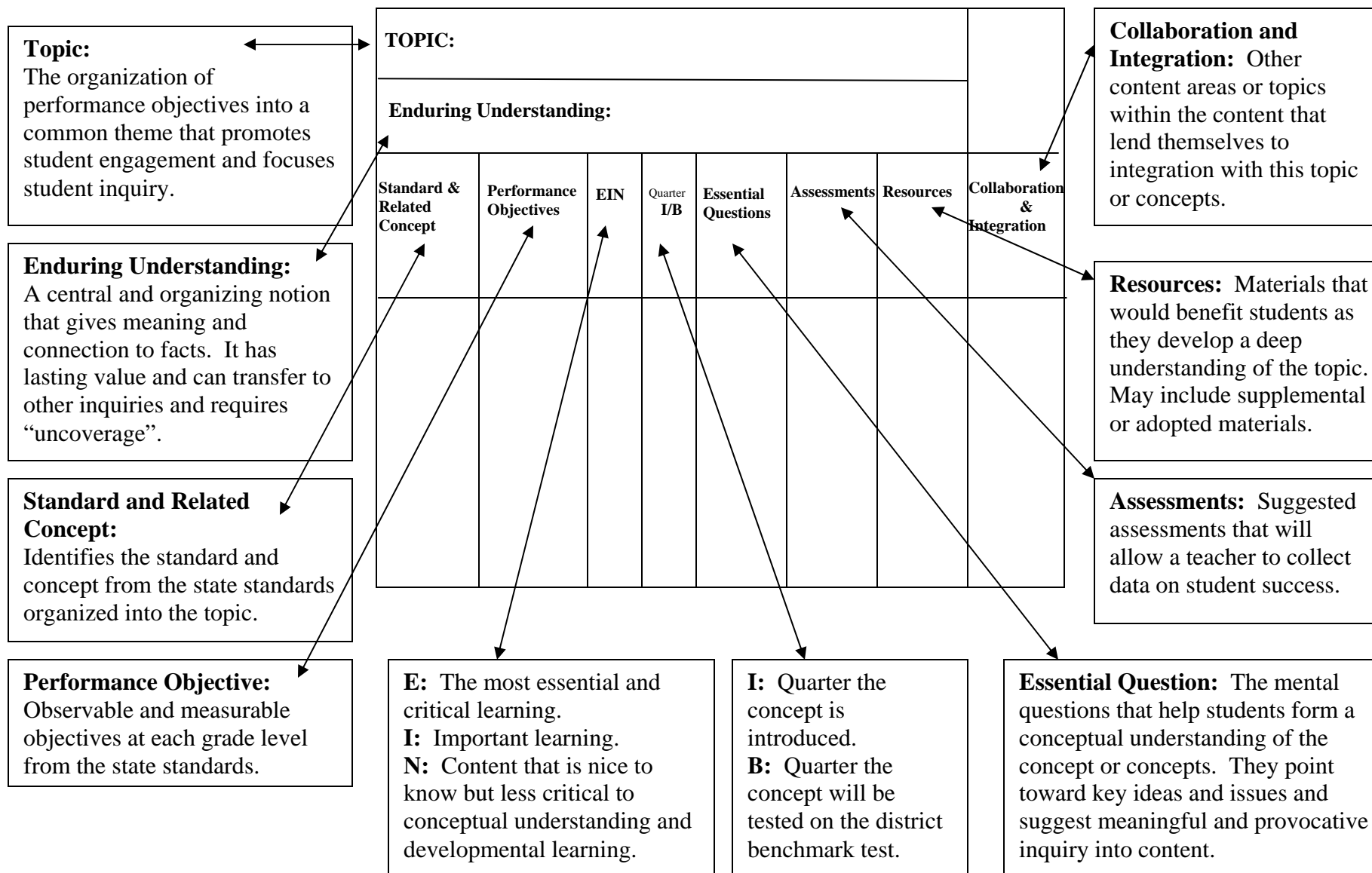
Social Studies Curriculum



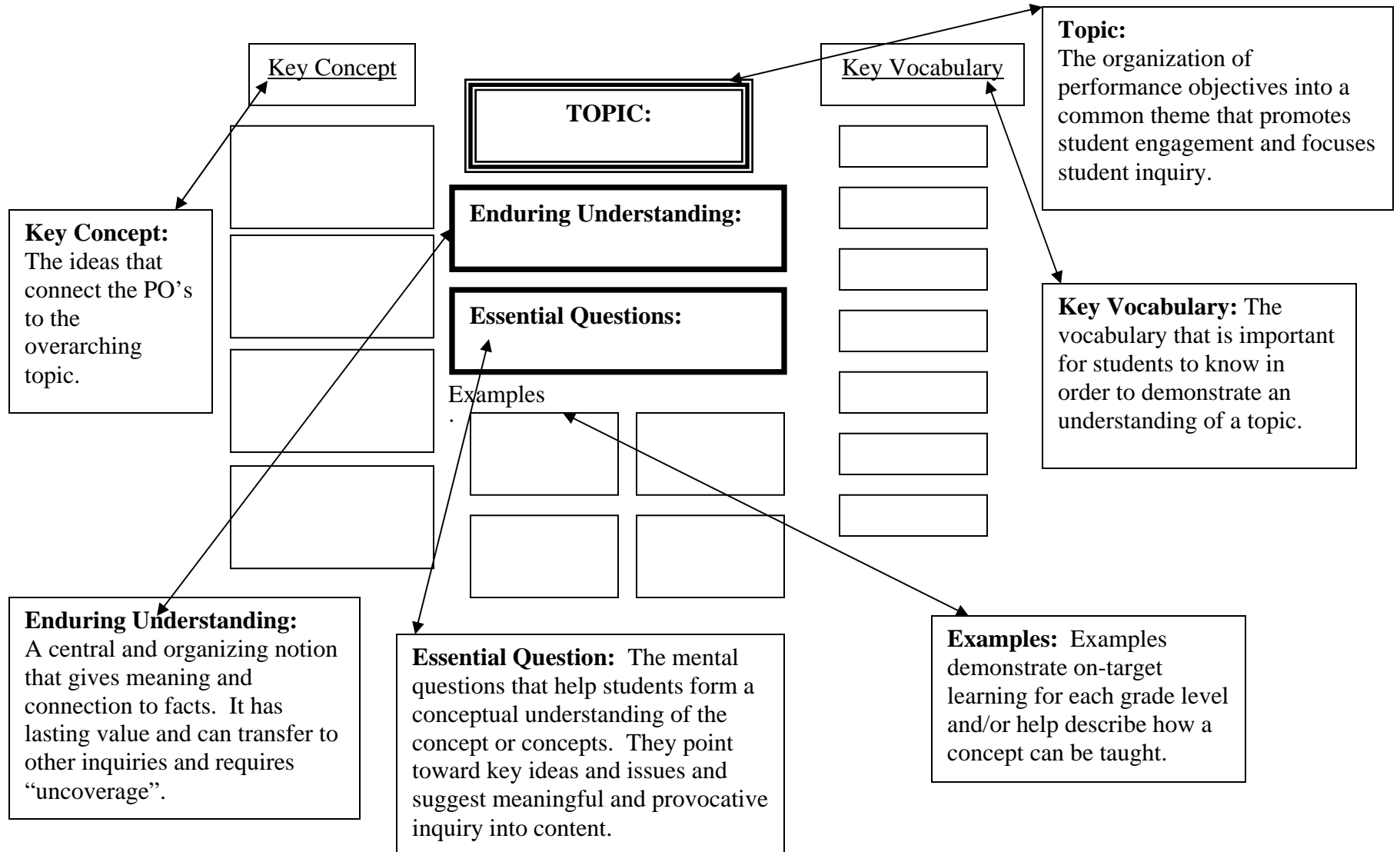
Sixth Grade

REVISED 02/28/06

Curriculum Definition Page



Concept Map Definition Page



Course: Grade 6 Social Studies

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Paleolithic and Neolithic Ages	Ancient India	Ancient Rome	Ancient America
Mesopotamia	Ancient Egypt	Ancient Greece	Middle Ages – Renaissance Reformation Enlightenment
Research	Ancient China		African Medieval Kingdom Ancient Arabia
Mapping	Mapping	Mapping	Mapping

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Paleolithic and Neolithic Ages						Quarter this will be taught: 1 st quarter
Enduring Understanding: The beginning cultures have impacted future societies in numerous ways.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilization	PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.	I	What essential components are needed to create culture?			
Strand 4 Concept 2: Places and Regions	PO 1. Identify regions studied (i.e., Greece, Rome using a variety of criteria)	I				
	PO 2. Describe the factors that cause regions and places to change.	I				
	PO 3. Describe the interactions of people in different places and regions	I				
Strand 4 Concept 5: Environment and Society	PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.	I	What factors led to the development of civilization?			
