

# PUSD Social Studies District Instruction Guide (updated 2019)

## Year Long Standards Overview

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p style="text-align: center;"><u>Unit 1</u> <b>Geography</b> 6.G1.1 6.G4.1</p> <p style="text-align: center;"><u>Unit 2</u> <b>Early Man</b> 6.G1.1 6.G2.1 6.E3.3 6.SP4.1 6.G2.1 6.G3.1 6.G3.2</p> <p style="text-align: center;"><u>Unit 3</u> <b>Mesopotamia</b> 6.SP1.1 6.SP2.2 6.SP3.7 6.C2.1 6.SP2.2 6.H1.2 6.H2.1</p>	<p style="text-align: center;"><u>Unit 1</u> <b>Egypt</b> 6.SP3.1 6.SP3.2 6.SP3.3 6.SP3.4 6.SP3.6 6.SP4.2 6.SP1.1 6.SP3.2 6.SP3.4</p>	<p style="text-align: center;"><u>Unit 1</u> <b>Greece</b> 6.SP1.4 6.SP3.6 6.SP3.4 6.C4.1 6.H1.1. 6.SP1.1 6.SP3.2 6.SP3.4 6.SP1.3 6.SP3.6</p> <p style="text-align: center;"><u>Unit 2</u> <b>Rome</b> 6.SP1.4 6.SP3.6 6.SP3.4 6.C4.1 6.E1.1 6.E1.2 6.E3.3 6.G2.1 6.SP1.1 6.SP3.2 6.SP3.4 6.SP3.5 6.SP3.2 6.C2.1</p> <p style="text-align: center;"><u>Unit 3</u> <b>Middle Ages/Renaissance</b> 6.SP4.1 6.G1.1</p>	<p style="text-align: center;"><u>Unit 1</u> <b>China</b> 6.H3.2 6.SP1.2 6.G3.1 6.E3.2 6.E5.1 6.H1.1 6.H1.2 6.SP1.1 6.SP3.2 6.SP3.4</p> <p style="text-align: center;"><b><u>Ongoing yearly objectives</u></b></p> <ul style="list-style-type: none"> <li>● I can examine ways that historians and social scientists know about the past.</li> <li>● I can analyze how people’s perspectives influenced what information is available in the historical sources they created.</li> <li>● I can construct explanations using reasoning, examples, and details, with relevant information.</li> <li>● I can analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues</li> <li>● I can analyze how people’s perspectives influenced what information is available in the historical sources they</li> </ul>

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		6.SP1.1 6.SP3.2 6.SP3.4	created. <ul style="list-style-type: none"> <li>● I can explain the causes and effects of interactions between cultures and civilizations.</li> <li>● I can evaluate the causes and effects of conflict and resolution among different societies and cultures.</li> </ul>
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 1 - Unit 1 - 2 weeks</b>		
<b>Unit- Geography</b>	<b>Essential Question</b> <ol style="list-style-type: none"> <li>1) How does the physical geography determine the settlement patterns of humans?</li> <li>2) How do natural resources affect the development of a society?</li> <li>3) How can maps be used to explain the relationships between locations of places and regions?</li> <li>4) Why do environmental characteristics vary among different world regions?</li> </ol>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
6.G1.1-Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions  6.G4.1-Explain why environmental characteristics vary among different world regions	<ul style="list-style-type: none"> <li>● I can use maps to explain relationships between locations of places and regions</li> <li>● I can explain why environmental characteristics vary among different world regions</li> <li>● I can compare and contrast the information provided by globes, maps, and aerial photographs</li> <li>● I can explain how the lines of latitude and longitude are used to identify absolute location</li> <li>● I can identify the prime meridian and equator</li> <li>● I can identify the cardinal and</li> </ul>	Maps Charts Graphs Globes Aerial photos Longitude Prime Meridian Latitude Equator Absolute location Relative location Cardinal directions Intermediate directions Scale	<a href="#">Interactive Geography Slides Unit (Includes resources from Reading A-Z, see Christina Goldsmith)</a>

