



# Exploring Our World ©2010

New Mexico Public Education Department  
 Social Studies Curriculum Framework  
 6<sup>th</sup> Grade Social Studies



SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS			
CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
<b>I. HISTORY</b>			
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.			
<b>I-A. New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.</b>			
I-A(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.	135-2	145-2	135-National Geographic
<b>I-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.</b>			

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I-B(1). Explain and describe the origins, obstacles, and impact of the Age of Exploration, to include:			
I-B(1)a. improvements in technology (e.g., the clock, sextant, work of Prince Henry the Navigator)	136-5		
I-B(1)b. voyages of Columbus to the New World and the later searches for the Northwest passage	135-3		
I-B(1)c. introduction of disease and the resulting population decline, especially among indigenous peoples	136-3		
I-B(1)d. exchanges of technology, ideas, agricultural products and practices.	706-1		
<b>I-C. World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</b>			
I-C(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:			
I-C(1)a. significance of river valleys	444-1	444-3	444-National Geographic
I-C(1)b. early irrigation and its impact on agriculture	446-1	450-1	457-2
I-C(1)c. forms of government (e.g., the theocracies in Egypt, dynasties in China)	458-4	705-5	706-4
I-C(1)d. effect on world economies and trade	705-5	706-3	708-2
I-C(1)e. key historical figures	460-2	460-National Geographic	705-4
I-C(1)f. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).	458-5	458-Reading Check	209-National Geographic
I-C(2). Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include:			
I-C(2)a. location and description of the river systems and other topographical features that supported the rise of this civilization	627-2	627-3	627-4
I-C(2)b. significance of the Aryan invasions	627-5	627-6	
I-C(2)c. structure and function of the caste system	627-6	628-1	
I-C(2)d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero).	627-5	629-3	629-National Geographic

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I-C(3). Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China, to include:			
I-C(3)a. location and description of the origins of Chinese civilization in the Huang-He Valley, Shang dynasty	705-2	705-4	706-Dynasties of China
I-C(3)b. geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country	676-Regional Atlas	708-2	713-Geography & History
I-C(3)c. life of Confucius and the fundamental teachings of Confucianism and Taoism	705-4	705-National Geographic	
I-C(3)d. rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming)	705-4	705-5	706-Dynasties of China
I-C(3)e. historical influence of China on other parts of the world (e.g., tea, paper, wood block printing, compass, gunpowder).	706-1	706-3	708-2
I-C(4). Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).	460-2	460-5	85-Major World Religions
I-C(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:			
I-C(5)a. influence of Mediterranean geography on the development and expansion of the civilizations	295-1	295-3	296-National Geographic
I-C(5)b. development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi)	295-4	296-1	297-Reading Check
I-C(5)c. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy)	295-4	296-1	297-National Geographic
I-C(5)d. contributions and roles of key figures, (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus).	295-4	295-5	295-National Geographic
I-C(6). Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its enduring impacts on later civilizations, to include:			
I-C(6)a. creation and expansion of the Byzantine empire	298-2		
I-C(6)b. reasons for the fall of the Roman Empire	297-4	297-5	
I-C(6)c. new forms of government, feudalism, and the beginning of limited government with the Magna Carta	298-3	322-5	322-National Geographic
I-C(6)d. role of the Roman Catholic Church and its monasteries; causes, course, and effects of the Crusades	298-2	298-4	299-1

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I-C(6)e. impact of the Black Plague	299-3		
I-C(6)f. contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).	706-3	298-3	
<b>I-D. Skills: Research historical events and people from a variety of perspectives.</b>			
I-D(1). 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.	77-81-Time Perspectives	241-245-Time Perspectives	633-637-Time Perspectives
I-D(2). 2. Identify different points of view about an issue or topic.	90-91-You Decide	142-143-You Decide	216-217-You Decide
I-D(3). 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.	163-167-Time Perspectives	413-417-Time Perspectives	583-587-Time Perspectives
<b>II. GEOGRAPHY</b> <b>STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.</b>			
<b>II-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.</b>			
II-A(1). Identify the location of places using latitude and longitude.	24-Geography Skills Handbook		
II-A(2). Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	24-Geography Skills Handbook		
<b>II-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.</b>			
II-B(1). Explain how places change due to human activity.	93-3	288-3	280-Reading Check
II-B(2). Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.	330-6	223-National Geographic	330-National Geographic
II-B(3). Identify a region by its formal, functional, or perceived characteristics.	391-2	469-National Geographic	632-633-Time Perspectives
<b>II-C. Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.</b>			
II-C(1). Compare and contrast the influences of man-made and natural environments upon ancient civilizations.	209-6	443-3	444-2

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<b>II-D. Explain how physical processes shape the Earth's surface patterns and biosystems.</b>			
II-D(1). Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.	37-National Geographic	53-National Geographic	58-National Geographic
<b>II-E. Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</b>			
II-E(1). Explain how human migration impacted places, societies, and civilizations.	15-5	75-2	76-2
II-E(2). Describe, locate, and compare different settlement patterns throughout the world.	74-2	74-Reading Check	628-National Geographic
II-E(3). Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.	84-6	84-National Geographic	86-National Geographic
<b>II-F. Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.</b>			
II-F(1). Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.	15-4	65-Reading Check	62-Geography & History
<b>III. CIVICS AND GOVERNMENT</b> <b>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.</b>			
<b>III-A. Understand the structure, functions, and powers of government (local, state, tribal and national).</b>			
III-A(1). Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.	295-4	140-2	140-Reading Check
III-A(2). Describe the concept of republic as developed by the Romans and compare to other republican governments.	296-1	342-3	233-5
<b>III-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.</b>			
III-B(1). Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:			
III-B(1)a. qualities of leadership	137-4	295-5	295-National Geographic
III-B(1)b. names and contributions New Mexico leaders			