	PO 2. Describe the intended and unintended consequences of human modifications (e.g., irrigation, aqueducts, and canals on the environment.	I				
	PO 3. Explain how changes in natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.	N				
Strand 4 Concept 6: Geographic Applications	PO 1. Describe ways geographic features and conditions influenced settlement in different periods of time, places and regions (e.g., near waterways, high terrain, fresh water, good farming land and temperate climates)	E				

Key Concepts:

Lifestyles of Old Stone Age

The impact of the Ice Age

Culture of New Stone Age

Importance of specialization

Components of culture

TOPIC:
Paleolithic and Neolithic Ages

Vocabulary

Paleolithic Age

Neolithic Age

Ice Age

Specialization

Community

Civilization

Culture

Domesticate

Nomads

Catal Huyuk

Agriculture

Enduring Understanding:

The beginning cultures have impacted future societies in numerous ways.

Essential Question(s):

What essential components are needed to create culture?
What factors led to the development of civilization?

Examples:

Have students identify 10 components of culture and create posters with both non and linguistic representation.

Group activity: Each student has a specific job. Explain why specialization is a necessary component of a civilization

Compare. using a Venn diagram, characteristics of Old and New Stone Age

Writing Prompt:
You are a New Stone Age child who is writing a story to explain a new invention that will help the community.

