

Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standards • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ “A” indicates high emphasis ○ “B” medium ○ “C” low ○ Standards that are not ranked for emphasis and are identified with an asterisk (*) 	<ul style="list-style-type: none"> • The California Concepts Collection II, created by California Council for the Social Studies • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 6th Grade:

- 6.4 was moved to the third Instructional Component, prior to Rome, in order to create better continuity between topics (Greece, Rome).
- It is important that each standard be taught as close to the allotted Instructional Days as possible, to insure each standard is completely taught and students are prepared for the 6th grade section of the CST.

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Instructional Component 1: Early Man, Mesopotamia, and Egypt (Standards 6.1 and 6.2)

First 14 days (traditional) and 10 days (year-round) of the Fall Semester:

- Building classroom community
- Thinking as a historian
- Introduce the 5 Themes of Geography
 - Location, Region, Movement, Place, Human-Environment Interaction
- Introduction of G.R.A.P.E.S.
 - Geography, Religion, Achievements, Politics, Economics, and Social Structures

Blue Print Focus Standards:

“A” indicates high emphasis
 “B” indicates medium emphasis
 “C” indicates low emphasis
 “*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	1 Question	<ul style="list-style-type: none"> • Adaptation • Agricultural revolution 	<u>Traditional Calendar</u> 19 Days
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	*	<ul style="list-style-type: none"> • Ancestors • Anthropology • Archeology • Art • Artifact • Hunter/gatherer • Prehistory 	<u>Concept 6 Calendar</u> <i>A-Track</i> 16 Days
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	A		<i>B-Track</i> 16 Days
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	*		<i>C-Track</i> 16 Days <i>D-Track</i> 24 Days
			<u>Four by Four Calendar</u> 8 Days

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GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Instructional Days
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	2 Questions	<ul style="list-style-type: none"> • Authority • Barter • City-state • Invention • Irrigation • Myth • Polytheism • Slavery • Trade • Economic system • Legal code • Civilization • Surplus • Architecture • Empire • Kingdom • Culture • Evolution of language and writing 	<u>Traditional Calendar</u> 29 Days
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 24 Days
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	B		<i>B-Track</i> 26 Days
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	A		<i>C-Track</i> 24 Days
4. Know the significance of Hammurabi's Code.	B		<i>D-Track</i> 29 Days
5. Discuss the main features of Egyptian art and architecture.	A		
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	*		
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	*		<u>Four by Four Calendar</u> 11 Days
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	*		
9. Trace the evolution of language and its written forms.	B		

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GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Instructional Component 2: Hebrews, India, and China (Standards 6.3, 6.5, and 6.6)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	3 Questions	<ul style="list-style-type: none"> • Monotheism • Ethics • Legal code • Judaism • Exodus • Moral codes • Righteousness • Justice • Settlement • Diaspora 	<u>Traditional Calendar</u> 16 Days
1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 14 Days
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	A		<i>B-Track</i> 14 Days
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	C		<i>C-Track</i> 14 Days
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	C		<i>D-Track</i> 16 Days
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	B		<u>Four by Four Calendar</u> 8 Days

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GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	2 Questions	<ul style="list-style-type: none"> • Dharma • Karma • Non-violence • Reincarnation • Social class • Traditions • Irrigation • Empire • Brahmanism • Hinduism • Caste system • Buddhism • Maurya Empire 	<u>Traditional Calendar</u> 18 Days
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 23 Days
2. Discuss the significance of the Aryan invasions.	*		<i>B-Track</i> 15 Days
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	*		<i>C-Track</i> 15 Days
4. Outline the social structure of the caste system.	B		<i>D-Track</i> 13 Days
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	A		
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	*		
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	B	<u>Four by Four Calendar</u> 8 Days	

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GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	2 Questions	<ul style="list-style-type: none"> • Civil service • Social class • Traditions • Dynasty • Isolation • Polytheism • Irrigation • Trade • Confucianism • Emperor • Huangdi 	<u>Traditional Calendar</u> 19 Days
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 19 Days
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	*		<i>B-Track</i> 16 Days
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	A		<i>C-Track</i> 15 Days
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	*		<i>D-Track</i> 19 Days
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	B		Four by Four Calendar 8 Days
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	A		
7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.	B		
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.	*		

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GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Instructional Component 3: Greece and Rome (Standards 6.4 and 6.7)

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.	3 Questions	<ul style="list-style-type: none"> • Myth • Polytheism • Education • Aristocracy • Classical civilization • Democracy • Monarchy • Oligarchy • Philosophy • Tyranny • Militarism • Scientific inquiry • Ethics • City-state • Education • Citizenship 	<u>Traditional Calendar</u> 29 Days
1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	B		<u>Concept 6 Calendar</u> <i>A-Track</i> 20 Days <i>B-Track</i> 24 Days <i>C-Track</i> 26 Days <i>D-Track</i> 36 Days
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i>).	A		
3. State the key differences between Athenian, or direct, democracy and representative democracy.	A		
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> .	B		
5. Outline the founding, expansion, and political organization of the Persian Empire.	*		
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	B		
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	B		
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	A		
			<u>Four by Four Calendar</u> 12 Days

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GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standards	Blue Print Focus Standards	Concepts	Suggested Instructional Days
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	3 Questions	<ul style="list-style-type: none"> • Autocracy • Inflation • Legal code • Militarism • Republic • Social institutions • Cultural heritage • Roman Republic • Roman law • Legacy 	<u>Traditional Calendar</u> 27 Days
1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	B		<u>Concept 6 Calendar</u> <i>A-Track</i> 24 Days <i>B-Track</i> 26 Days <i>C-Track</i> 29 Days <i>D-Track</i> 22 Days
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	A		<u>Four by Four Calendar</u> 11 Days
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.	*		
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	B		
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.	*		
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).	A		
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	*		
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	A		

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Textbook Correlation for the 6th Grade Standards

STANDARD	<u>Glencoe</u> <i>Ancient Civilizations, Discovering Our Past</i>	<u>Holt</u> <i>Holt World History: Ancient Civilizations</i>	<u>TCI</u> <i>History Alive! The Ancient World</i>
6.1	Chapters: 1	Chapters: 2	Chapters: 2,3
6.2	Chapters: 1,2,3	Chapters: 3,4,5	Chapters: 5,6,7,8,9,10
6.3	Chapters: 3	Chapters: 8	Chapters: 11,12
6.4	Chapters: 7	Chapters: 9,10	Chapters: 25,26,27,28,29,30,31
6.5	Chapters: 8	Chapters: 6	Chapters: 13,14,15,16,17,18
6.6	Chapters: 5	Chapters: 7	Chapters: 19,20,21,22,23,24
6.7	Chapters: 9	Chapters: 11,12,13	Chapters: 32,33,34,35