

Curriculum Map
6th Grade Social Studies

Time Line	Content Essential Standards Objectives	Information/Tech Essential Standards	Activity	Assessment
<i>1st Quarter</i>				
Late August/Early September		6.SE.1 Apply responsible behaviors when using information and technology resources.	Welcome/Introduction to the Library -orientation -procedures, policies, layout, computer catalog training	Informal observation of student behavior for following rules, using computer catalog system, and checkout
Unit 1 – Intro to SS Strands	6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time. 6.H.1.2 Summarize the literal meaning of historical documents in order to establish context. 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives. 6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.	6.SI.1.1 Analyze resources in terms of their reliability (which can be determined by currency, credibility, or authority, depending on the topic or purpose) 6.SI.1.2 Analyze content for relevance to the assigned task. 6.SI.6.3 Analyze resources for point of view, bias, values, or intent of information.	The teacher will introduce the SS strands, how they are interrelated, and course structure. The librarian will instruct students on how to evaluate resources in the library in terms of reliability determined by currency, credibility, and authority. The librarian will instruct students how to evaluate content for relevance to assigned task by evaluating point of view, bias, value, and intent.	Guided practice exercises such as currency scavenger hunt handout of questions to answer to assist in evaluating resources

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Unit 2 – Prehistoric Society	<p>6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.</p> <p>6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g. Mongol invasion, The Crusades, Peopling of the Americas, Alexander the Great).</p> <p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).</p> <p>6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade).</p>	<p>6.SI.1.1 Analyze resources in terms of their reliability (which can be determined by currency, credibility, or authority, depending on the topic or purpose)</p> <p>6.SI.1.2 Analyze content for relevance to the assigned task.</p> <p>6.SI.1.3 Analyze resources for point of view, bias, values, or intent of information.</p> <p>6.RP.1.2 Implement a research process independently.</p> <p>6.SE.1.1 Apply ethical behavior (copyright, not plagiarizing, proper netiquette) when using resources.</p>	<p>The teacher will introduce prehistoric societies and assign an activity in which students will construct a historical narrative to explain the physical features and human characteristics of the prehistoric society. The librarian will introduce Pathways to Knowledge research model and instruct students in research skills. The librarian will review instruction on analyzing resources. The librarian will also instruct students on how to cite different types of sources.</p>	<p>Bibliographies will be assessed for correct citation.</p> <p>The teacher will also assess the reliability and credibility of the information retrieved by students.</p> <p>The teacher and librarian will evaluate historical narratives for research skills development. Students will also do a self-assessment survey asking about the research process and their own productivity. Students with weak skills or who receive low scores from teacher/librarian assessment will be given a second opportunity to work more directly with the librarian for refresher and will rewrite the narrative.</p>

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	<p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).</p>	<p>6.TT.1.1 Select appropriate technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).</p> <p>6.RP.1.2 Implement a research process independently.</p> <p>6.SI.1 Analyze resources to determine their reliability, point of view, bias, and relevance for particular topics and purposes.</p> <p>6.SE.1.2 Apply the safety precautions necessary when using online resources (personal information, passwords, etc.).</p>	<p>The teacher will introduce ways in which societies used, modified, and adapted their environments and will give students the task of researching tools and dwellings during the prehistoric societies or a written report and create a model for oral presentation. Students will create a tool or dwelling out of craft supplies.</p> <p>The librarian will review researching procedures and citation then provide students with instruction on appropriate web-based resources available for this assignment. The librarian will also instruct students on online safety precautions.</p>	<p>Informal assessment of librarian supervising online access of students during lab time.</p> <p>The teacher will also assess accuracy of appropriate web-based resources for the assignment.</p> <p>Continued assessment of correct citation usage by teacher and librarian.</p>

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<i>2nd Quarter</i>				
Unit 3 – Ancient Civilizations	6.G.1.3 Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up). 6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.	6.SI.1.2 Analyze content for relevance to the assigned task.	Teacher will introduce ancient civilizations unit. The librarian will do a genre presentation discussing reference materials in the form of various maps, graphs, and geographical data.	Teacher-generated worksheet of questions to be answered with reference materials will be graded by teacher. Students lacking appropriate comprehension will be sent to the library for individualized assistance.
	6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).	6.SE.1 Apply responsible behaviors when using information and technology resources. 6.RP.1.1 Implement a research process collaboratively. 6.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.	As part of the unit, the teacher will divide students into small groups assigning each an ancient civilization: (Mesopotamia, Egypt, India, or China to research migration, population, and resource patterns. Students will come to the library to do research using online and print resources. Two groups of differing civilizations will be paired to create a set of Venn Diagrams of their findings.	The teacher will do an assessment of the content. The librarian will be present during library visits and do an informal observation of resource usage.

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<i>3rd Quarter</i>				
Unit 4 – origins & contributions of influential civilizations	<p>6.C&G.1 Understand the development of government in various civilizations, societies and regions.</p> <p>6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g. democracy, absolute monarchy and constitutional monarchy).</p> <p>6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles)</p>	<p>6.RP.1 Apply a research process for collaborative or individual research.</p> <p>6.TT.1.2 Select appropriate technology tools to organize data and information (e.g., word processor, database, spreadsheet, graphic organizer, audio and visual recording, online collaboration tools, etc.).</p>	<p>The teacher will introduce origins and contributions of influential civilizations. The teacher will assign Greece, Rome, China, Incas, Mayans, Aztecs, Mantu, and Zimbabwe according to groups of students to use various resources to research their governmental systems, trading systems, and major conquests and settlements. The librarian will instruct students on the use of an interactive information kiosk in Power Point. The students will then work collaboratively in groups to create an interactive information kiosk of their research for sharing with class-mates. The teacher and librarian will work with groups on various concerns and/or steps in research and kiosk design.</p>	<p>A formal rubric designed by the teacher and librarian. The teacher will assess accuracy of research information. The librarian and teacher will assess the overall quality and correct usage of the interactive information kiosk.</p> <p>(See Notes)</p>

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<i>4th Quarter</i>				
Unit 5 – Middle Ages	<p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p> <p>6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).</p> <p>6.C&G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.</p>	<p>6.TT.1 Use technology and other resources for the purpose of accessing, organizing, and sharing information.</p> <p>6.RP.1.1 Implement a research process collaboratively.</p>	<p>The teacher will introduce the Middle Ages unit and assign students into groups to research a specific religion, how that religion was practiced and spread and by whom and to whom.</p> <p>The librarian will instruct students on the use of Publisher to create a brochure. The students will create a brochure reporting their research on their assigned religion.</p>	<p>A rubric designed by the teacher to assess accuracy of information and by the librarian to assess the design of the brochure and correct citation usage</p>

NOTES:

The above Integrated Curriculum Map for 6th Grade Social Studies follows the newly created outline for content using the North Carolina Essential Standards for Social Studies. At present, teachers do not have developed pacing guides or lesson plans for the new curriculum standards. The most 6th grade Social Studies teachers have at the present that they can share with the librarian is a listing of the five unit titles.

The dynamics of middle school will dictate that at most, students will do one to two projects per unit. Therefore, integrated activities are designed around potential projects within a given unit. The timeline is suggestive as to keep units from overlapping grading periods.

For definition, an interactive informational kiosk is a power point project in which slides do not have to follow sequential order. Instead, when the power point starts, the viewer is able to follow paths of designated information in which directional tabs within the power point slide will move to the next appropriate slide. Menus are also used for multiple topics within the power point so that the viewer can go to specific information areas in any order the viewer wishes or omit informational areas altogether by simply not choosing that path from the menu. An example will be provided if needed.