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Mesopotamia						Quarter this will be taught: 1 st
Enduring Understanding: Mesopotamia made significant contributions to the world.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia and China: a. Framing methods b. domestication of animals, c. division of labor, d. geographic factors.	I	What impact did Mesopotamia have on other cultures?			
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates-Mesopotamia	I				
	PO 4. Compare the forms of government of the following ancient civilizations: a. Mesopotamia-laws of Hammurabi	I				
	PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations: d. Middle East-monotheism	I				
	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilization on later civilizations: a Mesopotamia- laws of Hammurabi	E				
	PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature , theater, mathematics	I				
Strand 2 Concept 3: World in Transition	PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs and beliefs) of major religions (i.e., Hinduism, Buddhism,	E				

	Judaism, Christianity and Islam)					
Strand 3 Concept 3: Functions of Government	PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.	I				
Strand 3 Concept 5: Government Systems of the world	PO 1. Describe the structure of the following government: a .theocracy, b .dictatorship, c. republic, monarchy, d. democracy, e. anarchy	E				
Strand 4 Concept 2: Places and Regions	PO 1. Identify regions studies using a variety of criteria PO 2. Describe the factors that cause regions and placed to change PO 3. Describe the interactions of people in different places and regions PO 4. Explain why places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims). Connect with: Strand 2 Concept 2	I I E I				
Strand 4 Concept 4: Human Systems	PO 1. Interpret the demographic structure of places and regions using a population pyramid PO 2. Describe the environmental , economical, cultural and political effects of human migrations and cultural diffusion on places and regions PO 3. Analyze the causes and effects of settlement patterns	N N I				
Strand 4 Concept 5: Environment and Society	PO 1. Describe ways that human dependence on natural resource influences economic	I				

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TOPIC: Mesopotamia

Key Concepts:

Importance of Tigris and Euphrates River Valley to their development

Government- Laws of Hammurabi

Development of Judaism- Monotheism

Cultural and Scientific Achievements

Enduring Understanding:

Mesopotamia had significant contributions to the world.

Essential Question(s):

What impact did Mesopotamia have on other cultures?

Examples:

Create a pop-up book of ancient buildings (ziggurat- order from Scholastic)

Create a 3-D artifact appropriate to ancient Mesopotamia.
Creating a museum

Identify facts about Judaism into categories on a chart.

Writing Prompt:
As an official Mesopotamian, write a persuasive letter to the pharaoh of Egypt persuading him to adopt a system of laws like the code of Hammurabi.

Vocabulary

Samurais

Judaism

Monotheism

Moses

Abraham

Sargon the Great

Epic of Gildamesh

Ziggurat

Garden of Babylon

Hanging Garden of Babylon

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: India						Quarter this will be taught: 2 nd Quarter
Enduring: Understanding: Ancient India made many contributions to the world.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia and China: a. Framing methods b. domestication of animals, division of labor, geographic factors.	I	What are the key elements of Hinduism? Buddhism? Why do we know so little of this ancient civilization?			
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates-Mesopotamia	I				
	PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations: d. Middle East-monotheism	E				
Strand 2 Concept 3: World In Transition	PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs and beliefs) of major religions (i.e., Hinduism, Buddhism, Judaism, Christianity and Islam)	I				
Strand 4 Concept 2: Places and Regions	PO 1. Identify regions studies using a variety of criteria	I				
	PO 2. Describe the factors that cause regions and placed to change	I				
	PO 3. Describe the interactions of people in different places and regions	I				
Strand 4 Concept 4: Human Systems	PO 2. Describe the environmental , economical, cultural and political effects of human migrations and cultural diffusion on places and regions	I				
	PO 3. Analyze the causes and effects of settlement patterns	I				
	PO 4. Identify factors (e.g., river/costal	I				

<p>Strand 4 Concept 5: Environment and Society</p> <p>Strand 4 Concept 6: Geographic Applications</p> <p>Strand 5 Concept 1: Foundations of Economics</p>	<p>civilizations, trade that influence the location, distribution and interrelationships of economic activities over time in different regions.</p> <p>PO 1. Describe ways that human dependence on natural resource influences economic development, settlement, trade and migration.</p> <p>PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment</p> <p>PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.</p> <p>PO 4. Identify the way humans respond to/prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, and earthquakes) in order to remain safe.</p> <p>PO 1. Describe ways geographic features and conditions influenced settlement in different periods of time, places and regions</p> <p>PO 3. Explain why specialization improves standards of living.</p> <p>PO 5. Explain how trade promoted economic growth throughout world regions.</p>	<p>I</p> <p>I</p> <p>I</p> <p>E</p> <p>I</p> <p>I</p> <p>I</p>				
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Key Concepts:

The importance of the Indus River to civilization.

Describe key elements of Hinduism (customs, beliefs, geographic origins, founders)

Organization of cities to strong central government

Describe key elements of Buddhism

TOPIC: Ancient India

Enduring Understanding:

Understanding: Ancient India made many contributions to the world.

Essential Question(s):

What are the key elements of Hinduism? Buddhism?
Why do we know so little of this ancient civilization?

Examples:

Use a Venn diagram comparing Hinduism and Buddhism

Map the importance of Indus River to civilization with pictures and major events.

Chart the key components of Hinduism and Buddhism.

Writing Prompt:

Choose Hinduism or Buddhism, and explain why that one makes more sense, including the key components of the religion.