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	intermediate directions using a compass rose <ul style="list-style-type: none"> <li>● I can use a scale to show how many miles something is from one place to another</li> <li>● I can define relative location</li> <li>● I can identify the continents and oceans</li> </ul>	Map symbol Map key Oceans* Continents*	
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 1 - 3 weeks</b>		
<b>Unit - Early Man</b>	<b>Essential Question</b> <ol style="list-style-type: none"> <li>1) What was the relationship between early humans and their environment?</li> <li>2) How do cultures adapt to their environment?</li> <li>3) What was the evolution of man from nomads, hunter/gatherers, and farmers?</li> <li>4) Why was early technology essential to Paleolithic people?</li> <li>5) Why was the invention of farming a revolution?</li> <li>6) How did humans' ways of living change as they interacted and adapted?</li> </ol>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
6.E3.3- Analyze the influence of specialization and trade within different cultures and communities in regions studied.  6.G1.1-Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions  6.G2.1-Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere  6.G3.1-Analyze how cultural environmental characteristics affect the distribution and movement of people, goods, and ideas	<ul style="list-style-type: none"> <li>● I can identify visual vocabulary</li> <li>● I can describe life as a hominid</li> <li>● I can describe their social needs</li> <li>● I can tell the difference between paleolithic and neolithic</li> <li>● I can state the importance of movement, climate, rivers</li> <li>● I can analyze the influence of specialization and trade within different cultures and communities in regions studied</li> <li>● I can identify environmental changes</li> <li>● I can define the new technologies</li> <li>● I can define the consequences of agriculture</li> <li>● I can communicate without language to</li> </ul>	Early People Old/ New Stone Age Ice Age The First Cultures Nomads Paleolithic Neolithic Cave Art Stone Age technology and contributions Technology Flaking Migrate Agriculture	<a href="#">Slideshow for Early Man</a>  <b>Hands on History:</b> Survival Activity  <b>Agriculture and human civilization Inquiry:</b> <a href="#">Was the development of agriculture good for humans?</a>  <b>Nomadic Life Inquiry</b> <a href="#">How do we know the past without written evidence?</a>

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<p>6.G3.2-Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration</p> <p>6.SP4.1-Explain the multiple causes and effects of events and developments in the past</p>	<p style="text-align: center;">create a story</p> <ul style="list-style-type: none"> <li>● I can examine cave art to figure out the needs of the nomadic people</li> <li>● I can list artifacts by mapping them</li> <li>● I can analyze how the use of tools developed as life changed among early humans</li> <li>● I can explain the factors that led to permanent human settlement</li> </ul>	<p>Domesticate Surplus Civilization</p>	
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 1 - Unit 3 - 4 weeks</b>		
<b>Unit - Mesopotamia</b>	<p><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1) Was the creation of civilization good for mankind?</li> <li>2) What is the purpose of government?</li> <li>3) How do different forms of government provide different rights to their citizens?</li> <li>4) What is a citizen? What rights and responsibilities should they have?</li> <li>5) How does the development of culture affect laws, language, literature, religion, and identity?</li> <li>6) Why did ancient civilizations tend to develop along rivers?</li> <li>7) How did the rule of law impact early civilizations?</li> </ol>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p>6.C2.1-Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.H1.2-Explain the causes and effects of</p>	<ul style="list-style-type: none"> <li>● I can explain how the technology such as levees and canals improved farming in Mesopotamia</li> <li>● I can analyze the reasons for the growth of civilizations in the Fertile Crescent</li> <li>● I can explain how cuneiform was developed and why it was so important for the Sumerians</li> <li>● I can analyze the development of</li> </ul>	<p>Fertile Crescent Silt Drought Levee Irrigation Erosion Tigris Euphrates Cities of Sumer</p>	<p>Hammurabi's Code <a href="https://sheg.stanford.edu/history-lessons/hammurabis-code">https://sheg.stanford.edu/history-lessons/hammurabis-code</a></p> <p>Assyrian Siege of Jerusalem <a href="https://sheg.stanford.edu/history-lessons/assyrian-siege-jerusalem">https://sheg.stanford.edu/history-lessons/assyrian-siege-jerusalem</a></p>

