Pojoaque Valley Schools

Social Studies CCSS Pacing Guide

6th Grade

*Skills adapted from
Kentucky Department of Education*

*** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 2

2016-2017

Pojoaque Valley Schools
Social Studies Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of New Mexico Adopted Social Studies Standards over the course of an instructional school year. The guides identify the **focus standards by quarter.** Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The Standards are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The **Social Studies** CCSS pacing guides contain the following elements:
- **Strand:** Identify the type of standard
- **Standard Band:** Identify the sub-category of a set of standards.
- **Benchmark**: Identify the grade level of the intended standards
- **Grade Specific Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Skills and Knowledge by Quarter:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts, Mathematics, and Social Studies are based on the work done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project.*

> *Standards Insight* was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are "unpacked" or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

ADVANCED CURRICULUM – 6th GRADE (Social Studies with ELA CCSS and NGSS) Version 2

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: "What could students do to show attainment of the standard?"

2. Vocabulary: "What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?"

3. Knowledge: "What does the student need to know in order to aid in attainment of this standard?"

4. Skills and Understanding: "What procedural skill(s) does the student need to demonstrate for attainment of this standard?", and "What will students understand to attain the standard?"

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge, Skills and Understanding: The knowledge, skill and understanding field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). This field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Standards Codes for all Standards Connected to this Area: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally, teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. In the case of this set of materials, level IV incorporates the NMPED Advanced Curriculum goals, objectives and expected outcomes. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 **History**				
Content Standard I: 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		5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day		**Standard 1-A New Mexico**
Grade 6: Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico.	**Quarter 1:** Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico.	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Describe the discoveries of ancient civilizations around the world Describe politics and cultures of ancient civilizations Discuss how discoveries,	Archaeologists Artifacts Architecture Politics Culture Religion	Scientific discoveries, architecture, politics, culture and religious system all influence the development of a civilization. Comparisons can be drawn between the evolution of ancient civilizations (China, Africa, Japan and Europe) and the development of early New	**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples	**Level I:** Able to identify at least 3 discoveries of ancient civilizations. **Level II:** Able to give examples of the scientific or architectural aspects of specific civilizations in the ancient world. **Level III:** Able to describe the politics and cultures of ancient civilizations. **ADVANCED CURRICULUM Level IV:** Able to explain in detail the relationships among ancient

politics and culture of the ancient civilizations helped develop early New Mexico	Fossils Anthropologists City-state	Mexico.	or anecdotes). CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and	civilizations and the connections to the development of early New Mexico with examples.

			refocusing the inquiry when appropriate.	
			CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to	

			history/social studies. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific	

			claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

BBC Primary History
http://www.bbc.co.uk/schools/primaryhistory/
This history site has basic information about the people of several historical periods such as the ancient Greeks, Romans, Vikings, and more.

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits: Archaeologists
http://elportalnm.org/elementary.php
Follow the path Kids InfoBits: People: Jobs and Careers: Archaeologists to find articles, ebooks, and images on this topic. Users can also conduct keyword searches on many other topics.

Odyssey Online
http://carlos.emory.edu/ODYSSEY/index.html
Information about ancient Near Eastern, Egyptian, Greek, Roman, and sub-Saharan African cultures, artifacts, and archaeology. Includes pages with links to additional relevant websites.

Research in Context: Archaeology
http://elportalnm.org/middle.php
Select "Research in Context" and search for "archaeology" or other keywords to find videos, newspapers, magazines, primary sources, and more. Also, check out the topics listed under the "World History" subject category.

Printed Media: Nonfiction
Note that the SGA/PVMS library has a substantial collection of materials related to southwest culture and history. Many of these are valuable sources of information on NM history. This document lists only the most recent publications.

Ancient Egypt: tales of gods and pharaohs. Williams, Marcia. Published 2011. BL: 4.5
PVMS Library: 398.2 WIL

Black Ships Before Troy: the story of the Iliad. Sutcliff, Rosemary. Published 2005. BL: 6.8
PVMS Library: 883 SUT

Everyday Life in the Ancient World. Published 2002.
PVMS Library: 930 FER

Ancient Chinese: Dress, Eat, and Play Just Like the Chinese. Fullman, Joe. Published 2009.
PVMS Library: 931 FUL

At Home in her Tomb: Lady Dai and the ancient Chinese treasures of Mawangdui. Liu-Perkins, Christine. Published 2014. BL: 7.7
PVMS Library: 931 LIU

Ancient Greeks: Dress, Eat, and Play Just Like the Greeks. Fullman, Joe. Published 2009.
PVMS Library: 938 FUL

Ancient Rome: an Interactive History Adventure. Hanel, Rachael. Published 2010.
PVMS Library: 937 HAN

Ancient Indians of the Southwest. Noble, David Grant. Published 1998.
PVMS Library: SW Pap 979 NOB

Printed Media: Fiction

Egyptian Diary. Platt, Richard. Published 2005. BL: 5.9
PVMS Library: FIC PLA

On Order for the SGA/PVMS Library

Ancient Pueblo: Archaeology Unlocks the Secrets of America's Past. Croy, Anita. Published 2007.

Ancient China: an interactive history adventure. Collins, Terry. Published 2013.   BL: 7.7

Ancient Egypt: archaeology unlocks the secrets of Egypt's past. Rubalcaba, Jill. Published 2007.

Ancient Greece: archaeology unlocks the secrets of Greece's past. McGee, Marni. Published 2007.

Ancient Japan: step back to the time of Shoguns and Samurai, with 15 step-by-step projects and over 330 exciting pictures. Macdonald, Fiona. Published 2013.

Children's Encyclopedia of the Ancient World. Published 2013.