Vocabulary

Hinduism

Polytheism

Indus River

Buddhism

The 4 Noble Truths

Eight Fold Path

Middle Way

Himalayas

Karma

Harrapan

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Ancient Egypt						Quarter this will be taught: 2 nd
Enduring Understanding: Ancient Egypt left many contributions to the world.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia and China: a. Framing methods b. domestication of animals, division of labor, geographic factors.	I	What is the importance of the Nile River to civilizations?			
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations b. Nile-Egypt	I	What are key characteristics of the Egyptian culture?			
	PO 4. Compare the forms of government of the following ancient civilizations: b. Egypt-theocracy	I				
	PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations: b. Egypt-belief in an afterlife	I				
	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilization on later civilizations: b. Egypt-mummification , hieroglyphs, papyrus	E				
	PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature , theater, mathematics, philosophy	I				
	PO 9. Identify the roles and contributions of individuals in the following ancient civilizations: e. Egypt (Hatshepsut, Ramses, Cleopatra)	I				
Strand 3 Concept 5: Government Systems of the World	PO 1. Describe the structure of the following governments: a. theocracy b.dictatorship c. republic d. monarchy e. democracy	E				

Strand 4 Concept 2: Places and Regions	PO 1. Identify regions studies using a variety of criteria	I				
	PO 2. Describe the factors that cause regions and places to change	E				
	PO 3. Describe the interactions of people in different places and regions	I				
Strand 4 Concept 4: Human Systems	PO 1. Interpret the demographic structure of places and regions using a population pyramid	N				
	PO 2. Describe the environmental , economical, cultural and political effects of human migrations and cultural diffusion on places and regions	I				
	PO 3. Analyze the causes and effects of settlement patterns	I				
	PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions.	I				
	Connect with: Strand 2 Concept 2, 3, 4,					
	PO 5. Identify cultural norms that influence different social, political and economic activities of men and women.	I				
	Connect with:					
Strand 4 Concept 5: Environment and Society	PO 1. Describe ways that human dependence on natural resource influences economic development, settlement, trade and migration.	I				
	PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment	I				
	PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.	I				

Strand 4 Concept 6: Geographic Applications	PO 1. Describe ways geographic features and conditions influenced settlement (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) in different periods of time, places and regions .	I				
Strand 5 Concept 1: Foundations of Economics	PO 3. Explain why specialization improves standards of living .	I				
	PO 5. Explain how trade promoted economic growth throughout the world .	E				

Key Concepts:

Understand the importance of the Nile River to the Egyptian civilization.

Governments of ancient Egypt that revolved around the pharaohs.

Religion and myths of ancient Egypt

Relationship to and eventual downfall due to Rome.

TOPIC: **Ancient Egypt**

Enduring Understanding:

Ancient Egypt left many contributions to the world.

Essential Question(s):

What is the importance of the Nile River to civilizations?

What are key characteristics of the Egyptian culture?

Examples:

Students write and make their own book using hieroglyphics.

Research, write, and present group reports on ancient Egypt.

Create a cartoon strip of the steps involved in building a pyramid.

Writing prompt:

Write a story from two points of view: the slaves and the ruling class (same event)

Vocabulary

Mummification

Hieroglyph

Papyrus

Pyramids

Pharoah

Hatshepsut

Ramses

Cleopatra

Nile River

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Ancient China						Quarter this will be taught: ____2nd____
Enduring Understanding: China’s cultural and scientific contributions to the world were enormous.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors Connect with: Strand 4 Concept 2, 4,6 Strand 5 Concept 1	I	What inventions from Ancient China do we still use today?			
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt c. Huang He - China d. Indus- India Connect with: Strand 4 Concept 1, 2, 4, 5	I	How do Confucius’ teachings still impact China and other Asian countries today?			
	PO 4. Compare the forms of government of the following ancient civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy c. China – dynasty Connect with: Strand 3 Concept 3, 5	I	How are the ancient civilizations alike and different?			
	PO 5. Describe the religious traditions that helped shape the culture of the following	I				

	<p>ancient civilizations:</p> <p>a. Sumeria, India – polytheism</p> <p>b. Egypt – belief in an afterlife</p> <p>c. China – ancestor worship</p> <p>d. Middle East – monotheism</p> <p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <p>c. China – silk, gun powder/fireworks, compass</p> <p>Connect with:</p> <p>Strand 5 Concept 2</p> <p>PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy).</p> <p>Connect with:</p> <p>Strand 4 Concept 2, 4, 5</p> <p>Strand 5 Concept 2</p> <p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:</p> <p>d. China (e.g., Qin Shi Huan Di, Confucius)</p> <p>Connect with:</p> <p>Strand 3 Concept 5</p>	I				
	<p>Strand 3 Concept 5: Government Systems</p> <p>PO 1. Describe the structure of the following governments:</p> <p>a. theocracy</p> <p>b. dictatorship</p> <p>c. republic</p> <p>d. monarchy</p> <p>e. democracy</p> <p>f. anarchy</p> <p>Connect with: Strand 2 Concept 2, 4, 5</p>	E				
	<p>Strand 4 Concept 2:</p> <p>PO 1. Identify regions studied (i.e., China...)</p>	I				

Places and Regions	<p>using a variety of criteria, (e.g., climate, landforms, culture, vegetation).</p> <p>Connect with: Strand 2 Concept 2</p> <p>PO 2. Describe the factors that cause regions and places to change.</p> <p>Connect with: Strand 2 Concept 2</p> <p>PO 3. Describe the interactions of people in different places and regions.</p> <p>Connect with: Strand 2 Concept 3, 4, 5</p>	I				
Strand 4 Concept 4: Human Systems	<p>PO 1. Interpret the demographic structure of places and regions using a population pyramid.</p> <p>PO 2. Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.</p> <p>PO 3. Analyze the causes and effects of settlement patterns.</p> <p>Connect with: Strand 1 Concept 2 Strand 2 Concept 2</p> <p>PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions.</p> <p>Connect with: Strand 2 Concept 2, 3, 4,</p>	I				
Strand 4 Concept 5: Environment and Society	<p>PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.</p> <p>PO 2. Describe the intended and unintended consequences of human modification (e.g.,</p>	I				

Key Concepts:

Importance of Huang He River (Yellow) to development of Chinese civilization

Government of China - Dynasties

Religion- Ancestor Worship

Confucius- Contributions to culture

Importance of Emperor Shi Huan Di (Qin)

TOPIC: Ancient China

Enduring Understanding:

China's cultural and scientific contributions to the world

Essential Question(s):

What inventions from Ancient China do we still use today?

