

# Niagara Falls City School District 6<sup>th</sup> grade Social Studies 2022 Curriculum Map

<p><b>TRIMESTER 1 – UNIT 1</b></p> <p><b>PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY</b></p> <p>(2-3 weeks)</p>	<p><b>Unit Description:</b></p> <p><b>6.1 - The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)</b></p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> <li>How do geographers use the Five Themes of Geography?</li> </ul>	<ul style="list-style-type: none"> <li>6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</li> <li>6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. <ul style="list-style-type: none"> <li>Middle East (North Africa and Southwest Asia)</li> <li>Sub-Saharan Africa</li> <li>Europe (West, North, South, Central, and Southeast)</li> <li>Russia and the Independent States (Russia, Caucasasia, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma],</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere. <b>(6.1c)</b></li> <li>To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with your group to create a - 5 Themes of Geography Graphic Organizer, representing your local community, to present to the class. (Ex: poster, power point, multimedia project, Flipgrid)</li> <li>Identify examples of responsible citizenship (obeying laws, paying taxes, voting, community involvement), then participate in a discussion about the potential problems that could result from citizens neglecting these responsibilities. <b>(Seal of Civic Readiness Pillar: Civic Skills and Actions)</b></li> <li>Labeling maps and identifying absolute locations</li> </ul>

	<p>Malaysia, Singapore, Indonesia, Brunei, Philippines)</p> <ul style="list-style-type: none"> <li>▪ South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> <li>▪ Oceania (Australia, New Zealand, the Pacific)</li> </ul> <ul style="list-style-type: none"> <li>• 6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.</li> <li>• 6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.</li> </ul>	<p>of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region. <b>(6.1c)</b></p> <p>➤ Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied. <b>(6.1d)</b></p>	
<p><b>Resources:</b></p> <p><b><u>FOCUS LESSONS</u></b></p> <ul style="list-style-type: none"> <li>• Front Matter: Maps</li> <li>• Historian’s Toolkit – Lesson 6: Geographer’s Handbook</li> </ul>			

**TRIMESTER 1 – UNIT 2****THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE****(3-4 Weeks)****Unit Description:****6.2 - The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)**

<b>ESSENTIAL QUESTIONS</b>	<b>COMMON CORE &amp; NCSS STANDARDS</b>	<b>CONTENT</b>	<b>STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)</b>
<ul style="list-style-type: none"> <li>How did the Agricultural Revolution change the way people live?</li> <li>How were early humans like modern humans?</li> </ul>	<ul style="list-style-type: none"> <li>6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</li> <li>6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</li> <li>6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence. <b>(6.2c)</b></li> <li>Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history. <b>(6.2c)</b></li> <li>Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with a partner and decide what you consider the most useful invention or adaptation of early humans that helped them survive. Prepare a presentation (ex: power point, poster, skit) to share your thoughts.</li> <li>Invention Reflection - Write a well-developed paragraph stating what modern invention you could not live without. Explain the importance of this invention and what your life would be like without this invention. <b>(Seal of Civic Readiness Pillar: Civic Mindset)</b></li> <li>Collaborate with your group to script a television advertisement for one of the newly invented tools discussed. Advertisements should explain what the tool is, how it looks, how it is made, what it does, and how it will improve Paleolithic people's lives.</li> </ul>

	<ul style="list-style-type: none"> <li>6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.</li> </ul>	peoples, and distinguish between the Paleolithic Age and Neolithic Age. (6.2c)  ➤ Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence. (6.2d)	
<b>Resources:</b>  <b><u>FOCUS LESSONS - Topic 1 – Early Humans and the Agricultural Revolution</u></b> Lesson 1: Introducing Early Humans and the Agricultural Revolution Lesson 2 – Hunters-Gathers Lesson 3: Turning Point: The Agricultural Revolution Lesson 4: The Neolithic Era		<b><u>ADDITIONAL RESOURCES Topic 1 – Early Humans and the Agricultural Revolution</u></b>  Lesson 5: Reviewing Early Humans and the Agricultural Revolution	