Daily Life in Ancient Egypt. Nardo, Don. Published 2015.

Discover Ancient Mesopotamia. Feinstein, Stephen. Published 2014.

The Fate of Achilles: text inspired by Homer's Iliad and other stories of ancient Greece. Landmann, Bimba. Published 2011.

Life Among the Anasazi. Stuckey, Rachel. Published 2017.

Meet the Ancient Greeks. Miles, Liz. Published 2015.

Meet the Ancient Romans. Woolf, Alex. Published 2015.

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

Riddle of the Rosetta Stone: key to ancient Egypt. Giblin, James. Published 1992.

Samurai: warlords of Japan. Dawson, Patricia. Published 2015.

Secrets of Mesa Verde: Cliff Dwellings of the Pueblo. Fay, Gail. Published 2015. BL: 5.0

The Totally Gross History of Ancient China. Culp, Jennifer. Published 2016. BL: 8.2

The Totally Gross History of Ancient Egypt. Baptiste, Tracey. Published 2016. BL: 6.0

The Totally Gross History of Ancient Greece. Meyer, Susan. Published 2016. BL: 6.8

The Totally Gross History of Ancient Rome. Klar, Jeremy. Published 2016. BL: 6.9

Uncovering the Culture of Ancient Mesopotamia. Wood, Alix. Published 2016. BL: 6.3

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 **History**				
Content Standard I: 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	5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history			**Standard 1-B United States**
Grade 6: Explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.	**Quarter1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.

Evidence of Student Attainment	**Vocabulary**	**Knowledge/Skills**	**CCSS/NGSS**	**Instructional Achievement Level Descriptors**
Students can: Explain and describe the age of Exploration and the effects it had on people, technology, products and	Sextant Navigator Exploration route Age of Exploration		**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of	**Level I:** Able to identify at least one exploration route. **Level II:** Able to describe at least 3 improvements in technology resulting from the age of Exploration. **Level III:** Able to explain and describe at least 3 aspects of the age of Exploration and the effects it had on people,

practices.	Northwest Passage		what the text says explicitly as well as inferences drawn from the text.	technology, products and practices.
	Indigenous Peoples			**ADVANCED CURRICULUM Level IV:** Able to explain in detail the relationships between the origins and obstacles of the age of Exploration.
	Agricultural Products		CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
	Disease			
	Population decline			
	Cartographer		CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
	Mercantilism			
	Export / Import		CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	
	Prince Henry the navigator			
	Voyages			
	Columbus		CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
			CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
			CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of	

			keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest	

				rates are raised or lowered).	
				CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
				CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
				CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
				CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	
				CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	
				CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
				CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse	

			media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
			CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
			CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
			CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources
Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits: Discovery and Exploration
http://elportalnm.org/elementary.php
Follow the path Kids InfoBits: Social Studies: Discovery and Exploration to find articles, ebooks, and images on this topic. Users can also conduct keyword searches on many other topics.

Nova Online: How a Sextant Works
http://www.pbs.org/wgbh/nova/shackleton/navigate/escapeworks.html
Brief explanation of how a sextant works and why it was useful. Includes images and diagrams.

Nova Online: Navigation by Sextant
http://www.pbs.org/wgbh/nova/shackleton/navigate/escapenav.html
Brief explanation of how a sextant is used to navigate. Includes diagrams.

Research in Context
http://elportalnm.org/middle.php (scroll down to select "Research in Context")
In this database for middle school students, searches such as "age of exploration" will yield magazine articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Conquerors and Explorers. Pipe, Jim. Published 2010.
PVMS Library: 910.922 PIP

Christopher Columbus: Life of a Master Navigator and Explorer. West, David. Published 2005. BL: 4.4
PVMS Library: 970.01 WES

On Order for the SGA/PVMS Library

Christopher Columbus and the Age of Exploration for Kids with 21 Activities. Reis, Ronald. Published 2013.

A Chronology of North American Exploration. Webb, Sarah Powers. Published 2017.

Explorers and American Indians. Micklos, John. Published 2017.

Explorers of the New World: discover the golden age of exploration. Mooney, Carla. Published 2011.

Francisco Pizarro: conqueror of the Inca Empire. Toledo, Daniel. Published 2017.

The Native American Struggle in United States History. McCormick, Anita Louise. Published 2015.

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aaronson, Marc. Published 2007. BL: 7.6

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 **History**				
Content Standard I: 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		5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:		**Standard 1-C World**
Grade 6:	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**
1. Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: **a**. significance of river valleys; early irrigation and its impact on agriculture **b**. forms of government (e.g., the theocracies in Egypt, dynasties in China) **c**. effect on world economies and trade **d**. key historical figures **e**. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids) **2**. 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	**1**. Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: **a**. significance of river valleys; early irrigation and its impact on agriculture **b**. forms of government (e.g., the theocracies in Egypt, dynasties in China) **c**. effect on world economies and trade **d**. key historical figures **e**. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids) **5**. compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African 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 (e.g., democracy, republic, codification of laws, Code of Hammurabi) **c**. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy) **d**. contributions and roles of key figures	**2**. 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 (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero) **5**. compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African 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 (e.g., democracy, republic, codification of laws, Code of Hammurabi) **c**. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater,	**1**. Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: **a**. significance of river valleys; early irrigation and its impact on agriculture; **b**. forms of government (e.g., the theocracies in Egypt, dynasties in China); **c**. effect on world economies and trade; **d**. key historical figures; **e**. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids) **3**. 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, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country **b**. life of Confucius and the fundamental teachings of Confucianism and Taoism **c.** rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming) **d**. historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder) **4**. describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs,	

caste system **d**. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero) **3**. 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, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country **b**. life of Confucius and the fundamental teachings of Confucianism and Taoism; **c.** rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming) **d**. historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder) **4**. describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs) **5**. compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African 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	(e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus)	philosophy) **d.** contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus)	beliefs) **6.** compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on 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 **e**. Causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).	

government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi) **c.** scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy) **d.** contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus); and **6.** compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on 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 **e**. Causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).				

