

**Centerville-Abington Elementary Curriculum Mapping**  
**Social Studies – 6<sup>th</sup> Grade**  
**1<sup>st</sup> Nine Weeks**  
**Mr. Matthew K. Dickerson**

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Part 1	<ul style="list-style-type: none"> <li>• 6.3.2</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Themes of Geography</li> <li>• Directions</li> <li>• Longitude/latitude</li> <li>• Understanding and using maps and projections</li> </ul>	<ul style="list-style-type: none"> <li>• Longitude and Latitude practice x 2</li> <li>• Matching 5 Themes</li> <li>• Map making activity</li> <li>• Island Creator</li> <li>• Direct Instruction w/notes</li> <li>• Close Reading</li> <li>• Vocabulary</li> </ul>	Geography, cardinal directions, sphere, latitude, degree, hemisphere, longitude, place, region, movement, absolute location (NCA), relative location (NCA), human-environment interaction, scale, aerial photograph, satellite image, GIS, distortion, projections, key, locator map, scale bar, compass rose, physical map, elevation, political map, special-purpose map	<ul style="list-style-type: none"> <li>• Longitude/Latitude formal quiz</li> <li>• See Resources and Activities</li> <li>• End of Unit summative test</li> </ul>

<p>Part 2</p>	<ul style="list-style-type: none"> <li>• 6.3.3</li> <li>• 6.3.5</li> </ul>	<ul style="list-style-type: none"> <li>• Earth, Sun, and the Seasons</li> <li>• Time and Earth's Rotation</li> <li>• Earth's Structure</li> <li>• Forces on and in Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Bill Nye: The Reason for the Seasons w/ follow along</li> <li>• Direct Instruction w/ notes</li> <li>• Time Zone Tasker</li> <li>• Vocabulary Picture Word</li> <li>• Yum the Earth (build Earth out of sweet treats)</li> <li>• Land formation evaluation</li> <li>• White board review</li> <li>• YouTube videos on erosion, mountains, and earthquakes</li> <li>• Close Reading</li> <li>• Vocabulary</li> </ul>	<p>Orbit, axis, solstice, revolution, equinox, rotation, time zone, core, mantle, crust, atmosphere, landform, weathering, erosion, plateau, valley, deposition, plain, delta, plate, plate tectonics, magma, fault</p>	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• See Resources and Activities</li> <li>• End of Unit Summative Test</li> </ul>
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Part 3	<ul style="list-style-type: none"> <li>• 6.3.3</li> <li>• 6.3.6</li> <li>• 6.3.8</li> </ul>	<ul style="list-style-type: none"> <li>• Climate and Weather</li> <li>• Temperature</li> <li>• Water and Climate</li> <li>• Air Circulation and Precipitation</li> <li>• Types of Climate</li> <li>• Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• Weather report breakdown</li> <li>• Direct Instruction w/ notes</li> <li>• Climate Campaign (team project)</li> <li>• Climate Graph practice</li> <li>• Water Cycle Comic</li> <li>• Bill Nye: The Water Cycle w/ follow along</li> <li>• How Wing Blows team challenge</li> <li>• Biome/Ecosystem Recipe</li> <li>• Build a biome</li> <li>• Water Cycle demonstration</li> <li>• Close Reading</li> <li>• Vocabulary</li> </ul>	Weather, climate, precipitation, temperature, polar zone, high latitude, tropics, low latitudes, temperate zone, middle latitudes, altitude, water cycle, evaporation, intertropical convergence zone, tropical cyclone, hurricane, tornado, tropical wet, tropical wet and dry, humid subtropical, maritime, subarctic, semiarid, arid, tundra, deciduous tree, coniferous tree, biome, savanna, ecosystem	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Climates and Ecosystems Checkpoint</li> <li>• See Resources and Activities</li> <li>• End of unit summative test</li> </ul>
Part 4	<ul style="list-style-type: none"> <li>• 6.3.12</li> <li>• 6.4.8</li> </ul>	<ul style="list-style-type: none"> <li>• Environment and Resources</li> <li>• Land Use</li> <li>• People’s Impact on the Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Nature Walk</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Vocabulary</li> <li>• Pollution Campaign</li> <li>• “Lorax”</li> <li>• White board review</li> </ul>	Natural resource, renewable resource, nonrenewable resource, fossil fuel, colonization, industrialization, suburb, spillover, pollution, biodiversity, deforestation	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• See Resources and Activities</li> <li>• End of unit summative test</li> </ul>