How do Confucius teachings still impact China and other Asian countries today?

How are the ancient civilizations alike and different?

Examples:

Create a Character Sketch of Confucius. Include how his teachings impacted Chinese society.

Design and construct a kite using Chinese cultural symbols. Display at school.

Construct a timeline of the Chinese Dynasties including pictures,

You are a reporter for the "Ancient China Times." A worker has died while helping to build the Great Wall of China. Write an article on the toll of human lives the building of the wall took.

Vocabulary

Dynasty

Confucius

Ancestor Worship

Emperor Shi Huan Di

Great Wall of China

Silk

Huang He River (Yellow)

Mongols

TOPIC: Ancient Rome						Quarter this will be taught: 3 rd Quarter
Enduring Understanding: Ancient Rome had made many scientific and cultural contributions to the world						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature , theater, mathematics PO 9. Identify the roles and contributions of individuals in the following ancient civilizations c. Rome (e.g., Julius Caesar, Augustus PO 10. Describe the transition from the Roman Empire to the Byzantine Empire: a. “decline and fall” of the Roman Empire b. Empire split in eastern and western regions c. capital moved to Byzantium/Constantinople	E I I I	How did the Roman Republic change throughout its history? How did the cultural and scientific contributions of ancient Rome affect civilization?			
	Strand 2 Concept 3: World In Transition	PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of major religions (i.e., Hinduism, Buddhism, Judaism, Christianity, and Islam). Connect with: Strand 4 Concept 2, 4	E	How did the cultural and scientific contributions of ancient Rome affect American culture?		
Strand 3 Concept 3: Functions of Government	PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government. Connect with: Strand 2 Concept 2	I				
Strand 3 Concept 4: Rights, Responsibilities, and Roles of Citizenship	PO 1. Describe ways an individual can contribute to a school or community. PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement)	E E				

	as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).Connect with: Strand 2 Concept 2					
Strand 4 Concept 4: Human Systems:	<p>PO 1. Interpret the demographic structure of places and regions using a population pyramid.</p> <p>PO 2. Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.</p> <p>PO 3. Analyze the causes and effects of settlement patterns.</p> <p>Connect with: Strand 1 Concept 2 Strand 2 Concept 2</p> <p>PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions.</p> <p>Connect with: Strand 2 Concept 2, 3, 4,</p> <p>PO 5. Identify cultural norms that influence different social, political and economic activities of men and women.</p> <p>Connect with:</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>E</p>				

Key Concepts:

Development of government in society in the Roman Republic

Examine how Roman government changed as Rome expanded

Analyze how Augustus united the Roman Empire

Evaluate how Roman culture unified the people of the empire

Examine the origins, growth, and religious traditions of Christianity

Fall of Roman Empire in the West, Byzantine Empire flourishing in the Eastern Empire.

TOPIC: Ancient Rome

Vocabulary:

Cleopatra

Republic

Aqueducts

Latin

Aeneid

Forum

Punic Wars

Dictatorship

Carthage

Hannibal

Plebeians

Patricians

Enduring Understanding:

Ancient Rome had made many scientific and cultural contributions to the world

Essential Question(s):

How did the Roman Republic change throughout its history?
How did the cultural and scientific contributions of ancient Rome affect civilization, and specifically American culture?

Examples:

Compare Roman Republic to United States Government, i.e. Venn Diagram or essay.

Create a crossword puzzle using vocabulary words.

Create a cartoon depicting a major event in Roman history.

Writing Prompt:

You are Cleopatra or Julius Caesar writing a journal entry on an eventful day in your life.

Deer Valley Social Studies Quarterly Scope

Grade: 6th

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Strand 3 Concept 5: Government Systems of the World					
	PO 1. Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. anarchy Connect with: Strand 2 Concept 2, 4, 5	I			
	Strand 4 Concept 2: Places and Regions				
	PO 1. Identify regions studied (i.e., Greece, Rome) using a variety of criteria, (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2 PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2 PO 3. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5 PO 4. Explain why places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians)	I			
		I			
		I			
		I			

Key Concepts:

Development of democracy

Types of government/ City-States

Peloponnesian Wars

Spread of Greek culture through
Alexander the Great

Contrast culture of Athens and
Sparta

Greek Mythology

TOPIC:
Ancient Greece

Enduring Understanding:

Ancient Greek's scientific and cultural contributions to the world

Essential Question(s):

How has the Greek culture influenced the American culture?

Examples:

Create a poster
advertising their favorite
god or goddess.

Perform a Greek myth,
identify the meaning of
the myth.

Compare and
Contrast ancient
Olympics to
modern Olympics.

Writing Prompt:

Using the elements of a myth,
write your own myth explaining
a natural occurrence of the
world.