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: 1 Describe and compare	Egypt		**CCSS:** CCSS.ELA-Literacy.RI.6.1	**Level I:** Able to identify at least 3 ancient civilizations. **Level II:** Able to describe and analyze at least 2 ancient

ancient civilizations of Egypt, Mesopotamia and China

2 Analyze the structure of ancient civilization of India

3 Describe and analyze the early civilization of China

4 Describe major religions of the world

5 Compare and Contrast the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and Middle Eastern civilizations

6 Compare and Contrast the characteristics of Medieval European life and the impact of later civilizations | China

Mesopotamia

Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus

Irrigation

Theocracies

Empire

Dynasties

Aryan invasions

caste system

Sanskrit

Hindu-Arabic Numerals

Huang-He valley

Shang dynasty

Ottoman Empire

Confucius

Confucianism

Taoism

Hinduism,

Buddhism | | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-Literacy.W.6.1 (a-e)
Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.2 (a-f)
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; | civilizations. Able to identify at least one major religion of the world.

Level III: Able to compare and contrast ancient civilizations.

ADVANCED CURRICULUM Level IV: Able to explain in detail, with supporting evidence, the characteristics of an early civilization and its impact on later civilizations. |

	Judaism Christianity Islam Mediterranean codification of laws Code of Hammurabi Byzantine empire Magna Carta Feudalism Crusades Black plague Charlemagne Joan of Arc Marco Polo		demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies	

			(e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.6.2	

			Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources
BBC Primary History http://www.bbc.co.uk/schools/primaryhistory/

This history site has basic information about the people of several historical periods such as the ancient Greeks, Romans, Vikings, and more.

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits
http://elportalnm.org/elementary.php
Follow the path Kids InfoBits: Social Studies: World History to find articles, ebooks, and images on several different ancient civilizations. Users can also conduct keyword searches on many other topics.

Odyssey Online
http://carlos.emory.edu/ODYSSEY/index.html
Information about ancient Near Eastern, Egyptian, Greek, Roman, and sub-Saharan African cultures, artifacts, and archaeology. Includes pages with links to additional relevant websites.

Research in Context
http://elportalnm.org/middle.php (scroll down to select "Research in Context")
In this database for middle school students, searches such as "ottoman empire" will yield magazine articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Castles (Graphic Medieval History). Jeffrey, Gary. Published 2014. BL: 5.6
PVMS Library: 355.4 JEF

Ancient Egypt: tales of gods and pharaohs. Williams, Marcia. Published 2011. BL: 4.5
PVMS Library: 398.2 WIL

The Black Death (Graphic Medieval History). Jeffrey, Gary. Published 2014. BL: 4.7
PVMS Library: 614.5 JEF

Good Masters! Sweet Ladies!: voices from a medieval village. Schlitz, Laura Amy. Published 2007. BL: 5.6
PVMS Library: 812.6 SCH

Black Ships Before Troy: the story of the Iliad. Sutcliff, Rosemary. Published 2005. BL: 6.8
PVMS Library: 883 SUT

Crusades (Graphic Medieval History). Jeffrey, Gary. Published 2014. BL: 5.6
PVMS Library: 909.07 JEF

Knights (Graphic Medieval History). Jeffrey, Gary. Published 2014. BL: 5.2
PVMS Library: 929.7 JEF

Everyday Life in the Ancient World. Published 2002.
PVMS Library: 930 FER

Ancient Chinese: Dress, Eat, and Play Just Like the Chinese. Fullman, Joe. Published 2009.
PVMS Library: 931 FUL

At Home in her Tomb: Lady Dai and the ancient Chinese treasures of Mawangdui. Liu-Perkins, Christine. Published 2014. BL: 7.7
PVMS Library: 931 LIU

Ancient Greeks: Dress, Eat, and Play Just Like the Greeks. Fullman, Joe. Published 2009.
PVMS Library: 938 FUL

Ancient Rome: an Interactive History Adventure. Hanel, Rachael. Published 2010.
PVMS Library: 937 HAN

Rebellion and Revolt (Graphic Medieval History). Jeffrey, Gary. Published 2014. BL: 5.2
PVMS Library: 941.03 JEF

The Dark Ages and the Vikings (Graphic Medieval History). Jeffrey, Gary. Published 2014. BL: 5.0
PVMS Library: 942.01 JEF

Printed Media: Fiction

Egyptian Diary. Platt, Richard. Published 2005. BL: 5.9
PVMS Library: FIC PLA

On Order for the SGA/PVMS Library

Ancient China: an interactive history adventure. Collins, Terry. Published 2013. BL: 7.7

Ancient Egypt: archaeology unlocks the secrets of Egypt's past. Rubalcaba, Jill. Published 2007.

Ancient Greece: archaeology unlocks the secrets of Greece's past. McGee, Marni. Published 2007.

Ancient India. Rowell, Rebecca. Published 2005.

Ancient India: archaeology unlocks the secrets of India's past. Dalal, Anita. Published 2007.

Children's Encyclopedia of the Ancient World. Published 2013.

Daily Life in Ancient Egypt. Nardo, Don. Published 2015.

Discover Ancient Mesopotamia. Feinstein, Stephen. Published 2014.

Exploring the Persian Empire. Caravantes, Peggy. Published 2018.