Part 5	<ul style="list-style-type: none"> <li>• 6.4.5</li> <li>• 6.4.3</li> <li>• 6.4.9</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Basics, Processes, Systems</li> <li>• Economic Development</li> <li>• Trade</li> <li>• Money Management</li> <li>• The Market, Competition, Scarcity, Supply and Demand</li> <li>• Business Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• M&amp;M Tower of Death, Destruction, and Mayhem</li> <li>• Dave Ramsey “Financial Peace University”: Saving</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Vocabulary</li> <li>• Understanding Demand practice</li> <li>• Business Organizations Scavenger Hunt</li> <li>• Personal Business Plan</li> <li>• International Traders Activity</li> <li>• The Talk</li> <li>• Budget Simulation</li> <li>• YouTube North Korea Video</li> </ul>	<p>Economics, scarcity, opportunity cost, demand, supply, producer, consumer, incentive, market, profit, revenue, specialization, competition, inflation, recession, traditional economy, market economy, command economy, mixed economy, development, developed country, developing country, GDP, productivity, technology, trade, export (NCA), import (NCA), tariff, trade barrier, free trade, global market (NCA), budget, saving, interest, credit, investing, stock, bond, economy (NCA)</p>	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Economic Development and Trade Checkpoint</li> <li>• See Resources and Activities</li> <li>• End of unit summative test</li> </ul>
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**Curriculum Mapping**  
**Social Studies– 6<sup>th</sup> Grade**  
 2<sup>nd</sup> Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Part 6	<ul style="list-style-type: none"> <li>• 6.3.9</li> <li>• 6.1.15</li> </ul>	<ul style="list-style-type: none"> <li>• Population Growth and Distribution</li> <li>• Migration</li> <li>• Urbanization</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship Test</li> <li>• Population and Movement Q&amp;A</li> <li>• Population Exploration</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Vocabulary</li> <li>• America: The Story of Us – Episode 7 “Cities” w/ follow along</li> <li>• City Planner</li> </ul>	Demographer, birth rate, death rate, infant mortality rate, population distribution, population density, migration, emigrate, immigrate, push factor, pull factor, urban, rural, slum, urbanization, suburban sprawl	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• See Resources and Activities</li> </ul>

Part 7	<ul style="list-style-type: none"> <li>6.3.10</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Basics</li> <li>Families and Societies</li> <li>Language, Religion, Arts</li> <li>Cultural Diffusion</li> <li>Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>Culture, Family, and Society Checkpoint</li> <li>Culture Collage</li> <li>Social Structure Web</li> <li>Language Challenge</li> <li>Pie Charting Languages</li> <li>Religions Internet Scavenger Hunt</li> <li>Art with Meaning</li> <li>Direct Instruction w/ notes</li> <li>Close Reading</li> <li>Vocabulary</li> <li>Cultural Diffusion, Change, Science and Technology Checkpoint</li> <li>YouTube: “The Big Story: Origins of Religion” and “Religions of the World” and “What is Art?”</li> </ul>	<p>Culture, cultural trait, norm, culture region, cultural landscape, society, family, nuclear family, extended family, social structure, social class, language, religion, ethics, universal theme, visual arts, architecture, architect, music, literature, cultural hearth, cultural diffusion, diversity, science, irrigate, standard of living</p>	<ul style="list-style-type: none"> <li>Culture, Family, and Society Checkpoint</li> <li>Reading Quiz</li> <li>Culture Collage</li> <li>See Resources and Activities</li> </ul>
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Part 8	<ul style="list-style-type: none"> <li>• 6.2.1</li> <li>• 6.2.5</li> <li>• 6.1.16</li> <li>• 6.2.4</li> <li>• 6.2.6</li> <li>• 6.2.7</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Government</li> <li>• Political Systems and Structures</li> <li>• Conflict and Cooperation</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Government and Political Systems Checkpoint</li> <li>• Introductory Q&amp;A</li> <li>• The Chip Game</li> <li>• Direct Instruction w/ notes</li> <li>• Vocabulary</li> <li>• Close Reading</li> <li>• Picture Word</li> </ul>	Government, constitution, limited government, unlimited government, tyranny, state, city-state, empire, democracy, nation-state, monarchy, authoritarian, communism, totalitarianism, unitary system, federal system, sovereignty, foreign policy, treaty, diplomacy, citizen, civic life, civic participation, political party, interest group	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Foundations of Government and Political Systems Checkpoint</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>
Part 9	<ul style="list-style-type: none"> <li>• 6.1.18</li> <li>• 6.1.19</li> <li>• 6.3.11</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Time</li> <li>• Historical Sources</li> <li>• Archaeology and Other Sources</li> <li>• Historical Maps</li> </ul>	<ul style="list-style-type: none"> <li>• RSA Animate “Secret Powers of Time”</li> <li>• Calendar Creator</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Vocabulary</li> <li>• Map Reading Packet</li> <li>• Exhibit Evaluation</li> <li>• Timelining</li> <li>• Jeopardy Review</li> </ul>	Historian, timeline, chronology, period, prehistory, bias, artifact, primary source (NCA), secondary source (NCA), archaeology, anthropology, oral tradition, historical map	<ul style="list-style-type: none"> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>