Vocabulary

Democracy

Athens

Sparta

Mythology

Alexander the Great

Aristotle

Socrates

Plato

Trojan War

The Illiad

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: American History- Early Civilizations of the Americas						Quarter this will be taught: 4th
Enduring Understanding: The impact of the early civilization on America						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 2: Early Civilizations	PO 1. Describe the characteristics of hunting and gathering societies in the Americas.	N	How did these cultures adapt and alter their environment?			
	PO 2. Describe factors (i.e., farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies.	N				
	PO 3. Describe the cultures of the Mogollon, Anasazi, and Hohokam-a. location, agriculture, housing, arts and trade networks b. how these cultures adapted to and altered their environment.	I				
	PO 4. Describe the Adena, Hopewell and Mississippian mound-building cultures.	N				
	PO 5. Describe the achievements and features (i.e., mathematics, astronomy, architecture, government, social structure, arts and crafts) of the Mayan, Aztec and Incan civilizations	E				
Strand 2 Concept 2: Early Civilizations	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations: d. Central and South America - astronomy, agriculture Connect with: Strand 5 Concept 2	E	What are the major contributions of each of these cultures?			
Strand 3 Concept 5: Government Systems of the World	PO 1. Describe the structure of the following governments: a. theocracy	N				

Strand 4 Concept 2: Places and Regions	PO 1. Identify regions studied (i.e., Greece, Rome) using a variety of criteria, (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2	I				
	PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2	I				
	PO 3. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5	I				
	PO 1. Interpret the demographic structure of places and regions using a population pyramid.	I				
	PO 2. Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.	I				
	PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2	I				
Strand 4 Concept 4: Human Systems	PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions). Connect with: Strand 2 Concept 2, 3, 4,	I				
	PO 5. Identify cultural norms that influence different social, political and economic activities of men and women. Connect with: Strand 2 Concept 2	I				

Strand 4 Concept 5: Environment and Society	PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration. PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment. Connect with: Strand 2 Concept 2	I				
	PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities. Connect with: Strand 2 Concept 2	I				
	PO 4. Identify the way humans respond to/prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, and earthquakes) in order to remain safe.	I				
Strand 5 Concept 1: Foundations of Economics	PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2	I				
	PO 5. Explain how trade promoted economic growth throughout world regions. Connect with: Strand 2 Concept 3 Strand 2 Concept 4	I				

Key Concepts:

The unique culture of each American civilization.

The adaptations and changes to the environment by native cultures.

Interactions among the various cultures.

Contrast writing methods of the Mayans, Aztecs, Incans.

Compare the religious beliefs of the Mayans, Aztecs and Incas.

TOPIC: Early Civilizations of the Americas

Enduring Understanding:

The impact of the early civilization on America

The impact of Mayan, Aztec and Inca on country of origin today.

Essential Question(s):

What characteristics did these early civilizations have in common?
How were they different?

Examples:

Create a ceremonial mask

Design an ABC book about the Americas.

Jigsaw-Each student will research a different civilization-design study guides, activities and assessments

Choose a civilization and create a diorama showcasing lifestyle and culture.

Vocabulary

Pueblo

Quechua

Ancestor

Archeologist

Triple Alliance

Technology

Quipus

Quetzalcoatl

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Middle Ages- Renaissance, Reformation, Age of Enlightenment						Quarter this will be taught: 4th
Enduring Understanding: The cultural and scientific contributions during the Middle Ages that forced the modern age.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 4. Compare the forms of government of the following ancient civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy c. China – dynasty Connect with: Strand 3 Concept 3, 5	E	What was the impact of feudalism on Europe?			
	PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations: a. Sumeria, India – polytheism b. Egypt – belief in an afterlife c. China – ancestor worship d. Middle East - monotheism	I	What impact did the Renaissance, Reformation and Age of Enlightenment have on the culture of Europe and America?			
	PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – mummification, hieroglyphs, papyrus c. China – silk, gun powder/fireworks, compass d. Central and South America - astronomy, agriculture Connect with: Strand 5 Concept 2	I				
	PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome: a. democracy	E				

<p>Strand 2 Concept 4: Renaissance and Reformation</p>	<p>b. republics/ empires Connect with: Strand 3 Concept 5 PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe: a. rebirth of Greek and Roman ideas b. new ideas and products as a result of trade. c. the arts d. science Connect with: Strand 3 Concept 5, Strand 4 Concept 2, 4, 5 Strand 5 Concept 1, 2 PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation: a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther Connect with: Strand 3 Concept 1 Strand 4 Concept 4 PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society: a. Scientific Revolution – Copernicus, Galileo, Newton b. natural rights – life, liberty, property c. governmental separation of powers vs. monarchy d. religious freedom e. Magna Carta</p>	<p>I</p> <p>I</p>				
<p>Strand 2 Concept 5: Encounters and Exchange</p>	<p>PO 1. Describe ways an individual can contribute to a school or community. PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and</p>	<p>E</p> <p>E</p>				