The Fate of Achilles: text inspired by Homer's Iliad and other stories of ancient Greece. Landmann, Bimba. Published 2011.

Meet the Ancient Greeks. Miles, Liz. Published 2015.

Meet the Ancient Romans. Woolf, Alex. Published 2015.

Riddle of the Rosetta Stone: key to ancient Egypt. Giblin, James. Published 1992.

The Royal Kingdoms of Ghana, Mali, and Songhay: life in medieval Africa. McKissack, Pat. Published 2013.

The Totally Gross History of Ancient China. Culp, Jennifer. Published 2016. BL: 8.2

The Totally Gross History of Ancient Egypt. Baptiste, Tracey. Published 2016. BL: 6.0

The Totally Gross History of Ancient Greece. Meyer, Susan. Published 2016. BL: 6.8

The Totally Gross History of Ancient Rome. Klar, Jeremy. Published 2016. BL: 6.9

The Totally Gross History of Medieval Europe. Gitlin, Marty. Published 2016. BL: 6.2

Uncovering the Culture of Ancient India. Wood, Alix. Published 2016. BL: 6.2

Uncovering the Culture of Ancient Mesopotamia. Wood, Alix. Published 2016. BL: 6.3

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 **History**		
Content Standard I: 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	5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives:	**Standard 1-D Skills**

Grade 6:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions **2.** Identify different points of view about an issue or topic **3**. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.	**1.** Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions **2.** Identify different points of view about an issue or topic **3**. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.	**1.** Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions **2.** Identify different points of view about an issue or topic **3**. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.	**1.** Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions **2.** Identify different points of view about an issue or topic **3**. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.	**1.** Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions **2.** Identify different points of view about an issue or topic **3**. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors

Students can:	Summarize		CCSS:	Level I: Able to summarize by answering the "5 W" questions or make generalizations about a topic.
Organize information in a number of ways	Inference		CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Level II: Able to identify different points of view about an issue or topic
Identify different points of view	Conclusion Problem			Level III: Able to use a decision-making process to identify a situation that requires a solution and gather
Use a process to identify a problem and take action to implement and solution	Solutions Consequences		CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	information that supports a possible solution. **ADVANCED CURRICULUM Level IV:** Able to use a decision-making process to identify a situation that requires a solution, identify options, predict consequences and take action to implement that solution.
			CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
			CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
			CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
			CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
			CCSS.ELA-Literacy.RH.6-8.3	

			Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing	

			ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources
Printed Media
Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Geography				
Content Standard II: 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.	5-8 Benchmark 2-A: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:			Standard 2-A
Grade 6: 1. Identify the location of places using latitude and longitude 2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	**Quarter 1:** 1. Identify the location of places using latitude and longitude 2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	**Quarter 2:** 1. Identify the location of places using latitude and longitude 2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	**Quarter 3:** 1. Identify the location of places using latitude and longitude 2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	**Quarter 4:** 1. Identify the location of places using latitude and longitude 2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Locate places on maps Draw maps from memory and answer questions about them	Latitude Longitude Physical features		**CCSS:** CCSS.Math.Content.6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. CCSS.Math.Content.6.NS.C.8	**Level I:** Able to locate places on a map. **Level II:** Able to identify the location of places using latitude and longitude. **Level III:** Able to draw maps from memory and answer questions about them **ADVANCED CURRICULUM Level IV:** Able to draw complex and accurate maps from memory and interpret them to generate a detailed description about the location of physical features.

			Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. CCSS.Math.Content.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Google Maps
http://maps.google.com
Search for maps of any location worldwide. Zooming in or out will result in detailed, street maps or more general maps of a much larger region.

Kids InfoBits: Geography and Map Terms
http://elportalnm.org/elementary.php
Follow the path Kids InfoBits: Geography: Geography and Map Terms to find collections of resources, each containing ebooks, images, and articles.

National Geographic: Mapping
http://education.nationalgeographic.org/mapping/
A great collection of resources can be found under the menu heading "Mapping," including an interactive mapmaking tool, activities, and games.

NEA: Teaching with Maps
http://www.nea.org/tools/lessons/teaching-with-maps.html
Lesson plans and other resources for teachers of all grade levels.

Britannica School
http://school.eb.com
This online encyclopedia includes an interactive world atlas and a Geography Explorer game.

Printed Media: Nonfiction

National Geographic Student Atlas of the World. Published 2014.
PVMS Library: REF 912 NAT

On Order for the SGA/PVMS Library

Charting the World: geography and maps from cave paintings to GPS with 21 activities. Panchyk, Richard. Published 2011.

The Everything Kids Geography Book. Gardner, Jane. Published 2009.

The Geography Book: activities for exploring, mapping, and enjoying your world. Arnold, Caroline. Published 2002.

Maps. Robertson, Kay. Published 2014. BL: 5.8

Junior Genius Guides: Maps and Geography. Jennings, Ken. Published 2014. BL: 7.1

Merriam-Webster's Student Atlas (set of 6). Published 2016.

National Geographic Kids United States Atlas (set of 6). Published 2017.

Where on Earth? DK. Published 2013.

Other Resources

On Order for the SGA/PVMS Library
Globes (set of 5).