Chapter 1	<ul style="list-style-type: none"> <li>• 6.3.1</li> <li>• 6.3.3</li> <li>• 6.3.6</li> <li>• 6.3.7</li> <li>• 6.3.9</li> <li>• 6.1.4</li> <li>• 6.1.13</li> <li>• 6.1.16</li> <li>• 6.2.1</li> <li>• 6.1.22</li> <li>• 6.1.23</li> <li>• 6.3.4</li> <li>• 6.3.10</li> <li>• 6.4.2</li> <li>• 6.4.4</li> <li>• 6.4.6</li> <li>• 6.1.4</li> <li>• 6.1.21</li> </ul>	<ul style="list-style-type: none"> <li>• United States physical features, climate regions, natural resources</li> <li>• Migration and Settlement</li> <li>• Environmental Impacts</li> <li>• History of the United States (Early history, European exploration, 13 colonies, expansion and growth, industrial revolution)</li> <li>• Manifest Destiny</li> <li>• United States Economy</li> <li>• American Culture</li> <li>• United States on the World Stage (foreign policy, global economics, etc.)</li> <li>• Formation of American Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Chapter 1 Preview</li> <li>• What do you know about the U.S.?</li> <li>• Choral Reading</li> <li>• YouTube “States Song”</li> <li>• Blank map fill-in</li> <li>• “How the States Got their Shapes” w/ follow along</li> <li>• “Physically” Mapping the U.S.</li> <li>• Timelining U.S. History</li> <li>• Direct Instruction w/ notes</li> <li>• Vocabulary</li> <li>• Close Reading</li> <li>• American Art</li> <li>• Student Made Quiz</li> <li>• Cultural Day</li> </ul>	Climate, temperate, migration, metropolitan area, population density, dissenter, plantation, cash crop, manifest destiny, civil rights movement, adapt, annex, vital, market economy, export (NCA), import (NCA), economic region, diplomacy	<ul style="list-style-type: none"> <li>• Chapter 1 Preview</li> <li>• Section Quiz</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>
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# Curriculum Mapping

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

3<sup>rd</sup> Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Chapter 2	<ul style="list-style-type: none"> <li>• 6.3.1</li> <li>• 6.3.2</li> <li>• 6.3.5</li> <li>• 6.3.8</li> <li>• 6.3.12</li> <li>• 6.1.22</li> <li>• 6.1.4</li> <li>• 6.1.11</li> <li>• 6.1.20</li> <li>• 6.1.21</li> <li>• 6.1.23</li> <li>• 6.2.6</li> <li>• 6.2.7</li> <li>• 6.3.4</li> <li>• 6.3.10</li> <li>• 6.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Canada’s physical features, climate, population density, and natural resources</li> <li>• Canada’s economy and environmental concerns</li> <li>• The Northwest Passage</li> <li>• Inuit people’s and Canadians</li> <li>• History of Canada (early exploration, conflict and compromise on the road to independence, growth and immigration)</li> <li>• French and English Canadians</li> <li>• Canada’s government, role in the world, their cultural mosaic, and economy</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Vocabulary</li> <li>• What do you know about Canada?</li> <li>• Chapter 2 Preview</li> <li>• Canada O’s</li> <li>• Mapping Canada</li> <li>• Comic Booking Canadian History</li> <li>• Cultural Day</li> <li>• Choral Reading</li> <li>• Canada’s Icy North Scavenger Hunt</li> </ul>	Precipitation, tundra, permafrost, mixing zone, Inuit, igloos, Northwest Passage, compromise, First Nations, New France, province, dominion, cultural mosaic, constitutional monarchy, plural society	<ul style="list-style-type: none"> <li>• Chapter 2 Preview</li> <li>• Canada O’s</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>