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III-B(1)c.names and contributions of national leaders.	136-6	137-4	
<b>III-C. Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government</b>			
III-C(1). Explain how Greek and Roman societies expanded and advanced the role of citizen.	295-4	296-1	
III-C(2). Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).	295-4	296-2	140-5
<b>III-D. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</b>			
III-D(1). Understand that the nature of citizenship varies among societies.	295-4	140-5	140-National Geographic
<b>IV. ECONOMICS</b> <b>STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.</b>			
<b>IV-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.</b>			
IV-A(1). Explain and predict how people respond to economic and intrinsic incentives.	94-4	235-4	322-2
<b>IV-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.</b>			
IV-B(1). Describe the characteristics of traditional, command, market, and mixed economic systems.	94-2	94-3	94-4
IV-B(2). Explain how different economic systems affect the allocation of resources.	94-5	94-6	94-Economic Divisions
IV-B(3). Understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs).	94-6	94-7	94-8
<b>IV-C. Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world.</b>			
IV-C(1). Compare and contrast the trade patterns of early civilizations.	95-2	95-3	95-4
IV-C(2). Analyze the impact of the Neolithic agricultural revolution on mankind & the impact of technological changes in the Bronze Age & the Iron Age.	86-4		

## SECTION II: OTHER RELEVANT CRITERIA

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<b>A.</b> Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	88-Reading Strategy	89-Writing Support	475-Critical Thinking
<b>B.</b> Avoids stereotyping.	81-Activity: Why It Matters	85-Writing Support	88-Writing Support
<b>C.</b> Learning objectives and instructional strategies are explicit for every lesson and every chapter.	56-Reading Strategy	56-Skill Practice	58-Differentiated Instruction
<b>D.</b> Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	64-Reading Strategy	64-Writing Support	65-Hands-On Chapter Project
<b>E.</b> The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	83-Reading Strategy	457-Reading Strategy	689-Reading Strategy
<b>F.</b> Includes vocabulary list at the beginning of each lesson.	158-Guide to Reading	208-Guide to Reading	294-Guide to Reading
<b>G.</b> A variety of cultural perspectives are used in content.	74-Hands-On Chapter Project	83-Hands-On Chapter Project	94-Hands-On Chapter Project
<b>H.</b> Uses visual aids to identify concepts and relationships.	121-Activity: Economics Connection	420-Reading Strategy	297-Differentiated Instruction
<b>I.</b> Uses visual aids to illustrate new words.	44-Guide to Reading	55-Guide to Reading	116-Guide to Reading
<b>J.</b> Both content and graphic/visual aids represent the diverse populations of the world.	75-Map Skills	445-Differentiated Instruction	474-Critical Thinking

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<b>K.</b> Provides substantial support and resources for differentiated instruction, including <i>(score each item separately)</i> :			
1. Clear, explicit instructions to students	94-Reading Strategy	580-Reading Strategy	713-Writing Support
2. Explicit strategies for teachers	574-Cause-and-Effect Essay	619-Making Inferences	697-Active Listening
3. Review & guided practice to refine new skills	143-Assess/Close	467-Assess/Close	781-Assess/Close
4. Ongoing review & skill practice to refine previously acquired skills	48-Close	54-Close	347-Close
<b>L.</b> Includes content and information that support a variety of approaches to instruction, including <i>(score each item separately)</i> :			
1. Writing activities	53-Writing Support	140-Writing Support	459-Writing Support
2. Speaking activities	120-Activity: Interdisciplinary Connection	127-Hurricane Warnings	277-Differentiated Instruction
3. Project-based learning assignments	233-Hands-On Chapter Project	238-Hands-On Chapter Project	250-Hands-On Chapter Project
4. Interdisciplinary instruction	249-Activity: Interdisciplinary Connection	472-Activity: Interdisciplinary Connection	641-Hands-On Chapter Project

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5. Thematic instruction across genres	300-Activity: Economics Connection	392-Activity: Economics Connection	474-Activity: Economics Connection
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	137-Activity: Collaborative Learning	278-Activity: Interdisciplinary Connection	281-Activity: Connecting With the United States
<b>M.</b> Provides material and support for explicitly teaching comprehension.	639-Identifying Trends	653-Locating a Factory	691-Erosion: Saving the Soil
<b>N.</b> Incorporates increasingly complex practice into lessons.	45-Writing Support	46-Reading Strategy	47-Differentiated Instruction
<p><b>O.</b> Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some <i>examples</i> of this might include:</p> <ul style="list-style-type: none"> <li>→ discussing/responding to open-ended prompts;</li> <li>→ tracing cause and effect relationships;</li> <li>→ comparing real life situations;</li> <li>→ dramatizing, or;</li> <li>→ tracing themes.</li> </ul>	75-Conducting an Interview	299-Critical Thinking	326-Writing Support
<b>P.</b> Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.	117-Reading Strategy	331-Differentiated Instruction	465-Differentiated Instruction
<b>Q.</b> Extensive and varied opportunities to practice targeted skills.	93-Reading Strategy	135-Skill Practice	296-Differentiated Instruction