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Geography				
Content Standard II: 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.	5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:			Standard 2-B
Grade 6: **1**. Explain how places change due to human activity **2**. Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols **3**. Identify a region by its formal, functional or perceived characteristics.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** **1**. Explain how places change due to human activity **2**. Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols **3**. Identify a region by its formal, functional or perceived characteristics.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Explain how places change due to human activity Explain how places are influenced by the people Identify a region by its characteristics	human activity cultural symbols regions regional symbols formal characteristics functional characteristics perceived characteristics	Both physical and human characteristics are used to define regions of a place. Places and regions serve as cultural symbols of the area (eg. Pyramids are an easily recognizable symbol of Egypt). Regions can be identified by their formal (landscape/climate),	**NGSS:** MS-ESS2-1 Earth's Systems Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. MS-ESS2-2 Earth's Systems Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial	**Level I:** Able to identify regions. **Level II:** Able explain how places change due to human activity. **Level III:** Able to explain how places and regions serve as cultural symbols **ADVANCED CURRICULUM Level IV:** Able to explain in detail, with supporting evidence, the influences, perceived characteristics, functions and effects of regions and their symbols.

		functional (cities/government) or perceived (cultural identity of the people in the region) characteristics.	scales. MS-ESS2-4 Earth's Systems Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. MS-ESS2-6 Earth's Systems Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. MS-ESS3-1 Earth and Human Activity Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. MS-ESS3-3 Earth and Human Activity Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* MS-ESS3-4 Earth and Human Activity Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. MS-ESS3-5 Earth and Human Activity Ask questions to clarify evidence of the	

			factors that have caused the rise in global temperatures over the past century.	
			CCSS:	
			CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
			CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
			CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	
			CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
			CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	

			CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct	

			from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	

			partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources
Britannica School http://school.eb.com This online encyclopedia includes an interactive world atlas and a Geography Explorer game. Research in Context http://elportalnm.org/middle.php (scroll down to select "Research in Context") In this database for middle school students explore "Cultures" or "Geography" in the visual interface or conduct keywords searches on related topics.
Printed Media: Nonfiction Pyramid. Macauley, David. Published 1975. BL: 7.5 PVMS Library: 690.6 MAC Geography: a visual encyclopedia. Woodward, John. Published 2013. PVMS Library: REF 910 SMI **On Order for the SGA/PVMS Library** The Everything Kids Geography Book. Gardner, Jane. Published 2009. Junior Genius Guides: Maps and Geography. Jennings, Ken. Published 2014. BL: 7.1 Merriam-Webster's Student Atlas (set of 6). Published 2016. National Geographic Kids United States Atlas (set of 6). Published 2017. Secrets of Mesa Verde: Cliff Dwellings of the Pueblo. Fay, Gail. Published 2015. BL: 5.0 Where on Earth? DK. Published 2013.
Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:		**Standard 2-C**
Grade 6: Compare and contrast the influences of man-made and natural environments upon ancient civilizations.	**Quarter 1:** Compare and contrast the influences of man-made and natural environments upon ancient civilizations.	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Compare and contrast the environments of ancient civilizations	Man-made environments Natural environment Ancient civilizations		**NGSS:** MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-ESS3-3 Earth and Human Activity Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*	**Level I:** Able to identify environments. **Level II:** Able to describe man-made and natural environments. **Level III:** Able to compare and contrast the environments of ancient civilizations **ADVANCED CURRICULUM Level IV:** Able to create a display, with detail and supporting evidence, that demonstrates the influences of man-made and natural environments upon ancient civilizations.

MS-ESS3-4 Earth and Human Activity
Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

MS-ESS3-5 Earth and Human Activity
Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

CCSS:

CCSS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCSS.ELA-Literacy.W.6.1 (a-e)
Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.2 (a-f)
Write informative/explanatory texts to examine a topic and convey ideas,

| | | | concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCSS.ELA-Literacy.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
|---|---|---|---|---|

			CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	

			CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual	

			displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

BBC Primary History
http://www.bbc.co.uk/schools/primaryhistory/
This history site has basic information about the people of several historical periods such as the ancient Greeks, Romans, Vikings, and more.

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits
http://elportalnm.org/elementary.php
Follow the path Kids InfoBits: Social Studies: World History to find articles, ebooks, and images on several different ancient civilizations. Users can also conduct keyword searches on many other topics.

Odyssey Online
http://carlos.emory.edu/ODYSSEY/index.html
Information about ancient Near Eastern, Egyptian, Greek, Roman, and sub-Saharan African cultures, artifacts, and archaeology. Includes pages with links to additional relevant websites.

Research in Context
http://elportalnm.org/middle.php (scroll down to select "Research in Context")
In this database for middle school students, searches such as "ancient Greece" will yield magazine articles, videos, images, and primary source documents.

Printed Media

On Order for the SGA/PVMS Library:

Children's Encyclopedia of the Ancient World. Published 2013.

Geography Matters in Ancient Egypt. Waldron, Melanie. Published 2015.

Geography Matters in Ancient Greece. Waldron, Melanie. Published 2015.

Geography Matters in Ancient Rome. Waldron, Melanie. Published 2015.
Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Geography				
Content Standard II: 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.	5-8 Benchmark 2-D: explain how physical processes shape the earth's surface patterns and Biosystems			**Standard 2-D**
Grade 6: Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Describe how physical processes shape the environment	Physical processes (weather, tectonic forces, erosion, soil-building, weather) Environmental patterns		**NGSS:** MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics Develop a model to describe the cycling	**Level I:** Able to identify at least 2 physical processes (weather, erosion, etc.) **Level II:** Able to describe physical process and their effects. **Level III:** Able to describe how physical processes shape the environment **ADVANCED CURRICULUM Level IV:** Able to design a model, with detail, that demonstrates how physical process shape the environmental patterns of air, land, water, plants and animals.

			of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics Evaluate competing design solutions for maintaining biodiversity and ecosystem services.* MS-ESS2-1 Earth's Systems Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. MS-ESS2-2 Earth's Systems Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. MS-ESS2-4 Earth's Systems Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. **CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

			CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of	

three pages in a single sitting.

