

Grade Curriculum Map  
Instructional Plan for 6 World History & Social Studies  
Robert Buss  
St. Paul's Lutheran School  
Revised: June 2021

**Grade 6 Curriculum**  
**Instructional Plan for Topical World/American History & Social Studies**  
**Written by Robert Buss**  
**June 2021**

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	Content Type	Objectives	Standards	Assessment	Materials
<b>A U G U S T &amp; S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>24</li> <li>Early Peoples of the Americas</li> </ul>	<p>Examine:</p> <ul style="list-style-type: none"> <li>Migration Routes</li> <li>Culture Groups</li> <li>Physical, Climate and Vegetative Regions</li> <li>Adaptation, Environment and Resources Compare/Contrast:</li> <li>Peoples of the US, Canada and Caribbean Region</li> </ul> <p>DBQ Packet: "How did the Renaissance Change Man's View of Man?"</p> <p>Geography for grades 5 and 6 is based on the 180 days of geography book. It is sequential for each grade and students are to complete one set of five pages each week of school. Map quizzes and geography projects may be assigned outside of this book to connect to regular social studies curriculum.</p> <p>Geography topics:</p> <ul style="list-style-type: none"> <li>Six themes of Geography and Map Skills</li> <li>Latitude/Longitude</li> <li>Five US Regions</li> <li>Hemispheres</li> <li>Continents and Oceans</li> <li>Scale</li> <li>Map keys and symbols</li> <li>Compass rose and directions</li> <li>Types of maps</li> <li>US political and geographic maps</li> <li>World political and geographic maps</li> </ul>	<ul style="list-style-type: none"> <li>SS.Geog1.c.m Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</li> <li>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</li> <li>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources</li> <li>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources</li> <li>SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.</li> <li>SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.</li> <li>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source</li> <li>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Comparative study of two cultures project Scored by Rubric</li> <li>Diorama of a native housing or village scored by rubric</li> <li>DBQ packet</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 1-5</p>
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>20</li> <li>European Exploration and its Effects</li> </ul>	<p><b>Major Thread: Facts and Feelings</b></p> <p>Investigate:</p> <ul style="list-style-type: none"> <li>Explorers</li> </ul> <p>Locate:</p> <ul style="list-style-type: none"> <li>Key Areas</li> <li>Movements of People, Plants, and Animals</li> </ul> <p>Examine:</p>	<ul style="list-style-type: none"> <li>SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.</li> <li>SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how placebased identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Independent reading project and writing</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 6-9</p>