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<p>interactions between cultures and civilizations</p> <p>6.H2.1-Evaluate the causes and effects of conflict and resolution among different societies and cultures</p> <p>6.H3.1-Analyze the impact of religious, government, and civic groups over time</p> <p>6.SP1.1- Examine ways that historians and social scientists know about the past.</p> <p>6.SP2.2-Analyze how people’s perspective influenced what information is available in the historical sources they created.</p>	<p>Sumerian city-states</p> <ul style="list-style-type: none"> <li>● I can explain how Mesopotamian cultural values shaped local life</li> <li>● I can describe Babylon’s rise to power</li> <li>● I can analyze Babylonian life under the Code of Hammurabi</li> <li>● I can explain the style of warfare that Assyria used to conquer Babylon</li> </ul>	<p>Cuneiform Scribe City-state Ziggurat Polytheism Empire Sargon Gilgamesh Babylon and Assyria Code of law Aqueduct Hammurabi’s Laws</p>	
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 2 - Unit 1 - 8 weeks</b>		
<b>Unit - Egypt</b>	<p><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1) How did the Nile River shape ancient Egyptian civilization?</li> <li>2) How did the growth of trade help Egypt to achieve prosperity?</li> <li>3) How did the religion of ancient Egypt impact the government and society?</li> <li>4) What were the Egyptian’s beliefs about the afterlife and why did they protect the pharaoh’s body?</li> <li>5) What were their advances in art, literature, and architecture?</li> </ol>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>

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<p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.H3.1-Analyze the impact of religious, government, and civic groups over time</p> <p>6.SP1.1-Examine ways that historians and social scientists know about the past.</p> <p>6.SP3.1- Examine ways that historians and social scientists know about the past.</p> <p>6.SP3.2-Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.</p> <p>6.SP3.3-Classify the kinds of historical sources used in secondary interpretations.</p> <p>6.SP3.4-Use information about a historical source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>6.SP3.6- Construct and present arguments using claims and evidence from multiple sources.</p> <p>6.SP3.7-Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>6.SP4.2-Describe and apply civic virtues including deliberative processes that contribute</p>	<ul style="list-style-type: none"> <li>● I can define and frame compelling and supporting questions about events in Egypt</li> <li>● I can use evidence to develop claims and counterclaims in response to compelling questions</li> <li>● I can describe the Nile River and the effects of its floods on ancient farmers</li> <li>● I can explain how ancient Egypt was united</li> <li>● I can analyze the workings of government and the importance of religion in Egypt</li> <li>● I can describe the changes that to Egypt during the years of the Middle and New Kingdom</li> <li>● I can identify how Egypt prospered and became an empire during the New Kingdom</li> <li>● I can analyze how Egyptian ideas and skills spread even as the kingdom declined</li> <li>● I can classify the kinds of historical sources used in secondary interpretations</li> <li>● I can use information about a historical source to judge the credibility &amp; usefulness of the source</li> <li>● I can construct and present arguments using claims and evidence from multiple sources</li> <li>● I can organize applicable evidence into a coherent argument about the past</li> <li>● I can examine ways that historians know about the past</li> <li>● I can use evidence to develop claims in response to questions</li> <li>● I can use information about a historical source to judge the extent of which the</li> </ul>	<p>The Nile River Valley Delta Upper Egypt Lower Egypt Silt Flooding Shadoof Irrigation The Kingdoms of Egypt Unification Pharaoh Old Kingdom Mummification Pyramid Hieroglyphics Papyrus Theocracy Ancient Egyptian Culture Ahmose I Amenhotep I Akhenaton Ramses II Hatshepsut Cleopatra</p>	<p><a href="#">Egyptian Pyramids</a></p> <p><a href="#">Cleopatra</a></p>
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to the common good and democratic principles in school, community, and government.	source is useful and credible		
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 3 - Unit 1 - 3 weeks</b>		
<b>Unit - Greece</b>	<b>Essential Question</b> <ol style="list-style-type: none"> <li>1) To what extent do Greek values and cultural achievements impact the world today?</li> <li>2) How did geography influence the rise of civilization in Greece?</li> <li>3) How does the Greek democracy relate to the U.S. form of government?</li> <li>4) How do the ancient Greece achievements in politics, architecture, philosophy, and literature influence the world?</li> <li>5) How did the religious traditions help shape the culture of Greek city-states and other civilizations?</li> <li>6) What events led to the rise and fall of the Greek empire?</li> <li>7) Describe the empire that Alexander the Great built and explain how it spread Greek culture throughout the empire.</li> </ol>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p>6.C4.1-Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems</p> <p>6.C4.2 - Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles, in school, community, and government</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p>	<ul style="list-style-type: none"> <li>● I can analyze how the rugged terrain challenged the people of ancient Greece</li> <li>● I can explain why the environment led Greeks to become seafarers</li> <li>● I can describe how sea trade served as a lifeline for Greece</li> <li>● I can analyze the structure of Greek city-states</li> <li>● I can compare Athens and Sparta</li> <li>● I can describe the form of government during Athen's Golden Age</li> <li>● I can analyze the effects of war on Athens and the development of the new</li> </ul>	<p>The Land of Greece Peninsula Harbor Birth of Greek Civilization Polis Acropolis Agora Commodity Citizen Monarchy</p>	<p><a href="#">Athens Democracy</a></p> <p><a href="#">Battle of Thermopylae</a></p> <p><a href="#">Are the Olympics about More than Sports?</a></p>

