

**Jemez Valley Public Schools**  
**SIXTH GRADE SOCIAL STUDIES • CONTENT MAP**

Quadrant I

Quadrant II

Quadrant III

Quadrant IV

**Strand 1: History**

**Standard: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.**

<p><b>Geography Early Man</b> Describe the relationships among ancient civilizations of the world (scientific discoveries, architecture, politics, cultures, and religious systems, (e.g., ancient man, hunter Gatherers, Lucy/Australopithecus). (year long)</p> <p><b>Fertile Crescent and Mesopotamia</b> Describe the characteristics of the ancient civilization of Mesopotamia and explain the importance of its contributions to later civilizations, to include: (a) significance of river valleys, (b) early irrigation and its impact on agriculture, (c) forms of government, (d) effect on world economies and trade, (e) key historical figures, (f) religious traditions, (g) cultural, and scientific contributions (writing systems and building of monuments e.g., pyramids and Hammurabi's Code) (year long) Organize information by sequencing and categorizing and identifying cause-and effect relationships.</p>	<p><b>Egypt</b> Compare the characteristics of the ancient civilizations of Egypt and Mesopotamia explain the importance of their contributions to later civilizations. [through November]</p> <p>Describe major religions of the world: Judaism, (founding leaders, traditions, customs, beliefs).</p> <p>Organize information by comparing and contrasting.</p> <p>Organize information by summarizing and finding the main idea.</p>	<p><b>India</b> Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include: (a) location and description of the river systems and other topographical features that supported the rise of this civilization, (b) significance of the Aryan invasions, (c) structure and function of the caste system, (d) important aesthetic and intellectual traditions (Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero).</p> <p>Describe major religions of the world to include Hinduism and Buddhism (founding leaders, traditions, customs, beliefs).</p> <p>Organize information by making generalizations and predictions.</p> <p><b>China</b> Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China, to include: (a) location and description of the origins of Chinese civilization in the Huang-He Valley, Shang dynasty; (b) geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country; (c) life of Confucius and the fundamental teachings of Confucianism and Taoism; (d) rule by dynasties (Shang, Qin, Han, Tang, and Ming); (e) historical influence of China on other parts of the world (tea, paper, wood block printing, compass, gunpowder).</p> <p>Identify different points of view about an issue or topic.</p> <p><b>Greece</b> Compare and contrast the geographic,</p>	<p><b>Rome</b> Compare and contrast the geographic, political, economic, and social characteristics of the Ancient Roman and Middle Eastern civilizations and their enduring impacts on later civilizations, to include: (a) influence of Mediterranean geography on the development and expansion of the civilizations, (b) development of concepts of government and citizenship (republics), (c) scientific and cultural advancements (networks of roads, aqueducts, art, architecture, literature, theater, philosophy), (d) contributions and roles of key figures (Julius Caesar and Augustus).</p> <p>Describe major religions of the world: Christianity (founding leaders, traditions, customs, beliefs).</p> <p><b>Medieval Europe</b> Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its enduring impacts to later civilizations, to include: (a) creation and expansion of the Byzantine empire, (b) reasons for the fall of the Roman Empire, (c) new forms of government, feudalism, and the beginning of limited government with the Magna Carta, (d) role of the Roman Catholic Church and its monasteries, (d) causes, course, and effects of the Crusades, (e) impact of the Black Plague, (f) contributions and roles of key figures (Charlemagne, Joan of Arc, Marco Polo).</p> <p>Describe major religions of the world including Islam (e.g., founding leaders, traditions, customs, beliefs).</p>
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Quadrant I	Quadrant II	Quadrant III	Quadrant IV
<b>Strand 2: Geography</b> <b>Standard: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</b>			
<p>Identify the location of places using latitude and longitude.</p> <p>Draw and interpret maps.</p> <p>Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.</p> <p>Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time (all year).</p> <p>Explain how places change due to human activity.</p> <p>Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.</p> <p>Identify a region by its formal, functional, or perceived characteristics (all year).</p> <p>Compare and contrast the influences of man-made and natural environments upon ancient civilizations (all year).</p> <p>Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places (all year).</p>	<p>Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.</p>	<p>Explain how human migration impacted places, societies, and civilizations.</p> <p>Describe, locate, and compare different settlement patterns throughout the world.</p>	

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<b>Strand 3: Civics and Government</b>			
<b>Standard: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents or the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</b>			
		<p>Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.</p> <p>Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership.</p> <p>Explain how Greek societies expanded and advanced the role of citizen.</p> <p>Identify historical origins of democratic forms of government (early civilizations).</p> <p>Understand that the nature of citizenship varies among societies.</p>	<p>Describe the concept of republic as developed by the Romans and compare to other republican governments</p> <p>Explain how Roman societies expanded and advanced the role of citizen.</p> <p>Identify historical origins of democratic forms of government (early civilizations).</p> <p>Understand that the nature of citizenship varies among societies.</p>
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<b>Strand 4: Economics</b>			
<b>Standard: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</b>			
<p>Compare and contrast the trade patterns of early civilizations.</p> <p>Analyze the impact of the Neolithic agricultural revolution on mankind and the impact of technological changes in the Bronze Age and the Iron Age (all year).</p> <p>Explain and predict how people respond to economic and intrinsic incentives (all year).</p>		<p>Explain how different economic systems affect the allocation of resources.</p> <p>Understand the role that factors of production play in a society's economy (natural resources, labor, capital, entrepreneurs) (all year).</p>	