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		<ul style="list-style-type: none"> <li>Native Americans' View of Newcomers</li> <li>Europeans Interaction with Native Americans</li> <li>Enslaved Africans/Middle Passage Investigate:</li> <li>Supply and Demand</li> </ul> <p>DBQ packet: "How Great Was Alexander the Great?"</p> <ul style="list-style-type: none"> <li>Stage a debate on Alexander the Great as hero or tyrant</li> <li>Compare/contrast Alexander with Spanish Conquistadors</li> </ul> <p>Geography continues in 180 Days of Geography Books</p>	<p>television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> <ul style="list-style-type: none"> <li>SS.PS4.a.m Assemble an argument utilizing multiple sources of information.</li> <li>SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.</li> <li>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</li> <li>SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</li> </ul>	<p>response Scored by Rubric (either historical fiction or research of one of the "examine" topics at left)</p>	
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<p><b>N O V E M B E R</b></p>	<ul style="list-style-type: none"> <li>19</li> <li>European Exploration and its Effects (Cont.)</li> </ul>	<p><b>Major Thread: Interdependence and Cultural Diversity for Survival</b></p> <p>Investigate:</p> <ul style="list-style-type: none"> <li>Characteristics of Various Civilizations</li> </ul> <p>Locate:</p> <ul style="list-style-type: none"> <li>Complex Societies and Civilizations</li> </ul> <p>Compare/Contrast:</p> <ul style="list-style-type: none"> <li>Various Civilizations</li> <li>Political States and Territories</li> </ul> <p>Explore and Compare/Contrast:</p> <ul style="list-style-type: none"> <li>Cultural Characteristics</li> </ul> <p>Discuss the importance of elections in a democracy and trace a local, state, or federal election cycle. Hold a mock election with campaign and debate.</p> <p>Discuss and trace the role of democratic processes in the forces of change and social justice</p> <p>Investigate:</p> <ul style="list-style-type: none"> <li>Current Issues of Two or More Countries</li> </ul> <p>DBQ: "What Were the Primary Reasons for The Fall of Rome?"</p>	<ul style="list-style-type: none"> <li>SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).</li> <li>SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</li> <li>SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.</li> <li>SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.</li> <li>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</li> <li>SS.Hist3.a.m Compare events from United States or world history to a current issue or event.</li> <li>SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</li> <li>SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).</li> <li>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</li> <li>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Independent Research Project on Two or more Countries - scored by rubric</li> <li>Khan Academy: Roman Empire Unit</li> <li>DBQ on Fall of Rome</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 10-13</p>
<p><b>D E C E M B E R</b></p>	<ul style="list-style-type: none"> <li>15</li> <li>Religious Tolerance and Intolerance</li> </ul>	<p>Webquest and Research Unit on Religious Tolerance and Intolerance</p> <p>Students will explore and note major events in New England and Early American Colonial Times related to religious beliefs and cultural assimilation or destructiveness</p> <p>Investigate:</p> <ul style="list-style-type: none"> <li>Puritans</li> <li>Separatists</li> <li>Salem Witch Trials</li> <li>Utopian Ideals in Europe and the New World</li> </ul>	<ul style="list-style-type: none"> <li>SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.</li> <li>SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels</li> <li>SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.</li> <li>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</li> <li>SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Khan Academy: Roman Empire Unit</li> <li>DBQ on Fall of Rome</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 13-16</p> <p>Web links for research:  <a href="#">Salem Witch Museum</a>;  <a href="#">The Salem Witch Trials of 1692</a></p> <p><a href="#">Events and Causes of the Salem Witch Trials</a></p>

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		<ul style="list-style-type: none"> <li>• Push/Pull Forces at work in colonization of New England</li> </ul> <p>Evaluation of actions and teachings will be graded in essays written and scored by rubrics</p> <p>DBQ Packet: How different were the Christian and Muslim Responses to the Black Death?</p>	<p>distribution of population patterns at various scales (i.e., local, state, country, region).</p> <ul style="list-style-type: none"> <li>• SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</li> <li>• SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</li> <li>• SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</li> <li>• SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</li> <li>• SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</li> </ul>		<p><a href="#">Wikipedia: The Salem Witch Trials</a></p> <p><a href="#">Famous American Trials: The Salem Witch Trials</a></p>
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<b>J A N U A R Y</b>	<ul style="list-style-type: none"> <li>21 Government Changes Over Time</li> </ul>	<p>Comparative Government:            U.S. Government</p> <ul style="list-style-type: none"> <li>Basic Structure</li> <li>Documents Compare/Contrast: Structure and Function of U.S., Canada, Mexico and One Other Country</li> </ul> <p>Comparative Government Across History:</p> <ul style="list-style-type: none"> <li>Middle Eastern Sultanates</li> <li>Tokugawa Shogunate</li> <li>Causes of the French Revolution</li> </ul> <p>DBQ Packet: "The Reign of Terror: Was it Justified?"</p>	<ul style="list-style-type: none"> <li>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</li> <li>SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</li> <li>SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).</li> <li>SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Informative Essay on France, [Turkey], Japan, or 13 Colonies - scored by rubric</li> <li>Khan Academy: Unit</li> <li>DBQ on Reign of Terror</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 17-20</p> <p>Khan Academy: Ottoman Empire (article)</p> <p>Khan Academy: Tokugawa Shogunate (article)</p>
<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>18 Civil Rights and History</li> </ul>	<p>Examine 20th Century Populist Transformation of Government and Society::            Groups of People</p> <ul style="list-style-type: none"> <li>Gandhi and Nonviolent Protests</li> <li>The Comanche Nation and the Northern Mexico Raids: Origins of US Border Patrol</li> <li>Struggle for Equality, Civil Rights, and Sovereignty</li> <li>Multinational Organizations' Various Roles in Cooperation, Peace, and Cultural Understanding</li> <li>DBQ Packet: "What Was the Underlying Cause of WWI?"</li> </ul>	<ul style="list-style-type: none"> <li>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</li> <li>SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</li> <li>SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.</li> <li>SS.BH3.a.m Analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.</li> <li>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Civil Rights Leader Biographical Poster and accompanying Kahoot - scored by rubric</li> <li>Khan Academy: Unit</li> <li>DBQ on Reign of Terror</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 20-23</p> <p>The Global Context of the Civil Rights Movement</p> <p>The Comanche Empire and the Destruction of Northern Mexico</p> <p>MLK Primary Source Documents: Letter From a Birmingham Jail, I Have A Dream Speech</p> <p>Selections from the "Eyes on the Prize" video Series from PBS</p>

