

Unit of Study 1	Sixth Grade	Approximate Time Frame: 1 <sup>st</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
Systems; relationship; change; cause & effect		Geography skills; historical investigation/analysis/evaluation; comparison	
<b>Standards:</b>			
Standard I: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>explain why physical geography affected the development of early civilizations.</li> <li>evaluate how religion has played a central role in human history from ancient times to today.</li> <li>explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.</li> <li>analyze how the earliest civilizations created technologies and systems to meet community and personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>ancient</li> <li>decline</li> <li>customs</li> <li>mosque</li> <li>synagogue</li> <li>temple</li> <li>sacred</li> <li>architecture</li> <li>empire</li> <li>innovations</li> <li>technologies</li> <li>irrigation</li> <li>philosophy</li> <li>drama</li> <li>literature</li> <li>social class</li> <li>vocation</li> <li>gender role</li> </ul>	<ul style="list-style-type: none"> <li><i>*Where in the World Does History Happen?</i></li> <li><i>*Emerging Civilizations</i></li> <li><i>*The Fertile Crescent</i></li> <li><i>*Mesopotamia</i></li> <li><i>*Ancient Beliefs</i></li> <li><i>*The Gods Must Be Crazy</i></li> <li><i>*The Gods Must Be Crazy, II</i></li> <li><i>*Government of the People</i></li> <li><i>*Show Me the Evidence</i></li> <li><i>*The Most Excellent Civilization</i></li> </ul> <p>*Essential Lessons</p>	
<b>Social Studies Language Objectives</b>			
<ul style="list-style-type: none"> <li>Read and cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>Read a primary or secondary source and provide an accurate summary of the source.</li> <li>Read and identify key steps in a text's description of a history/social studies process.</li> <li>Read and integrate visual information.</li> <li>Read and distinguish among fact, opinion, and reasoned judgment.</li> <li>Write informative/explanatory texts.</li> <li>Write and conduct short research projects to answer a historical question.</li> </ul>		<p><b>Assessment Options:</b></p> <p><b>Interconnection Lessons</b>-each lesson has a specific assessment.</p> <p><b>General-</b> exit slips, group work, class/group discussions, teacher observations, performance tasks.</p>	

Unit of Study 2	Sixth Grade	Approximate Time Frame: 2 <sup>nd</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
Systems; relationship; change; cause & effect; expansion; transformation		Geography skills; historical investigation; comparison	
<b>Standards:</b>			
Standard II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<b>I can:</b> <ul style="list-style-type: none"> <li>explain how physical geography affects economic and cultural expansion.</li> <li>explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.</li> <li>examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance.</li> <li>explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.</li> </ul>	<ul style="list-style-type: none"> <li><b>international trade</b></li> <li><b>cultural exchange</b></li> <li><b>renaissance</b></li> <li><b>middle ages</b></li> <li><b>merchant</b></li> <li><b>feudalism</b></li> <li><b>manor</b></li> <li><b>city-state</b></li> <li><b>Magna Carta</b></li> <li><b>moveable type</b></li> <li><b>literacy</b></li> <li>ancient literature</li> <li>decline social class</li> <li>customs vocation</li> <li>mosque gender role</li> <li>synagogue</li> <li>temple</li> <li>sacred</li> <li>architecture</li> <li>empire</li> <li>innovations</li> <li>technologies</li> <li>irrigation</li> <li>philosophy</li> <li>drama</li> </ul>	<ul style="list-style-type: none"> <li><i>*The Wonder of the World</i></li> <li><i>*The Spice World</i></li> <li><i>*Two World Collide</i></li> <li><i>*Relevant Today: Religion in the Middle Ages &amp; Renaissance</i></li> <li><i>*History Makers</i></li> <li><i>*From Feudalism to Self-Rule</i></li> <li><i>*Rise of the City-States</i></li> <li><i>*A Renaissance of Ideas</i></li> </ul> <ul style="list-style-type: none"> <li>*Essential Lessons</li> </ul>	
<b>Social Studies Language Objectives</b>			
<ul style="list-style-type: none"> <li>Read and cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>Read a primary or secondary source and provide an accurate summary of the source.</li> <li>Read and identify key steps in a text's description of a history/social studies process.</li> <li>Read and integrate visual information.</li> <li>Read and distinguish among fact, opinion, and reasoned judgment.</li> <li>Write informative/explanatory texts.</li> <li>Write and conduct short research projects to answer a historical question.</li> </ul>			
		<b>Assessment Options:</b> <b>Interconnection Lessons</b> -each lesson has a specific assessment. <b>General</b> - exit slips, group work, class/group discussions, teacher observations, and performance tasks.	