<p>Strand 3 Concept 5: Government Systems of the World</p> <p>Strand 4 Concept 2: Places and Regions</p>	<p>improvement of constitutional democracy in the United States Connect with: Strand 2 C5 PO 3. Describe the importance of citizens being actively involved in the democratic process. (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). Connect with: Strand 2 Concept 5</p>	E				
	<p>PO 1. Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. anarchy Connect with: Strand 2 Concept 2, 4, 5</p>	I				
	<p>PO 1. Identify regions studied (i.e., Greece, Rome) using a variety of criteria, (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2</p>	I				
	<p>PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2</p>	I				
	<p>PO 3. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5</p>	E				
	<p>PO 4. Explain why places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims). Connect with: Strand 2 Concept 2</p>	I				
	<p>PO 5. Describe the physical and human</p>	I				

	human activities. Connect with: Strand 2 Concept 2					
Strand 4 Concept 6: Geographic Applications	PO 1. Describe ways geographic features and conditions influenced settlement (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) in different periods of time, places, and regions. Connect with: Strand 2 Concept 2	I				
Strand 5 Concept 1: Personal Finance	Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2 PO 5. Explain how trade promoted economic growth throughout world regions. Connect with: Strand 2 Concept 3 Strand 2 Concept 4	I				

Key Concepts:

Catholic Church's role and impact on the culture in Europe

Transition from feudalism to nationalism at the end of the Middle Ages.

The impact of Renaissance leading to renewal and advancement of Europe

Changes in thinking brought about by the Enlightenment Period

Key contributions of individuals that impacted these areas

TOPIC: Middle Ages- Renaissance- Reformation-Enlightenment

Enduring Understanding:

The cultural and scientific contributions during the Middle Ages lead to the modern age of civilization.

Essential Question(s):

What was the impact of feudalism on Europe?
What impact did the Renaissance, Reformation and Age of Enlightenment have on the culture of Europe and America?

Examples:

Students create a coat-of-arms representing themselves as a vassal or medieval lord

Create a Renaissance festival. Students will work in small groups creating a booth that promotes characteristics of the time period.

Choose a person representing a specific position in the feudal system. Write a poem from their point of view.

Create a Who's Who Book of Middle Ages- Choose 10 historical figures-write brief biographies of each.

Vocabulary

Serf/vassal

Vassal

Magna Carta

Crusades

Feudal system

Manor

Lords

Michelangelo

Gutenberg

Leonardo De Vinci

Copernicus

Galileo/Newton

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: African Medieval Kingdoms						Quarter this will be taught: 4th
Enduring Understanding: The development of Medieval Kingdoms in Africa influenced its later world importance.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 3: World in Transition	PO 2. Describe the development of the Medieval kingdoms of Africa (i.e., Ghana, Mali, Songhai): a. Islamic influences b. mining of gold and salt c. centers of commerce Connect with: Strand 5 Concept 1	E	How did Islam influence the development of Medieval Africa?			
Strand 3 Concept 5: Government Systems of the World	PO 1. Describe the structure of the following governments: d. monarchy Connect with: Strand 2 Concept 2, 4, 5	I	Why did areas in Africa become centers of commerce?			
Strand 4 Concept 2: Places and Regions	PO 1. Identify regions studied (i.e., Greece, Rome) using a variety of criteria, (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2 PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2 PO 3. Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5	I I I				
Strand 4 Concept 4: Human Systems	PO 1. Interpret the demographic structure of places and regions using a population pyramid. PO 2. Describe the environmental, economic, cultural and political effects of human	N N				

Strand 4 Concept 5: Environment and Society	migrations and cultural diffusion on places and regions. PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2	N				
	PO 4. Identify factors (e.g., river/coastal civilizations, trade that influence the location, distribution, and interrelationships of economic activities over time in different regions. Connect with: Strand 2 Concept 2, 3, 4,	N				
	PO 5. Identify cultural norms that influence different social, political and economic activities of men and women. Connect with: Strand 2 Concept 2	N				
	PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.	N				
Strand 4 Concept 6: Geographic Applications	PO 1. Describe ways geographic features and conditions influenced settlement (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) in different periods of time, places, and regions. Connect with: Strand 2 Concept 2	N				
Strand 5 Concept 1: Foundations of Economics	PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2 PO 5. Explain how trade promoted economic growth throughout world regions. Connect with: Strand 2 Concept 3/Strand 2 Concept 4	N E				

Key Concepts:

Understanding the development of medieval kingdoms

Islamic influence in African Region

Importance of mining gold and salt

Region becoming centers of commerce

TOPIC:
African Medieval Kingdoms

Enduring Understanding:

Development and impact of Medieval Kingdoms in Africa

Essential Question(s):

How did Islam influence the development of Medieval Africa?
Why did areas in Africa become centers of commerce?

Examples:

Research and construct an African mask.

Design a travel brochure of Medieval Africa.

Draw a historical map identifying areas under study

Writing Prompt-
If your mask could talk, what would it tell us about your tribe and culture?

Vocabulary

Islam

Ghana

Mali

Songhai

Swahili

Mansa

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Ancient Arabia						Quarter this will be taught: 4th
Enduring Understanding: The cultural and scientific contributions of Ancient Arabia continue to impact the world today.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 2: Early Civilizations	PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors Connect with: Strand 4 Concept 2, 4,6 Strand 5 Concept 1	I	What is the influence of Islam today?			
	PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt c. Huang He - China d. Indus- India Connect with: Strand 4 Concept 1, 2, 4, 5	I	Why is the Middle East an important world region?			
	PO 4. Compare the forms of government of the following ancient civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy c. China – dynasty Connect with: Strand 3 Concept 3, 5	I				
	PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations: a. Sumeria, India (i.e., polytheism) b. Egypt (i.e., belief in an afterlife)	I				

	<ul style="list-style-type: none">c. China (i.e., ancestor worship)d. Middle East (i.e., monotheism) <p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ul style="list-style-type: none">a. Mesopotamia (i.e., laws of Hammurabi)b. Egypt (i.e., mummification, hieroglyphs, papyrus)c. China (i.e., silk, gun powder/fireworks, compass)d. Central and South America (i.e., astronomy, agriculture) <p>Connect with:</p> <p>d.</p>	I				

Key Concepts:

The origins and teachings of Islam

The scientific contributions of Islamic civilization

Contrasting theocracy to democracy

TOPIC:
Ancient Arabia

Enduring Understanding:

The cultural and scientific contributions of Ancient Arabia continue to impact the world today.