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<p>6.H1.1-Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods</p> <p>6.H3.1-Analyze the impact of religious, government, and civic groups over time</p> <p>6.SP1.1- Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.3-Classify a series of historical events and developments as examples of change and/or continuity</p> <p>6.SP1.4-Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP3.2-Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied</p> <p>6.SP3.4-Use information about a historical source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>6.SP3.6-Construct and present arguments using claims and evidence from multiple sources.</p>	<p>power of Macedonia</p> <ul style="list-style-type: none"> <li>● I can identify the cause of the Peloponnesian War</li> <li>● I can analyze opposing viewpoints of the trial of Socrates</li> <li>● I can describe the influence that ancient Greek philosophers, scientists, and historians have on our lives today</li> <li>● I can analyze how Alexander spread Greek culture through the expansion of his empire</li> <li>● I can use information about a historical source to judge the extent of which the source is useful and credible</li> <li>● I can define the history and mythology of the ancient Greek Olympics</li> <li>● I can compare and contrast the ancient olympics with modern olympic games</li> <li>● I can explain the importance of arts in the olympics</li> </ul>	<p>Oligarchy  Democracy  Epic  The Golden Age in Athens  assembly  jury  philosophy  theater  architecture  music  sports  geometry  Peloponnesian War  orator  Trireme  Archimedes  Homer  Alexander the Great  Socrates  Pythagoras  Aristotle  Plato  Euripides  Hippocrates  Pericles  Alexander the Great  Hellenism  Expansionism  Greek Contributions</p>	
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 3 - Unit 2 - 3 weeks</b>		
<b>Unit - Rome</b>	<b>Essential Question</b> <ol style="list-style-type: none"> <li>1) Was the legacy of ancient Rome good or bad?</li> <li>2) What factors led to the fall of the Roman Empire?</li> <li>3) Did the reforms of emperors delay or quicken the fall of the empire?</li> <li>4) How did the geography of Italy allow for the rise of the civilization?</li> <li>5) Describe the impact of the Roman republic on ancient Romans and how does it relate to our current form of government?</li> <li>6) What are the foundational values and beliefs of a Roman republic?</li> <li>7) How did Julius Caesar and Augustus Caesar impact the development of Roman culture and modern ideologies?</li> <li>8) What were the strengths and weaknesses of the Roman Empire?</li> </ol>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p>6.C4.1-Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems</p> <p>6.E1.1-Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>6.E1.2-Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>6.E3.1-Describe the relationship between various costs and benefits of economic production</p> <p>6.E3.3-Analyze the influence of specialization and trade within different cultures and communities in regions studied.</p>	<ul style="list-style-type: none"> <li>● I can analyze the advantages and disadvantages of the geographical features of Italy</li> <li>● I can explain challenges and opportunities people and groups face when solving local, regional, and or global problems</li> <li>● I can describe the currency and the collapse of the Roman Empire</li> <li>● I can define trade in the Roman Empire</li> <li>● I can identify consequences</li> <li>● I can understand inflation, deflation, and hyperinflation</li> <li>● I can analyze daily life and the devastating impact that Pompeii had on it</li> <li>● I can describe the founding of the</li> </ul>	<p>Volcano</p> <p>Peninsula</p> <p>Adriatic Sea</p> <p>Apennine Mountains</p> <p>Alps</p> <p>Po River</p> <p>Islands around Italy</p> <p>Plebeian</p> <p>Patrician</p> <p>public</p> <p>Representative</p> <p>Senate</p> <p>Tribune</p> <p>Consul</p> <p>Twelve Tables</p> <p>Punic Wars</p> <p>Civil War</p>	<p><a href="#">Roman Republic (Would pair well with Athens Democracy Lesson)</a></p> <p><a href="#">The Fall of Rome and hyperinflation</a></p> <p><a href="#">Augustus</a></p> <p><a href="#">Attila and Pope Leo</a></p>

