6th Grade Social Studies, Era 4: Expanding Exchanges and Encounters (500 CE-1450 CE)

Content Area: **Social Studies**
Course(s):   **Social Studies 6**
Time Period: **Marking Period 4**
Length: **Marking Period 4**
Status: **Published**

Performance Expectations: World History/Global Studies

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

SOC.6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.CivicsDP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
SOC.6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.GeoPP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
SOC.6.2.8.GeoPP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
SOC.6.2.8.GeoPP.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
SOC.6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
SOC.6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.2.8.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.EconGE.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
SOC.6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
SOC.6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
SOC.6.2.8.HistoryCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
SOC.6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including

the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

SOC.6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
SOC.6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Performance Expectations: Interdisciplinary Connections

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Performance Expectations: 21st Century Life and Career Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Performance Expectations: Technology

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Accommodations and Modifications

English Language Learners

Strategies may include:

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    - o Use graphic organizer web chart
    - o Identify words that create an image
    - o Use pair work for students to choose recurring themes and main idea in different resources
    - o Ask students to recall stories in their cultures and identify common themes
    - o Post essential questions to help students identify themes

Special Education/504 Plans

Strategies may include:

- Use visuals
- Introduce key vocabulary before the lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use strong student as a "buddy"
- choral reading
- chants/songs
- preferential seating
- assign a picture ir movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow IEP Modifications/504 plans
- Chunking of information
- Study Guides
- Leveled Texts
- Visual Cues and modeling
- word walls and word banks

Gifted and Talented

Strategies may include:

- personal word walls/ word rings
- introducing key vocabulary before the lesson (word clusters)
- teacher modeling
- pattern sentences

Students at Risk of School Failure

Strategies may include:

- Provide peer tutoring
- Use a strong student as a "buddy"
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- one on one intruction
- multisensory techniques
- brain breaks
- scaffolded questioning
- modified assignments
- study guides

Assessments

Formative Assessments

- Participation/Observations
- Questioning
- Socratic Seminars
- Anecdotal Notes
- Exit Slips
- Peer/Self Assessment
- Rubrics
- Teacher-created project-based assessment
- Turn & Talk

Alternate Assessments

- Teacher-created project-based assessment
- Alternate running records
- Discussion Circles

- Turn and Talks

Benchmark Assessments

- Unit Assessment

Summative Assessments

- Final Writing Assessment
- Final Unit Assessment

Core Ideas

- Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

- Economic interdependence is impacted by increased specialization and trade.

- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

- Historical events may have single, multiple, direct and indirect causes and effects.

- Political and civil institutions impact all aspects of people's lives.

- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

- The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

- The physical and human characteristics of places and regions are connected to human identities and cultures.

- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

- The production and consumption of goods and services influence economic growth, well-being and quality of life.

Content

- Africa's physical geography and natural resources

- Agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)

- Arabian Peninsula as the epicenter of Afro-Eurasian trade

- Causes and outcomes of the Crusades from different perspectives (i.e., European religious/political leaders, the crusaders, Jews, Muslims, and traders)

- Demographic, economic, and religious impact of the plague on Europe

- European system of feudalism

- Influence of geographies and climates

- Influence of medieval English legal and constitutional practices (Magna Carta, parliament, habeas corpus, independent judiciary)

- Influence of the Byzantine Empire on the Islamic world and western Europe

- Japanese system of feudalism

- Legacy and achievements of Asia, Africa (Islam), Europe and the Americas over time

- Open exchange relationship between Europe and the Yuan (Mongol) Dynasty

- Physical features of the Arabian Peninsula

- Relationship between the Islamic world and medieval Europe

- Rise and decline of European feudalism

- Role of religion

- Role of religion and economics in shaping empire's social hierarchy

- Trade routes (i.e., the African caravan and Silk Road)

Resources

- Biographies

- Discovery Education Streaming

- Guided Reading Vocabulary and Skillbuilding Activities

- Journey Across Time (National Geographic, Glencoe)

- Maps, Graphs, Charts and Diagrams

- National Geographic online

- Primary Sources