Chapter 3	<ul style="list-style-type: none"> <li>• 6.3.3</li> <li>• 6.3.6</li> <li>• 6.3.8</li> <li>• 6.3.12</li> <li>• 6.3.13</li> <li>• 6.1.1</li> <li>• 6.1.4</li> <li>• 6.1.20</li> <li>• 6.1.22</li> <li>• 6.2.1</li> <li>• 6.1.6</li> <li>• 6.1.21</li> <li>• 6.1.23</li> <li>• 6.2.7</li> <li>• 6.3.10</li> <li>• 6.4.1</li> <li>• 6.4.7</li> <li>• 6.4.8</li> </ul>	<ul style="list-style-type: none"> <li>• Mexico’s physical and political features, climates, ecosystems, land and resources, and environmental impacts</li> <li>• Rise and Fall of the Aztecs</li> <li>• History of Mexico (early natives, early exploration, steps towards independence, the Mexican Revolution)</li> <li>• Mexico’s Government</li> <li>• Mexico’s people and culture</li> <li>• Mexico’s economy and global trade</li> </ul>	<ul style="list-style-type: none"> <li>• What do you know about Mexico?</li> <li>• Chapter 3 Preview</li> <li>• My Story DVD introduction</li> <li>• Choral Reading</li> <li>• Vocabulary</li> <li>• Close Reading</li> <li>• Direct Instruction w/ notes</li> <li>• Mapping Mexico</li> <li>• Aztec Webpage</li> <li>• Jigsaw Mexico</li> <li>• Cultural Day</li> <li>• “McFarland USA”</li> <li>• YouTube “Mexico Tourism 2015”</li> </ul>	Sinkhole, altitude, hydroelectric power, irrigate, peninsular, criollo, mestizo, Nahuatl, maize, astronomy, aqueduct, conquistador, Mexican Revolution, PRI, PAN, free market, remittance	<ul style="list-style-type: none"> <li>• Chapter 3 Preview</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>
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Chapter 4	<ul style="list-style-type: none"> <li>• 6.3.5</li> <li>• 6.3.6</li> <li>• 6.3.8</li> <li>• 6.3.13</li> <li>• 6.3.14</li> <li>• 6.1.1</li> <li>• 6.1.2</li> <li>• 6.1.4</li> <li>• 6.1.20</li> <li>• 6.1.21</li> <li>• 6.2.1</li> <li>• 6.2.5</li> <li>• 6.2.7</li> <li>• 6.3.10</li> <li>• 6.4.7</li> <li>• 6.1.16</li> <li>• 6.1.23</li> <li>• 6.4.4</li> <li>• 6.4.5</li> </ul>	<ul style="list-style-type: none"> <li>• Central America and the Caribbean’s physical and political features, climates, ecosystems, land and resources, and environmental impacts</li> <li>• Hurricanes</li> <li>• The Mayans</li> <li>• Early colonization and slavery</li> <li>• Various governments in the region</li> <li>• Various cultures of the region</li> <li>• Communism in Cuba</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Choral Reading</li> <li>• Vocabulary</li> <li>• Direct Instruction w/ notes</li> <li>• Cultural Day</li> <li>• Central America and Caribbean Preview</li> <li>• Mapping the region</li> <li>• Close Reading the Bermuda Triangle</li> <li>• 8 Day Caribbean Cruise Creator</li> <li>• The ABCs of it</li> <li>• Maya Math</li> <li>• The Sugar List</li> <li>• Caribbean Super Hero</li> </ul>	Isthmus, hurricane, biodiversity, tourism, deforestation, Maya, colony, encomienda, hacienda, independence, dictatorship, carnival, Santeria, diaspora, microcredit, ecotourism, ally, literacy, rationing, embargo	<ul style="list-style-type: none"> <li>• Central America and Caribbean Preview</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>
Chapter 5	<ul style="list-style-type: none"> <li>• 6.3.1</li> <li>• 6.3.2</li> <li>• 6.3.7</li> <li>• 6.3.8</li> <li>• 6.3.9</li> <li>• 6.1.4</li> <li>• 6.1.20</li> <li>• 6.2.5</li> <li>• 6.4.5</li> <li>• 6.4.6</li> <li>• 6.1.18</li> <li>• 6.1.22</li> </ul>	<ul style="list-style-type: none"> <li>• Caribbean South America’s physical and political features, climates, ecosystems, population distribution, and land use</li> <li>• Early Spanish rule</li> <li>• Pirates in the Caribbean</li> <li>• Various tracks to independence and governments of the region</li> <li>• Cultures of Caribbean South America</li> <li>• Environmental problems and economy of the region</li> <li>• Civil conflict in Columbia</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Choral Reading</li> <li>• Vocabulary</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Cultural Day</li> <li>• Chapter 5 Checkpoint</li> <li>• Mapping Caribbean South America</li> <li>• “True Caribbean Pirates” w/ follow along</li> <li>• Flag Maker</li> <li>• This is My Friend</li> </ul>	Cordillera, llanos, ecosystem, terraced farming, El Dorado, caudillo, paramilitary, nationalize, austerity measure, Latin America (NCA), subsidence, representative democracy, insurgent, guerrilla, land distribution, collaborate	<ul style="list-style-type: none"> <li>• Chapter 5 Checkpoint</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>