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<p>6.E5.2- Explain the effects of the increasing economic interdependence within the distinct groups</p> <p>6.G2.1-Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere</p> <p>6.G4.2-Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places</p> <p>6.H3.1-Analyze the impact of religious, government, and civic groups over time</p> <p>6.SP1.1- Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.4-Evaluate the significance of past events and their effect on students' lives and society.</p> <p>6.SP3.2-Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.</p> <p>6.SP3.4-Use information about a historical source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source</p> <p>6.SP3.5-Use questions generated about multiple sources to identify further areas of inquiry and additional sources.</p>	<p>Roman Republic</p> <ul style="list-style-type: none"> <li>● I can explain how the Rome grew into a powerful civilization</li> <li>● I can analyze the wars between Carthage and the problems in Italy</li> <li>● I can Explain how Julius Caesar and Augustus impacted Rome</li> <li>● I can explain how Christianity developed and identify the major beliefs</li> <li>● I can explain why and how Diocletian divided the Roman Empire</li> <li>● I can describe the accomplishments of Constantine and Justinian</li> <li>● I can explain the fall of Rome</li> </ul>	<p>Dictator Pax Romana Gladiator Census New Testament Messiah Christianity Parable Apostle Crucifixion Bishop Pope Persecution Eastern Orthodox Christianity Justinian Code</p>	
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6.SP3.6-Construct and present arguments using claims and evidence from multiple sources.			
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 3 - Unit 3 - 3 weeks</b>		
<b>Unit - Middle Ages/ Renaissance</b>	<b>Essential Question</b> 1) <b>Were the Dark Ages really dark?</b> 2) <b>How did life in Europe change after the fall of Rome?</b> 3) <b>What role did the Catholic Church play socially, politically, and economically during the Middle Ages?</b> 4) <b>How did feudalism define social structure during the Middle Ages?</b> 5) <b>How did the Crusades affect the spread of religion?</b> 6)		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
6.G1.1-Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions  6.H3.1-Analyze the impact of religious, government, and civic groups over time  6.SP1.1- Examine ways that historians and social scientists know about the past.  6.SP3.2-Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.  6.SP3.4-Use information about a historical	<ul style="list-style-type: none"> <li>● I can identify Europe’s main geographic features</li> <li>● I can describe Charlemagne’s Empire</li> <li>● I can explain the Norman invasion of England</li> <li>● I can describe the characteristics of life under feudalism</li> <li>● I can identify the plague ecology in the United States</li> <li>● I can identify the symptoms and geographic areas that were most affected</li> <li>● I can construct a diagram showing how the black death spread</li> <li>● I can research graphs showing the decline of the population</li> <li>● I can analyze the importance of the Magna Carta</li> </ul>	Temperate Fjord Navigable Deforestation Middle Ages Feudalism Fief Vassal Serf Manor Chivalry Magna Carta Monastery Nun Saint Crusades	<u><a href="#">Can Disease Change the World?</a></u> <u><a href="#">Black Death Inquiry</a></u>  <u><a href="#">The Dark Ages</a></u>  <u><a href="#">Expansion of the Early Islamic Empire</a></u>  <u><a href="#">Ibn Battuta</a></u>  <u><a href="#">The First Crusade</a></u>  <u><a href="#">Understanding the Black Death</a></u>  <u><a href="#">The Black Death in Florence</a></u>  <u><a href="#">Galileo</a></u>