CCSS.ELA-Literacy.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3
Identify key steps in a text's description

			of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
			CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	
			CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	
			CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	

| | | | partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |
|---|---|---|---|---|

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits
http://elportalnm.org/elementary.php
Search this database or follow the path Kids InfoBits: Science: Earth Science to find articles, ebooks, and images on several related topics.

Research in Context
http://elportalnm.org/middle.php (scroll down to select "Research in Context")
In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Amazing Weather. Maisner, Heather. Published 2007. BL: 4.8
PVMS Library: 551.5 MAI

When the Sky Breaks: hurricanes, tornadoes, and the worst weather in the world. Winchester, Simon. Published 2017.
PVMS Library: 551.55 WIN

Scholastic Atlas of Weather. Published 2010. BL: 7.1
PVMS Library: 551.6 SCH

A Changing Earth. Miller, Heather. Published 2009. BL: 4.6
PVMS Library: 551.8 MIL

Seismology: our violent earth. Baxter, Roberta. Published 2015. BL: 7.7
PVMS Library: 551.22 BAX

On Order for the SGA/PVMS Library

Geography Matters in Ancient Egypt. Waldron, Melanie. Published 2015.

Geography Matters in Ancient Greece. Waldron, Melanie. Published 2015.

Geography Matters in Ancient Rome. Waldron, Melanie. Published 2015.

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Geography				
Content Standard II: 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.	5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict			**Standard 2-E**
Grade 6: **1**. Explain how human migration impacts places, societies and civilizations **2.** Describe, locate and compare different settlement patterns throughout the world **3**. Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** **1**. Explain how human migration impacts places, societies and civilizations **2.** Describe, locate and compare different settlement patterns throughout the world **3**. Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Explain impact of human migration Locate and describe settling patterns Explain how cultures are created but change over time	Nomad Migration Settlement patterns Cultural Landscape		**NGSS:** MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics	**Level I:** Able to identify at least one historic human settlement pattern. **Level II:** Able to locate and describe human settling patterns. **Level III:** Able to explain how cultures are created and change over time **ADVANCED CURRICULUM Level IV:** Able to argue, with supporting evidence, how cultures create a cultural landscape, locally and throughout the world,

			Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	and how these landscapes change over time due to human migration patterns.
			CCSS:	
			CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
			CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
			CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	
			CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
			CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	

			editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide	

			an accurate summary of the source distinct from prior knowledge or opinions.	
			CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
			CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	
			CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	
			CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in	

| | | | groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles. National Geographic: the Geographic Project: Map of Human Migration https://genographic.nationalgeographic.com/human-journey/ This interactive map shows migration routes of ancient humans as determined by genetic evidence.
Printed Media **On Order for the SGA/PVMS Library** Ancient India. Rowell, Rebecca. Published 2005. Geography Matters in Ancient Egypt. Waldron, Melanie. Published 2015. Geography Matters in Ancient Greece. Waldron, Melanie. Published 2015. Geography Matters in Ancient Rome. Waldron, Melanie. Published 2015.
Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources		Standard 2-F
Grade 6: Understand how resources impact daily life	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Understand how resources impact daily life

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Explain how resources impact daily life.	Renewable Resources Natural Resources Man-made Resources Preservation	Know the importance of resources and how we can preserve them	**NGSS:** MS-PS1-3 Matter and its Interactions Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of	**Level I:** Able to identify at least three resources. **Level II:** Able to identify and describe different natural and man-made resources. **Level III:** Able to explain how resources impact daily life. **ADVANCED CURRICULUM Level IV:** Able to create a timeline, with detail and supporting evidence, that demonstrates how resources have impacted and transformed daily life over time.

			organisms in an ecosystem. **CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	

			CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct	

			from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	

			partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources
Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.
Printed Media **On Order for the SGA/PVMS Library** Geography Matters in Ancient Egypt. Waldron, Melanie. Published 2015. Geography Matters in Ancient Greece. Waldron, Melanie. Published 2015. Geography Matters in Ancient Rome. Waldron, Melanie. Published 2015.
Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of 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.		5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)		Standard 3-A
Grade 6: **1.** Describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world **2.** Describe the concept of republic as developed by the Romans and compare to other republican governments.	**Quarter 1:** **1.** Describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world	**Quarter 2:** **2.** Describe the concept of republic as developed by the Romans and compare to other republican governments.	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Describe the politics of the Greeks and Romans and compared to other governments and how they change over time	Democracy Republic Republican Government Greeks Romans		**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	**Level I:** Able to define the concept of democracy. **Level II:** Able to define the concept of a republic and trace how democracies evolved over time. **Level III:** Able to describe the politics of the Greeks and Romans compared to other governments and how they change over time. **ADVANCED CURRICULUM Level IV:** Able to compare and contrast modern and ancient democracies

				elaborated in a text (e.g., through examples or anecdotes).	and argue the reasons for their evolution over time.
				CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
				CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	
				CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
				CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
				CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
				CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and	

			refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to	

			history/social studies.	
			CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	
			CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	
			CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
			CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
			CCSS.ELA-Literacy.SL.6.3	

			Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

BBC Primary History: How Did the Greeks Change the World?
http://www.bbc.co.uk/guides/z8q8wmn
This page includes basic overview of government in ancient Greece.

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles. A search for "ancient Rome" yields an article that thoroughly explains the concept of a republic and the history of its original formation.