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<b>M A R C H</b>	<ul style="list-style-type: none"> <li>17</li> <li>Reconstruction and Global Influence in US History</li> </ul>	<p>Reconstruction</p> <ul style="list-style-type: none"> <li>Rebuilding the nation Settling the west Industry And Immigration with specific ties to Wisconsin immigrants over time: German, Norwegian, Hmong, Hispanic</li> <li>Growth of cities Immigrants</li> </ul> <p>US And The World</p> <ul style="list-style-type: none"> <li>Expanding the US</li> <li>Panama Canal</li> <li>War with Spain</li> <li>Progressive Era</li> <li>Creation of the Federal Reserve System and the introduction of income tax</li> <li>IMF/WHO and the World Bank</li> </ul>	<ul style="list-style-type: none"> <li>SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.</li> <li>SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</li> <li>SS.Geog1.c.m Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</li> <li>SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Khan Academy: Unit</li> <li>DBQ on Teddy Roosevelt</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 24-26</p> <p>DBQ Packet: "TR"</p> <p>McGraw Hill World (for reference)</p>
<b>A P R I L</b>	<ul style="list-style-type: none"> <li>20</li> <li>US &amp; Global Leadership</li> </ul>	<p>The US as Leader of the Free World</p> <ul style="list-style-type: none"> <li>Role of the United Nations</li> <li>The U.S. as world leaders</li> <li>Communist expansion and containment</li> <li>Super power rivalry and the space race</li> <li>Vietnam War</li> <li>the Cold War and Arms Race</li> <li>Research and present a topical research paper from the 20th Century</li> </ul>	<ul style="list-style-type: none"> <li>SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.</li> <li>SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</li> <li>SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.</li> <li>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</li> <li>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</li> <li>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter test</li> <li>Independent Research Project on A World Organization and accompanying Kahoot - scored by rubric</li> <li>Khan Academy: Unit</li> <li>DBQ on Russian Revolution</li> </ul>	<p>180 Days of Geography for grade 5 or 6 (One unit per week:) Units 27-30 Russian Revolution DBQ</p> <p>McGraw Hill World (for reference)</p>

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<b>M A Y</b>	<ul style="list-style-type: none"> <li>• 24</li> <li>• 21st Century America</li> </ul>	The United States Begins a new Century <ul style="list-style-type: none"> <li>• Microsoft on trial for monopoly(2000)</li> <li>• 911 and its effects on America</li> <li>• The IT Bubble and Crash of 2001</li> <li>• Bernie Madoff &amp; ENRON Scandals</li> <li>• Competing in a world economy</li> <li>• Technology in the workplace</li> <li>• Changing role of government</li> <li>•</li> <li>• Housing Market Crash of 2008</li> </ul>	<ul style="list-style-type: none"> <li>• SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.</li> <li>• SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.</li> <li>• SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</li> <li>• SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</li> <li>• SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.</li> <li>• SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</li> <li>• SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</li> </ul>	<ul style="list-style-type: none"> <li>• primary source document assessment tools</li> <li>• Kahoot construction for content quizzing</li> <li>• "What if...?" Concept map</li> <li>• writing assignments across the topics</li> </ul>	180 Days of Geography for grade 5 or 6 (One unit per week:) Units 31-33  McGraw Hill World (for reference)