Chapter 6	<ul style="list-style-type: none"> <li>• 6.3.1</li> <li>• 6.3.2</li> <li>• 6.3.7</li> <li>• 6.3.12</li> <li>• 6.3.13</li> <li>• 6.1.1</li> <li>• 6.1.4</li> <li>• 6.1.6</li> <li>• 6.1.20</li> <li>• 6.1.21</li> <li>• 6.1.23</li> <li>• 6.2.7</li> <li>• 6.3.4</li> <li>• 6.4.2</li> <li>• 6.4.6</li> <li>• 6.1.22</li> <li>• 6.2.5</li> </ul>	<ul style="list-style-type: none"> <li>• Andes and Pampas physical and political features, climates, ecosystems, land use and resources, and people</li> <li>• The Incas</li> <li>• European colonial period of the region</li> <li>• Various independence movements</li> <li>• Rich culture of the region</li> <li>• Environmental problems and regional economies</li> <li>• Governments of the region</li> <li>• Bolivia’s class system and indigenous revival</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Choral Reading</li> <li>• Vocabulary</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Cultural Day</li> <li>• Chapter 6 Preview</li> <li>• Mapping the Andes and Pampas</li> <li>• Give me a Hand</li> <li>• Native American Who?</li> <li>• Win/Lose/Draw</li> <li>• Art Discussion</li> </ul>	Peasant, land reform, autonomy, diversified economy, MERCOSUR, literacy, referendum, amend, immunity, criollo, mestizo, mercantilism, oligarchy, subduct, Altiplano, El Nino, vertical climate zones	<ul style="list-style-type: none"> <li>• Chapter 6 Preview</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>
Chapter 7	<ul style="list-style-type: none"> <li>• 6.3.1</li> <li>• 6.3.3</li> <li>• 6.3.7</li> <li>• 6.3.8</li> <li>• 6.3.14</li> <li>• 6.1.4</li> <li>• 6.1.11</li> <li>• 6.1.20</li> <li>• 6.2.7</li> <li>• 6.3.4</li> <li>• 6.3.13</li> <li>• 6.4.4</li> <li>• 6.1.22</li> <li>• 6.4.6</li> <li>• 6.4.7</li> <li>• 6.4.8</li> </ul>	<ul style="list-style-type: none"> <li>• Brazil’s physical and political features, climate and land use, ecosystems, and people</li> <li>• Brazilian culture</li> <li>• Brazilian history 1500-2000</li> <li>• Environmental issues</li> <li>• Brazil’s government and economy</li> <li>• Destruction of the Amazon</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Choral Reading</li> <li>• Vocabulary</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Cultural Day</li> <li>• Chapter 7 Preview</li> <li>• Mapping Brazil</li> <li>• Protest Project</li> <li>• Timelining Brazil’s History</li> <li>• Carnival Float</li> </ul>	Slash-and-burn, habitat, biodiversity, ethanol, urban planning, market economy, social services, brazilwood, export economy, boom and bust cycle, abolitionist, coup, Amazon basin, savanna, canopy, favela	<ul style="list-style-type: none"> <li>• Chapter 7 Preview</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>