Printed Media

On Order for the SGA/PVMS Library

Ancient Greece: birthplace of democracy. Covert, Kim. Published 2012. BL: 5

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of 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.		5-8 Benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity		**Standard 3-B**
Grade 6: Describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexico leaders; names and contributions of national leaders.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexico leaders; names and contributions of national leaders.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Describe the importance of leadership at all levels of government and its qualities			**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	**Level I:** Able to define the concept of a leader or leadership. **Level II:** Able to provide examples of local, national and international leadership including qualities of leadership. **Level III:** Able to explain the importance of leadership at all levels of government and its qualities

			elaborated in a text (e.g., through examples or anecdotes).	**ADVANCED CURRICULUM Level IV:** Able to create the profile of a fictional leader that includes: details based on historical data, significant historical events and important characteristics of leadership.
			CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
			CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	
			CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
			CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
			CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
			CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and	

			refocusing the inquiry when appropriate.	
			CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
			CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	
			CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
			CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to	

			history/social studies.	
			CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	
			CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	
			CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
			CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
			CCSS.ELA-Literacy.SL.6.3	

| | | | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |
|---|---|---|---|---|

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

| **Online Resources**

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

iCivics
https://www.icivics.org/
Ever wanted to be president for a day? In the game *Executive Command*, you can be president for four years! This free site contains many educational games for kids and resources for teachers.

Kids InfoBits |
|---|

Search this database or follow the path Kids InfoBits: People: Government and Political Leaders to find articles, ebooks, and images on several related topics.

New Mexico Secretary of State Kid's Corner
Includes basic information about our governor and the New Mexico state government.

New Mexico Office of Indian Affairs: New Mexico Pueblos
Lists names of current pueblo Governors and provides links to pueblo websites.

Research in Context
(scroll down to select "Research in Context")
In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Leadership. Raatma, Lucia. Published 2003. BL: 3.3
PVMS Library: 158 RAA

So You Want to be President? St. George, Judith. Published 2000. BL: 4.8
PVMS Library: 973 STG

Learning About Leadership from the Life of George Washington. Mosher, Kiki. Published 1996. BL: 4.2
PVMS Library: 973.4 MOS

George Washington: the life of an American patriot (Graphic Nonfiction). West, David. Published 2005. BL: 5.3
PVMS Library: 973.4 WES

Abraham Lincoln: the life of America's sixteenth president (Graphic Nonfiction). Jeffrey, Gary. Published 2005. BL: 5.5
PVMS Library: 973.7 JEF

Thomas Jefferson. Dunn, Joeming. Published 2009.
PVMS Library: 92 JEF

Abraham Lincoln. Stone, Tanya Lee. Published 2005. BL: 7.2
PVMS Library: 92 LIN

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND: 5-8 Civics and Government		
Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of 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.	5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government	Standard 3-C

Grade 6:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
1. Explain how Greek and Roman societies expanded and advanced the role of citizen **2.** Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).	**1.** Explain how Greek and Roman societies expanded and advanced the role of citizen	**1.** Explain how Greek and Roman societies expanded and advanced the role of citizen		**2.** Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Explain how Greek and Roman societies expanded Identify historical origin of democratic forms of government	Citizen Citizenship Greek Roman		**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	**Level I:** Able to define the concept of a citizen. **Level II:** Able to provide examples of Greek and Roman societies. **Level III:** Able to identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments). **ADVANCED CURRICULUM Level IV:** Able to

			elaborated in a text (e.g., through examples or anecdotes). CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and	trace, with supporting evidence, the evolution of "citizen" from ancient to modern civilizations.

			refocusing the inquiry when appropriate. CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to	

| | | | history/social studies.

CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3 | |

| | | | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources
BBC Primary History: How Did the Greeks Change the World? http://www.bbc.co.uk/guides/z8q8wmn This page includes basic overview of government in ancient Greece. Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles. Kids InfoBits

http://elportalnm.org/elementary.php
Conduct keyword searches (e.g., "citizenship") or follow the path Kids InfoBits: Social Studies: World History to find articles, ebooks, and images regarding ancient Greece and Rome.

Research in Context
http://elportalnm.org/middle.php (scroll down to select "Research in Context")
In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media: Nonfiction

The Iroquois of New York. Roza, Greg. Published 2003. BL: 7.0
PVMS Library: 974.7 ROZ

The Caddo of Texas. Davis, Lucile. Published 2003. BL: 5.8
PVMS Library: 976.4004 DAV

On Order for the SGA/PVMS Library

Ancient Greece: birthplace of democracy. Covert, Kim. Published 2012. BL: 5

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of 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.		5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries		**Standard 3-D**
Grade 6: Understand that the nature of citizenship varies among societies	**Quarter 1:** Understand that the nature of citizenship varies among societies	**Quarter 2:** Understand that the nature of citizenship varies among societies	**Quarter 3:** Understand that the nature of citizenship varies among societies	**Quarter 4:** Understand that the nature of citizenship varies among societies

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Understand that the nature of citizenship varies among societies			**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	**Level I:** Able to define the concept of citizenship. **Level II:** Able to provide characterizations of good citizenship. **Level III:** Able to demonstrate an understanding that the nature of citizenship varies among societies **ADVANCED CURRICULUM Level IV:** Able to discuss a famous ***non-example*** of "good citizenship" from a point in history with historical context that

			elaborated in a text (e.g., through examples or anecdotes). CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and	includes evidence of societal reasons why this individual did not practice good citizenship.

			refocusing the inquiry when appropriate.	
			CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
			CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	
			CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
			CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to	

			history/social studies.	
			CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
			CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	
			CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	
			CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
			CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
			CCSS.ELA-Literacy.SL.6.3	

			Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources
Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles. A keyword search for "citizenship" leads students to a thorough examination of this concept.
Printed Media
Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:		Standard 4-A
Grade 6: Explain and predict how people respond to economic and intrinsic incentives.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Explain and predict how people respond to economic and intrinsic incentives.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Explain and predict how people respond to economic and intrinsic incentives.	Intrinsic incentive Economic incentive		**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples	**Level I:** Able to define the concept of incentives. **Level II:** Able to provide examples of economic and intrinsic incentives. **Level III:** Able to explain and predict how people respond to economic and intrinsic incentives. **ADVANCED CURRICULUM Level IV:** Able to provide a detailed example, with supporting evidence, of a life situation that can generate both economic and intrinsic incentives (child rearing, pursuing higher

			or anecdotes).	education).
			CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and	

			refocusing the inquiry when appropriate.	
			CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
			CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
			CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts,	

| | | | graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5 | |

			Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

EconEdLink: Economic Incentives in our Community
http://www.econedlink.org/lesson/390/Economic-Incentives-Our-Community
This lesson plan provides students the opportunity to identify positive and negative economic incentives.