<p><b>TRIMESTER 1 / TRIMESTER 2 – UNIT 3</b></p> <p><b>EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.)</b></p> <p><b>(6-7 Weeks)</b></p> <p><b>Mesopotamia <u>or</u> Nile River Valley AND Indus River Valley <u>or</u> Yellow River Valley</b></p>	<p><b>Unit Description:</b></p> <p><b>6.3 - Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)</b></p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS (Suggested assessments - choose one or more)
<ul style="list-style-type: none"> <li>How did the early river civilizations develop into complex societies with specialized social systems and governments?</li> <li>How do people's needs encourage innovation?</li> </ul>	<ul style="list-style-type: none"> <li>6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</li> <li>6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore at least two river valley societies and civilizations: one in the Middle East (<b>Mesopotamia or Nile River Valley</b>), one in South Asia (<b>Indus River Valley</b>), or one in East Asia (<b>Yellow River valley</b>) by examining archaeological and historical evidence to compare characteristics of these complex societies and civilizations. (6.3b)</li> <li>Students will explore how the selected complex societies and civilizations adapted to and modified their environment to</li> </ul>	<ul style="list-style-type: none"> <li>Create a travel brochure about one of the river civilizations that encourages potential homebuyers to move there. The brochure could focus on the physical features of the region, the employment opportunities, and the achievements of the people who live there. (<b>Seal of Civic Readiness Pillar: Civic Knowledge</b>)</li> <li>Create a blog or a journal where you post about the daily life of someone from an early river civilization. Allow others to read and comment on your posts. (<b>Seal</b>)</li> </ul>

	<ul style="list-style-type: none"><li>6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</li><li>6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</li></ul>	<p>meet their basic needs of food, clothing, and shelter. <b>(6.3c)</b></p> <ul style="list-style-type: none"><li>➤ Students will compare the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations. <b>(6.3d)</b></li><li>➤ Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions. <b>(6.3d)</b></li></ul>	<b>of Civic Readiness Pillar: Civic Mindset)</b>
<b>Resources:</b>  <b><u>FOCUS LESSONS – Topic 2: The Fertile Crescent</u></b> Lesson 1: Introducing the Fertile Crescent Lesson 2: The Sumerians Lesson 3: Understanding Multiple Perspectives: Life in Mesopotamia Lesson 4: Empires of Mesopotamia Lesson 5: Analyzing Sources: Culture of Mesopotamia Empires  <b><u>ADDITIONAL RESOURCES - Topic 2: The Fertile Crescent</u></b> Lesson 6: Phoenicia Lesson 7: Reviewing the Fertile Crescent  <b><u>FOCUS LESSONS Topic 3: Ancient Egypt and Kush</u></b> Lesson 1: Introducing Ancient Egypt and Kush Lesson 2: Early Egypt		<b><u>FOCUS LESSONS – Topic 6: Ancient South Asia</u></b> Lesson 1: Introducing Ancient South Asia Lesson 2: Early South Asian Civilizations Lesson 3: Religions of Ancient South Asia  <b><u>ADDITIONAL RESOURCES - Topic 6: Ancient South Asia</u></b> Lesson 4: South Asian Empires Lesson 5: Analyzing Sources: Cultures of Ancient South Asia Lesson 6: Analyzing Sources: Achievements of Ancient South Asia Lesson 7: Reviewing Ancient South Asia  <b><u>FOCUS LESSONS – Topic 7: Early China, Korea, and Japan</u></b> Lesson 1: Introducing Early China, Korea, and Japan Lesson 2: Early Chinese Civilization Lesson 3: Life in Ancient China Lesson 6: Qin and Han Empires	

**ADDITIONAL RESOURCES Topic 3: Ancient Egypt and****Kush**

Lesson 4: Understanding Multiple Perspectives: Life in Ancient Egypt

Lesson 7: Reviewing Ancient Egypt and Kush

**ADDITIONAL RESOURCES – Topic 7: Early China, Korea, and Japan**

Lesson 5: Analyzing Sources: Confucian Ideals

Lesson 7: Early River Valley Civilizations

Lesson 8: Analyzing Sources: The Early Silk Road

Lesson 9: Reviewing Early China, Korea, and Japan