



# Journey Across Time

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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.	121-4	149 Read to Write-22	146 Section Review-7
<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)	659-7	669 Section Review-1	703 Using Technology
I-B(1)b. voyages of Columbus to the New World and the later searches for the Northwest passage	594-5	602 Review Main Ideas-10	600 Section Review-1
I-B(1)c. introduction of disease and the resulting population decline, especially among indigenous peoples	596-3	600 Section Review-5	602 Review Main Ideas-11
I-B(1)d. exchanges of technology, ideas, agricultural products and practices.	659-7	668 National Geographic	669 Section Review-6
<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	17-2	41 Primary Source	75 Primary Source
I-C(1)b. early irrigation and its impact on agriculture	18-4	231 Section Review-5	75 Linking Past and Present
I-C(1)c. forms of government (e.g., the theocracies in Egypt, dynasties in China)	43-4	46 Section Review-3	75 Using Technology
I-C(1)d. effect on world economies and trade	233-4	250 Review Main Ideas-15	251 Read to Write-24
I-C(1)e. key historical figures	45-1	22 Biography	247 Chart
I-C(1)f. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).	19-3	52 Section Review-4	23 Section Review-6
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	195-3	261 Section Review-2	219 Geography Skills
I-C(2)b. significance of the Aryan invasions	198-2	198-National Geographic	201 Section Review-5
I-C(2)c. structure and function of the caste system	199-6	201 Section Review-6	219 Using Technology
I-C(2)d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero).	215-7	216 Section Review-3	216 Section Review-6

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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	225-1	250 Review Main Ideas-10	250 Geography Skills
I-C(3)b. geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country	226-1	248 Section Review-4	250 Review Main Ideas-15
I-C(3)c. life of Confucius and the fundamental teachings of Confucianism and Taoism	236-1	237 Biography	239 Section Review-6
I-C(3)d. rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming)	226-4	231 Section Review-1	250 Review Main Ideas-14
I-C(3)e. historical influence of China on other parts of the world (e.g., tea, paper, wood block printing, compass, gunpowder).	418-1	419 The Way It Was	422 Section Review-3
I-C(4). Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).	377-1	85 Section Review-3	208 Section Review-7
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	263-4	267 Section Review-5	148 Critical Thinking-13
I-C(5)b. development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi)	139-5	146 Section Review-6	276 Section Review-6
I-C(5)c. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy)	294-1	163 Section Review-3	163 Section Review-7
I-C(5)d. contributions and roles of key figures, (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus).	271-1	141 Biography	294 Section Review-7
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	328-1	334 Section Review-6	334 Section Review-7
I-C(6)b. reasons for the fall of the Roman Empire	318-4	318-Chart	326 Section Review-7

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I-C(6)c. new forms of government, feudalism, and the beginning of limited government with the Magna Carta	523-3	531 Section Review-4	543 Section Review-4
I-C(6)d. role of the Roman Catholic Church and its monasteries; causes, course, and effects of the Crusades	545-1	552 Section Review-3	543 Section Review-7
I-C(6)e. impact of the Black Plague	554-1	558 Section Review-3	560 Read to Write
I-C(6)f. contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).	428-7	521 Section Review-4	558 Section Review-7

### I-D. Skills: Research historical events and people from a variety of perspectives.

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.	78-1	371-1	407 Read to Write
I-D(2). 2. Identify different points of view about an issue or topic.	907-1	907 Learn the Skill	907 Apply the skill
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.	916-1	916 Learn the Skill	916 Apply the Skill

## II. GEOGRAPHY

**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.**

### 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.

II-A(1). Identify the location of places using latitude and longitude.	GH5-1		
II-A(2). Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.			

### 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.

II-B(1). Explain how places change due to human activity.	18-1	231 Section Review-5	422 Section Review-4
II-B(2). Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.	389-3	294 Section Review-7	479 Read to Write-20
II-B(3). Identify a region by its formal, functional, or perceived characteristics.	446-2	453 Section Review-5	479 Using Technology

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#### Citation 1 Basic Knowledge

#### Citation 2 Application

#### Citation 3 Analysis

**II-C. Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.**

II-C(1). Compare and contrast the influences of man-made and natural environments upon ancient civilizations.

29-5

581 Section Review-5

603 Geography Skills

**II-D. Explain how physical processes shape the Earth's surface patterns and biosystems.**

II-D(1). Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.

198-1

201 Section Review-2

478 Review Main Ideas-7

**II-E. Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.**

II-E(1). Explain how human migration impacted places, societies, and civilizations.

469-4

573 National Geographic

581 Section Review-4

II-E(2). Describe, locate, and compare different settlement patterns throughout the world.

15-1

23 Section Review-4

148 Review Main Ideas-5

II-E(3). Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.

119-3

163 Section Review-6

173 Section Review-4

**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.**

II-F(1). Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.