**Curriculum Mapping**  
**Social Studies– 6<sup>th</sup> Grade**  
 4<sup>th</sup> Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Chapter 8	<ul style="list-style-type: none"> <li>• 6.1.1</li> <li>• 6.1.20</li> <li>• 6.2.1</li> <li>• 6.2.2</li> <li>• 6.4.2</li> <li>• 6.1.21</li> <li>• 6.1.2</li> <li>• 6.4.1</li> <li>• 6.1.23</li> <li>• 6.1.3</li> <li>• 6.1.4</li> <li>• 6.1.5</li> <li>• 6.1.6</li> <li>• 6.1.7</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece (Geography and settlements)</li> <li>• City-states and the birth of democracy</li> <li>• Greek religion, art, philosophy</li> <li>• Spartans, Persian Wars</li> <li>• Ancient Greek Literature</li> <li>• The Roman Empire (government, law, expansion, life)</li> <li>• Judaism and Christianity</li> <li>• Early Middle Ages(Byzantine Empire, Germanic Tribes, Franks, Charlemagne, Vikings)</li> <li>• Feudalism and Manorialism</li> <li>• High and Late Middle Ages (The Crusades, Limiting royal power, the Plague)</li> </ul>	<ul style="list-style-type: none"> <li>• Alexander the Great (My Story DVD) introduction</li> <li>• Choral Reading</li> <li>• Vocabulary</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading Classic Greek/Roman Literature</li> <li>• Chapter 8 Preview</li> <li>• Mapping Empires</li> <li>• Word Maps</li> <li>• Timelining the Ages</li> <li>• Feudalism by Ranks</li> <li>• Contagion</li> <li>• Oh My Greek God!</li> <li>• “Trial” Governments</li> <li>• Crusaders</li> <li>•</li> </ul>	City-state, oligarchy, cultural hearth, direct democracy, philosophy, patrician, plebeian, representative democracy, Pax Romana, aqueduct, schism, lord, vassal, feudalism (NCA), manorialism, Crusades, Reconquista, guild, Magna Carta	<ul style="list-style-type: none"> <li>• Chapter 8 Preview</li> <li>• Map Quiz</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>