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<p>source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p> <p>6.SP4.1-Explain the multiple causes and effects of events and developments in the past.</p>	<ul style="list-style-type: none"> <li>● I can describe the role of Christianity during the Middle Ages</li> <li>● I can describe the effect of the Crusades on Europe</li> <li>● I can analyze the impact of the Renaissance on European life and culture</li> <li>● I can describe how Martin Luther and other Protestant leaders protested against the church of Rome</li> <li>● I can analyze the impact of the Counter-Reformation on Europe</li> </ul>	<p>Cathedral Gothic Plague Renaissance Reformation Protestant Anglican Church</p>	<p><a href="#">Martin Luther</a></p>
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<b>Grade Level: 6th grade</b>	<b>Time: Quarter 4 - 8 weeks</b>		
<b>Unit - China</b>	<p><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1) How did China's geography influence the development of that civilization?</li> <li>2) What was China's political system and how did it impact Chinese society?</li> <li>3) How has Chinese philosophy influenced Chinese civilization?</li> <li>4) What were the important political and cultural contributions of the Shang, Zhou, Qin, and Han Dynasties?</li> <li>5) How did trade routes lead to the exchange of new products and ideas among China, Rome, and other peoples?</li> <li>6) Explain the relationship between the leaders and people within the dynastic cycle?</li> </ol>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p>6.E3.2-Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <p>6.E5.1-Describe the factors that influence trade between countries or cultures.</p>	<ul style="list-style-type: none"> <li>● I can identify the geographical regions of China</li> <li>● I can analyze the effects of the Huang He on the development of the valley culture</li> <li>● I can describe the government and culture of the Shang dynasty</li> </ul>	<p>Loess Famine Gorge steppe Distribution Map Population density Daoism</p>	<p><a href="#">Confucianism &amp; Taoism</a></p> <p><a href="#">Did China and Rome know each other?</a></p> <p><a href="#">China and Rome Inquiry.</a></p> <p><a href="#">Fall of the Qin Dynasty</a></p>

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<p>6.G3.1-Analyze how cultural environmental characteristics affect the distribution and movement of people, goods, and ideas</p> <p>6.H1.1-Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods</p> <p>6.H1.2-Explain the causes and effects of interactions between cultures and civilizations</p> <p>6.H3.1-Analyze the impact of religious, government, and civic groups over time</p> <p>6.H3.2-Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.</p> <p>6.SP1.1- Examine ways that historians and social scientists know about the past.</p> <p>6.SP1.2-Analyze connections among events and developments in various geographic and cultural contexts.</p> <p>6.SP3.2-Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied</p> <p>6.SP3.4-Use information about a historical source, including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the</p>	<ul style="list-style-type: none"> <li>● I can explain how China changed under the Zhou Dynasty</li> <li>● I can describe the events that helped build the first Chinese Empire</li> <li>● I can analyze and evaluate the reign of Shihuang Di</li> <li>● I can explain the effects of the Qin Dynasty in China</li> <li>● I can explain the reasons for the decline and fall of the Han Dynasty</li> <li>● I can identify the interactions across the Eastern hemisphere</li> <li>● I can identify the historical antecedent to the Silk Road</li> <li>● I can define the relative location in regard to China and Roman Empire</li> <li>● I can use mapping, T-charts</li> </ul>	<p>Hinduism Buddhism Dynasty Oracle bones Mandate of heaven Warring States Period Emperor Province Legalism Confucianism Bureaucracy Grand School Seismography Abacus Magic squares Silk road</p>	
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