Essential Question(s):

What is the influence of Islam today?

Why is the Middle East an important world region?

Vocabulary

Arabesque

Islam

Muhammad

Mosque

5 Pillars of Islam

Alms

Koran (Qoran)

Hajj

Pilgrimage

Mecca

Kaaba

Theocracy

**Examples: *all activities
integrated together**

*Illustrate a page in the Arabian Nights story using mosaic techniques

Design your own Persian rug on paper or a software program

*Design pages of their Arabian Nights Story using the Arabasque art technique

*After listening to or reading a story from Arabian Night, write their own story using literary characteristics of Arabian Nights

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Research						Quarter this will be taught: 1 st quarter
Enduring Understanding: To research, a student must interpret different types of data.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 1: Research Skills for History and Strand 2 Concept 1	PO 1. Construct chart, graphs and narratives using historical data.	E	How do you interpret and construct various forms of historical data? Why is it important to differ between primary and secondary sources?			
	PO 2. Interpret historical data displayed in graphs, tables, and charts	E				
	PO 3. Construct timelines of historical era being studied	E				
	PO 4. Formulate questions that can be answered by historical study and research	E				
	PO 5. Describe the difference between primary and secondary sources.	E				
	PO 6. Deter mine the credibility and bias of primary and secondary sources.	E				
	PO 7. Analyze cause and effect relationship between and among individuals and or historical events.	E				
	PO 8. Describe how archaeological research adds to our understanding of the past.	I				

Key Concepts:

Interpreting data from historical sources.

Constructing historical charts, graphs and maps.

Constructing, and creating timelines.

Understand primary and secondary sources.

Analyze cause and effect relationships between historical events.

**TOPIC:
Research**

Enduring Understanding:

To research, a student must interpret different types of data.

Essential Question(s):

How do you interpret and construct various forms of historical data?

Examples:

Describe the difference between primary and secondary source.

Construct a timeline of events currently under study.

Answer questions about various charts, maps, graphs, etc.

Write an essay analyzing a cause/effect relationship in an area currently under study.

Vocabulary

Historical data

Primary source

Secondary source

Cause and effect

Timelines

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Mapping						Quarter this will be taught: Length of Year
Enduring Understanding: A part of our daily lives is interpreting geographical information..						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 4 Concept 1: The World in Spatial Terms	PO 1. Construct maps, charts, and graphs to display geographic information.	E	How do you interpret, construct and identify geographical information.			
	PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	E				
	PO 3. Interpret maps, charts, and geographic databases using geographic information.	E				
	PO 4. Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries). Connect with: Strand 2 Concept 2	E				
	PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).	E				

Key Concepts:

Interpreting and constructing data from geographical data.

Identifying differences among various maps and charts.

Locate physical and human features in the world on the map.

TOPIC: Mapping

Enduring Understanding:

Interpreting geographical information is an essential part of our daily lives.

Essential Question(s):

How do you interpret, construct and identify geographical information?

Examples:

Identify countries on a blank map, explaining the physical features of the country.

Draw a picture of what you envision a cultural landmark to look like ex. Hanging Gardens of Babylon

Recognize major rivers and mountain ranges in Europe

You are a travel agent constructing a travel brochure for a country currently under study.

Vocabulary

Geographical data

Regions

Key/legend

Physical features

Human feature

Deer Valley Social Studies Quarterly Scope

Grade: 6th

TOPIC: Economics						Quarter this will be taught: _____
Enduring Understanding: Our economic decisions impact our personal finance.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 5 Concept 5: Personal Finance	PO 1. Compare the cost and benefits of using credit. PO 2. Explain how interest is the price paid to borrow money. PO 3. Describe the factors lenders consider before lending money.	E I N	What is credit? What factors influence personal finances?			
			What factors need to be considered in starting a business?			

Key Concepts:

Compare cost and benefits of using credit.

Understand interest on borrowed money.

Factors lenders consider before loaning money

Understand how limited resources affect human choices in determining wants vs. needs.

Determine how scarcity, opportunity costs and trade-offs influence decision making.

Compare how money as opposed to barter facilitates trade.

TOPIC: Economics-Personal Finance

Enduring Understanding:

Our economic decisions impact our personal finance..

Essential Question(s):

What is credit?

What factors influence personal finances?

What factors need to be considered in starting a business?

Examples:

Guest speaker from a bank...Maintain a student check book

Junior Achievement Curriculum

Exchange city curriculum

Writing prompt-

You are a prospective small business owner writing a letter to the local bank persuading them to give you a loan.

Vocabulary

Interest

Lender

Borrower

Economics

Opportunity cost

Credit

Trade-offs

Barter

Scarcity

Resources

Wants

Needs