29-5

581 Section Review-5

603-Geography Skills

### III. CIVICS AND GOVERNMENT

**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.**

**III-A. Understand the structure, functions, and powers of government (local, state, tribal and national).**

III-A(1). Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.

126-3

130 Section Review-7

146 Section Review-6

III-A(2). Describe the concept of republic as developed by the Romans and compare to other republican governments.

265-5

276 Section Review-1

276 Section Review-7

**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.**

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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	22 Biography	102 Section Review-5	92 Section Review-3
III-B(1)b. names and contributions New Mexico leaders			
III-B(1)c. names and contributions of national leaders.	63 Biography	108 Read to Write-24	67 Section Review-6
<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.	122-6	283 Section Review-7	123 Section Review-5
III-C(2). Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).	139-5	140 Chart	146 Section Review-6
<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.	122-6	123 Section Review-5	326 Section Review-3
<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.	15-3	123 Section Review-6	669 Section Review-5
<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.	410-2	741 Section Review-4	741 Section Review-7
IV-B(2). Explain how different economic systems affect the allocation of resources.	667-1	669 Section Review-5	741 Section Review-6
IV-B(3). Understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs).	667-4	730 Section Review-1	741 Section Review-5

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<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.	197-5	246 National Geographic	453 Section Review-3
IV-C(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.	13-2	15 Section Review-3	15 Section Review-5

## 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.	18 Differentiated Instruction	118 Differentiated Instruction	304 Differentiated Instruction
<b>B.</b> Avoids stereotyping.	40 Differentiated Instruction	264 Differentiated Instruction	514 Differentiated Instruction
<b>C.</b> Learning objectives and instructional strategies are explicit for every lesson and every chapter.	150B	220B	298B
<b>D.</b> Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	112B	190B	258B
<b>E.</b> The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	405 Chapter Preview	259 Chapter Preview	509 Chapter Preview
<b>F.</b> Includes vocabulary list at the beginning of each lesson.	47 Get Ready to Read	138 Get Ready to Read	572 Get Ready to Read

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
<b>G.</b> A variety of cultural perspectives are used in content.	83 Critical Thinking Activity	91 Interdisciplinary Connections Activity	90 Critical Thinking Activity
<b>H.</b> Uses visual aids to identify concepts and relationships.	8 Bellringer	131 Bellringer	379 Bellringer
<b>I.</b> Uses visual aids to illustrate new words.	4A Multi-Media	68 Section Resources	468 Section Resources
<b>J.</b> Both content and graphic/visual aids represent the diverse populations of the world.	121 Extending the Content	163 Enrich	307 Extending the Content
<b>K.</b> Provides substantial support and resources for differentiated instruction, including <i>(score each item separately)</i> :			
1. Clear, explicit instructions to students	45 Cooperative Learning Activity	127 Critical Thinking Activity	305 Critical Thinking Activity
2. Explicit strategies for teachers	1 No Child Left Behind	109 No Child Left Behind	401 No Child Left Behind
3. Review & guided practice to refine new skills	123 Reteach	276 Reteach	364 Reteach
4. Ongoing review & skill practice to refine previously acquired skills	73 Reading Strategy	249 Reading Strategy	559 Reading Strategy
<b>L.</b> Includes content and information that support a variety of approaches to instruction, including <i>(score each item separately)</i> :			

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
1. Writing activities	51 Writing Activity	205 Writing Activity	345 Writing Activity
2. Speaking activities	96 Critical Thinking Activity	123 Close	145 Cooperative Learning Activity
3. Project-based learning assignments	Curriculum Connection 118	132 Connecting Across Time	140 Differentiated Instruction
4. Interdisciplinary instruction	91 Interdisciplinary Connections Activity	97 Interdisciplinary Connections Activity	128 Interdisciplinary Connections Activity
5. Thematic instruction across genres	127 Critical Thinking Activity	132 Reading Strategy	143 Connecting Across Time
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	142 Critical Thinking Activity	145 Cooperative Learning Activity	119 Critical Thinking Activity
<b>M.</b> Provides material and support for explicitly teaching comprehension.	190B Reproducible Resources	220B Reproducible Resources	258B Reproducible Resources
<b>N.</b> Incorporates increasingly complex practice into lessons.	156 Differentiated Instruction	158 Interdisciplinary Connections Activity	171 Critical Thinking Activity
<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: → discussing/responding to open-ended prompts; → tracing cause and effect relationships; → comparing real life situations; → dramatizing, or; → tracing themes.	81 Writing Activity	83 Critical Thinking Activity	265 Critical Thinking Activity

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
<p><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.</p>	<p>84 Interdisciplinary Connections Activity</p>	<p>285 Assess</p>	<p>424 Teach</p>
<p><b>Q.</b> Extensive and varied opportunities to practice targeted skills.</p>	<p>71 Critical Thinking Activity</p>	<p>280 Critical Thinking Activity</p>	<p>411 Critical Thinking Activity</p>