Unit of Study 3	Sixth Grade	Approximate Time Frame: 3 <sup>rd</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
Revolution; conflict; challenge; interconnectedness; relationship		Compare/contrast; historical investigation & analysis	
<b>Standards:</b>			
Standard III: Students will understand how revolutions have had an impact on the modern world.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<b>I can:</b> <ul style="list-style-type: none"> <li>understand the process of revolution.</li> <li>analyze the impact of selected revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>revolution</li> <li>conflict</li> <li>environment</li> <li>political turmoil</li> <li>poverty</li> <li>famine</li> </ul>	<i>*Revolutionary Reasons</i> <i>*Winds of Change</i>  <i>*Essential Lessons</i>	
<b>Social Studies Language Objectives</b>			
<ul style="list-style-type: none"> <li>Read and cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>Read a primary or secondary source and provide an accurate summary of the source.</li> <li>Read and identify key steps in a text's description of a history/social studies process.</li> <li>Read and integrate visual information.</li> <li>Read and distinguish among fact, opinion, and reasoned judgment.</li> <li>Write informative/explanatory texts.</li> <li>Write and conduct short research projects to answer a historical question.</li> </ul>		<b>Assessment Options:</b> <u>Interconnection Lessons</u> -each lesson has a specific assessment.  <b>General-</b> exit slips, group work, class/group discussions, teacher observations, and performance tasks.	

Unit of Study 4	Sixth Grade	Approximate Time Frame: 4 <sup>th</sup> Quarter (55 days)	Social Studies 6/11/12
<b>Concepts:</b>		<b>Skills:</b>	
Revolution; conflict; challenge; interconnectedness; relationship		Geography skills; historical investigation & analysis; evaluation	
<b>Standards:</b>			
Standard IV: Students will understand current global issues and their rights and responsibilities in the interconnected world.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary Students Should Use</b>	<b>Lessons</b>	
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>analyze how major world events of the 20<sup>th</sup> century affect the world today.</li> <li>explore current global issues facing the modern world and identify potential solutions.</li> <li>determine human rights and responsibilities in the world.</li> </ul>	<ul style="list-style-type: none"> <li>child labor</li> <li>conservation</li> <li>revolution</li> <li>conflict</li> <li>environment</li> <li>political turmoil</li> <li>poverty</li> <li>famine</li> </ul>	<p><i>*World at War, Part I</i>  <i>*World at War, Part II</i>  <i>*World at War, Part III</i>  <i>*Into the Future: Global Solutions</i>  <i>*Rights, Respect &amp; Responsibility in a Global World</i></p>	
<b>Social Studies Language Objectives</b>		<p>*Essential Lessons</p>	
<ul style="list-style-type: none"> <li>Read and cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>Read a primary or secondary source and provide an accurate summary of the source.</li> <li>Read and identify key steps in a text’s description of a history/social studies process.</li> <li>Read and integrate visual information.</li> <li>Read and distinguish among fact, opinion, and reasoned judgment.</li> <li>Write informative/explanatory texts.</li> <li>Write and conduct short research projects to answer a historical question.</li> </ul>		<p><b>Assessment Options:</b></p> <p><b>Interconnection Lessons</b>-each lesson has a specific assessment.</p> <p><b>General</b>- exit slips, group work, class/group discussions, teacher observations, performance tasks.</p>	