Chapter 9	<ul style="list-style-type: none"> <li>• 6.1.2</li> <li>• 6.1.6</li> <li>• 6.1.8</li> <li>• 6.1.9</li> <li>• 6.1.12</li> <li>• 6.1.21</li> <li>• 6.1.23</li> <li>• 6.1.10</li> <li>• 6.1.11</li> <li>• 6.2.4</li> <li>• 6.1.13</li> <li>• 6.1.14</li> <li>• 6.2.1</li> <li>• 6.2.3</li> <li>• 6.1.16</li> <li>• 6.1.20</li> <li>• 6.2.5</li> <li>• 6.2.6</li> <li>• 6.3.9</li> <li>• 6.3.13</li> </ul>	<ul style="list-style-type: none"> <li>• The Italian Renaissance</li> <li>• The Protestant and Catholic Reformations</li> <li>• European Expansion (Age of Exploration, colonization, triangle trade)</li> <li>• Scientific Revolution</li> <li>• The Enlightenment</li> <li>• French Revolution (Napoleon)</li> <li>• Industrial Revolution</li> <li>• Liberalism, Conservatism, and Socialism</li> <li>• Europe during WWI, Great Depression, and WWII</li> <li>• Europe and the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• Moves Like Mikey</li> <li>• Compare and Contrast Religions</li> <li>• Where to Go?</li> <li>• Colonial Comparisons</li> <li>• You the Inventor</li> <li>• No Democracy Choice</li> <li>• History Highlights</li> <li>• My Story DVD introduction</li> <li>• Vocabulary x 3</li> <li>• Chapter 9 Preview</li> <li>• Direct Instruction w/ notes</li> <li>• Choral Reading</li> <li>• Close Reading</li> <li>• Map Maker</li> <li>• King Me!</li> <li>• “Cinderella Man”</li> <li>• Vocabulary Quiz Show</li> <li>• Sentence Builder</li> <li>• Revolution Cause and Effect</li> <li>• Word Wise</li> <li>• The Perfect Statement</li> </ul>	<p>Renaissance, humanism, perspective, Reformation, Catholic Reformation, cartography, caravel, plantation, northwest passage, triangular trade, absolutism, Scientific Revolution, Enlightenment, English Bill of Rights, French Revolution, Industrial Revolution, WWI, WWII, Great Depression, communism, fascism, Holocaust, Cold War, Marshall Plan, Berlin Wall, EU</p>	<ul style="list-style-type: none"> <li>• Chapter 9 Preview</li> <li>• Vocabulary</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>
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Chapter 10	<ul style="list-style-type: none"> <li>• 6.3.1</li> <li>• 6.3.3</li> <li>• 6.3.6</li> <li>• 6.3.8</li> <li>• 6.3.9</li> <li>• 6.3.14</li> <li>• 6.1.15</li> <li>• 6.1.17</li> <li>• 6.1.22</li> <li>• 6.4.6</li> <li>• 6.4.7</li> <li>• 6.4.8</li> <li>• 6.2.7</li> <li>• 6.3.10</li> <li>• 6.3.12</li> <li>• 6.4.5</li> <li>• 6.2.6</li> <li>• 6.3.4</li> <li>• 6.3.13</li> <li>• 6.1.21</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Western Europe physical and political features, climates, natural resources, language,</li> <li>• Energy Revolution in Europe</li> <li>• The United Kingdom and Ireland (people, culture, government)</li> <li>• Scandinavian Countries (benefits, resources, life, cities)</li> <li>• European Union</li> <li>• Southern Europe (empires, tradition, cultural heritage, modern cities, and economy)</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Choral Reading</li> <li>• Mapping the Region</li> <li>• Persuasion Post</li> <li>• Region Recall</li> <li>• Main Ideas and Details</li> <li>• Step by Step</li> <li>• Travel Agent</li> <li>• Powered By...?</li> <li>• Direct Instruction w/ notes</li> <li>• Close Reading</li> <li>• Vocabulary x 3</li> <li>• Understanding the UK</li> <li>• EU Debates</li> <li>• Cultural Days</li> <li>• Monumental Presentation</li> <li>• Country Display</li> <li>• Chapter 10 Preview</li> </ul>	Peninsula, plain, glacier, loess, tundra, taiga, pollution, renewable energy, nonrenewable energy, fossil fuel, biofuel, wind turbine, hydropower, constitutional monarchy, Parliament, cradle-to-grave system, GDP, cultural borrowing, privatization, GNP, polders, reunification, Iberian Peninsula, deportation, cultural diffusion, diversify,	<ul style="list-style-type: none"> <li>• Chapter 10 Preview</li> <li>• Map Quizzes</li> <li>• Country Display</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> </ul>
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Chapter 11	<ul style="list-style-type: none"> <li>• 6.1.2</li> <li>• 6.3.1</li> <li>• 6.3.2</li> <li>• 6.3.7</li> <li>• 6.3.12</li> <li>• 6.1.22</li> <li>• 6.2.1</li> <li>• 6.2.2</li> <li>• 6.3.4</li> <li>• 6.4.4</li> <li>• 6.4.6</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Eastern Europe physical and political features, climate, agriculture, resources, environment, and diverse religions</li> <li>• Poland and Baltic Nations (reform and culture)</li> <li>• Central Europe (Slovakia, Czech Republic, Hungary, Slovenia)</li> <li>• Former Republics of Yugoslavia</li> <li>• Ukraine, Belarus, Moldova</li> </ul>	<ul style="list-style-type: none"> <li>• My Story DVD introduction</li> <li>• Mapping the Region</li> <li>• Words in Context</li> <li>• Vocabulary x 3</li> <li>• Catastrophic Chernobyl</li> <li>• Brief Belief</li> <li>• Cultural Days</li> <li>• Direct Instruction w/ notes</li> <li>• Vocabulary</li> <li>• Pathfinder</li> <li>• Brochure for Sure!</li> <li>• Choral Reading</li> <li>• Close Reading</li> <li>• Chapter 11 Preview</li> <li>• This is My Friend</li> </ul>	Ice age, mechanized farming, acid rain, emigrate, secular, nationalism, pilgrimage, fasting, entrepreneur, capital, cuisine, secede, ethnic cleansing	<ul style="list-style-type: none"> <li>• Chapter 11 Preview</li> <li>• End of unit summative test</li> <li>• See Resources and Activities</li> <li>• Map Quiz</li> <li>• Brochure for Sure!</li> </ul>
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## 6<sup>th</sup> Grade Social Studies Standards and Standard Descriptors

### Standard 1 History

Students explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

#### Historical Knowledge

##### Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.