Printed Media: Fiction

Charlie and the Chocolate Factory. Dahl, Roald. BL: 4.8
PVMS Library: PAP FIC DAH

Swindle. Korman, Gordon. Published 2009. BL: 4.9
PVMS Library: FIC KOR

Other Resources

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.	5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:			**Standard 4-B**
Grade 6: **1.** Describe the characteristics of traditional, command, market and mixed economic systems **2.** Explain how different economic systems affect the allocation of resources **3.** Understand the role that "factors of production" play in a society's economy (e.g., natural resources, labor, capital, entrepreneurs).	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** **1.** Describe the characteristics of traditional, command, market and mixed economic systems **2.** Explain how different economic systems affect the allocation of resources **3.** Understand the role that "factors of production" play in a society's economy (e.g., natural resources, labor, capital, entrepreneurs).

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Describe the characteristics of traditional economic systems and how they affect the allocation of resources Understand how the	Factors of production natural resources, labor, capital, entrepreneurs allocation of resources Traditional economic		**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual,	**Level I:** Able to identify traditional economic systems and the "factors of production". **Level II:** Able to describe the characteristics of traditional, command, market and mixed economic systems and the role of the "factors of production" **Level III:** Able to describe how traditional economic systems affect the allocation of resources and how the

"factors of production" influence a society's economy	system		event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	"factors of production" influence a society's economy.
	Command economic system		CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**ADVANCED CURRICULUM Level IV:** Able to create a fictional economic system that has the characteristics of either traditional, command, market or mixed and includes: factors of production, incentives and allocation of resources.
	Market economic system			
	Mixed economic system		CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	
			CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
			CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
			CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
			CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a	

question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7

| | | | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | |
|---|---|---|---|---|

			CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

EconEdLink
http://www.econedlink.org
Free, high-qualityresources for teaching economics to K-12 students. This site was developed by the Council for Economic Education.

Kids InfoBits
http://elportalnm.org/elementary.php
Conduct keyword searches or follow the path Kids InfoBits: Social Studies: Money and Economics to find articles, ebooks, and images.

Research in Context
http://elportalnm.org/middle.php (scroll down to select "Research in Context")
In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media: Fiction

The Year Money Grew on Trees. Hawkins, Aaron. Published 2010. BL: 5.2
PVMS Library: FIC HAW

On Order for the SGA/PVMS Library

Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1

| Economies Around the World. Fay, Gail. Published 2012. BL: 7 |
| **Other Resources** |

Common Core Social Studies Pacing Guide
6th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world:		Standard 4-C
Grade 6: **1.** Compare and contrast the trade patterns of early civilizations **2.** Analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the bronze age and the iron age.	**Quarter 1:** **1.** Compare and contrast the trade patterns of early civilizations **2.** Analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the bronze age and the iron age.	**Quarter 2:**	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Compare and contrast the trade patterns of early civilizations Analyze the impact of technological changes through the different ages of time.	Trade patterns Neolithic Bronze Age Iron Age Domesticate	The Neolithic era (aka "New Stone Age") lasted from 8,000 to 4,000 BC. Some of the contributions of the Neolithic agricultural revolution are: the beginning of farming, people could stay in one place and hunting and gathering was replaced with	**CCSS:** CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples	**Level I:** Able to identify the trade patterns of early civilizations. **Level II:** Able to compare and contrast the trade patterns of early civilizations. Able to identify characteristics of the Neolithic agricultural revolution. **Level III:** Able to analyze the impact of technological changes through the different ages of time **ADVANCED CURRICULUM Level IV:** Able to

		agriculture.	or anecdotes).	trace, with supporting evidence, the changes of one specific civilization and explain the changes through the convergence of trade patterns and technological advances.
			CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
			CCSS.ELA-Literacy.W.6.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence.	
			CCSS.ELA-Literacy.W.6.2 (a-f) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
			CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
			CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
			CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and	

			refocusing the inquiry when appropriate.	
			CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
			CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
			CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
			CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
			CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts,	

| | | | graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5 | |

			Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
http://school.eb.com
This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits
http://elportalnm.org/elementary.php
Conduct keyword searches or follow the path Kids InfoBits: Social Studies: Money and Economics to find articles, ebooks, and images.

Research in Context
http://elportalnm.org/middle.php (scroll down to select "Research in Context")
In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media

On Order for the SGA/PVMS Library

Ancient India. Rowell, Rebecca. Published 2005.

Ancient Pueblo: Archaeology Unlocks the Secrets of America's Past. Croy, Anita. Published 2007.

Discover Ancient Mesopotamia. Feinstein, Stephen. Published 2014.

Children's Encyclopedia of the Ancient World. Published 2013.

Geography Matters in Ancient Rome. Waldron, Melanie. Published 2015.

The Royal Kingdoms of Ghana, Mali, and Songhay: life in medieval Africa. McKissack, Pat. Published 2013.

Other Resources

On Order for the SGA/PVMS Library

DVD: Ancient Pueblo People: the Anasazi