**6.1.1** Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.

**Examples:** Greek, Roman, Mayan, Inca, and Aztec civilizations

**6.1.2** Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.

**Examples:** Judaism, Christianity, Islam and native practices in Mesoamerica and Europe

##### Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.

**6.1.3** Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.

**Examples:** Influence of the spread of Christianity in Russia and Eastern Europe

**6.1.4** Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.

**Examples:** Feudal system, manorial system, rise of kingdoms and empires, and religious institutions

**6.1.5** Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.

**Examples:** Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power

**6.1.6** Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica

**Examples:** Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan

**6.1.7** Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society

**6.1.8** Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.

**Examples:** Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei

**6.1.9** Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

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**Early Modern Era: 1500 to 1800**

**6.1.10** Examine and explain the outcomes of European colonization on the Americas and the rest of the world.

**Examples:** The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery, Columbus' search for India

**6.1.11** Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.

**6.1.12** Describe the Reformations and their effects on European and American society-

**Examples:** Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent

**6.1.13** Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.

**Examples:** The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation

of religious groups.

- 6.1.14** Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about.  
**Examples:** Steam engine, factory system, urbanization, changing role of women and child labor

**Modern Era: 1700 to the present**

- 6.1.15** Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.
- 6.1.16** Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance.  
**Examples:** Liberalism, conservatism, nationalism, socialism, communism, fascism and popular sovereignty
- 6.1.17** Discuss the benefits and challenges related to the development of a highly technological society.  
**Examples:** Atomic energy, computers and environmental change

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**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

- 6.1.18** Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.
- 6.1.19** Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.1.20** Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history-  
**Examples:** The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.
- 6.1.21** Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.1.22** Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.  
**Examples:** Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).
- 6.1.23** Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.  
**Examples:** The role of women in different time periods, decline of ancient civilizations, and

## Standard 2 Civics and Government

Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

### Foundations of Government

- 6.2.1** Compare and contrast major forms of governments in Europe and the Americas throughout history.  
**Examples:** Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism
- 6.2.2** Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.
- 6.2.3** Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.
- 6.2.4** Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.

### Functions of Government

- 6.2.5** Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.
- 6.2.6** Identify and describe the functions of international political organizations in the world today.  
**Examples:** Examine the functions of the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN).

### Roles of Citizens

- 6.2.7** Define and compare citizenship and the citizen's role throughout history in Europe and the Americas.  
**Examples:** Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

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## Standard 3 Geography

Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

### The World in Spatial Terms

- 6.3.1** Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.

- 6.3.2** Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.

### **Places and Regions**

- 6.3.3** Describe and compare major physical characteristics of regions in Europe and the Americas.  
**Examples:** Mountain ranges, rivers, deserts, etc.
- 6.3.4** Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.  
**Examples:** Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions

### **Physical Systems**

- 6.3.5** Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.  
**Examples:** Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland
- 6.3.6** Explain how ocean currents and winds influence climate differences on Europe and the Americas.
- 6.3.7** Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.  
**Examples:** Gulf Stream and North Atlantic Current
- 6.3.8** Identify major biomes of Europe and the Americas and explain how these are influenced by climate.  
**Examples:** Rainforests, tundra, woodlands, and deserts

### **Human Systems**

- 6.3.9** Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations  
**Examples:** Rural and urban areas; immigration
- 6.3.10** Explain the ways cultural diffusion, invention, and innovation change culture.
- 6.3.11** Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past

### **Environment and Society**

- 6.3.12** Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.
- 6.3.13** Explain the impact of humans on the physical environment in Europe and the Americas.

- 6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.

**Examples:** Hurricanes, earthquakes, floods and drought

## Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

- 6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas.

**Examples:** The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.

- 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.

**Examples:** Increased production and consumption and lower prices

- 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.

- 6.4.4 Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.

- 6.4.5 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

- 6.4.6 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.

**Examples:** Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.

- 6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

- 6.4.8 Identify ways that societies deal with helpful and harmful externalities (spillovers\*) in Europe or the Americas.

**Examples:** Government support of public education and governments taxing or regulating pollution

\* **externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party

**6.4.9** Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.

**Examples:** Savings accounts, certificates of deposit and stocks