

Introduction to the Curricular Map

The curricular maps 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 two instructional components consisting of the standard sets to be taught, each component comprising roughly 1/2 of the time in a year-long course. 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. Students should be prepared to write to the Common Core Writing Standard indicated on the curricular map.

All instructional materials utilized in the classroom must specifically address the discipline-specific language and literacy demands required in a Secondary History/Social Science classroom as outlined in Common Core State Standards. [Click here](#) for additional information and support.

Common Core State Standards

The Common Core State Standards for Literacy in History/Social Science address the language demands specific to the content.

The curricular maps have an indicated writing emphasis of expository in the first instructional component and argument in the second. [Click here](#) for the reading emphasis per semester. Please note that those standards called out for emphasis denote the expectation that teachers will provide explicit instruction in these areas while incorporating all other Common Core Standards into their instructional program.

Reading Like a Historian

The Los Angeles Unified School District, in partnership with the Stanford History Education Group will bring the Reading Like a Historian (RLH) program to every Secondary History classroom within the District. The Reading Like a Historian (RLH) curriculum embodies the instructional shifts required by the Common Core State Standards. RLH makes disciplinary, historical inquiry accessible to diverse groups of learners. A disciplinary approach to history instruction engages students in the creation of historical knowledge. With this approach, students read closely, evaluate, and interpret historical sources in order to use text based evidence to reach a conclusion.

Setting up for Success

In order for students and teachers to effectively demonstrate mastery of the language and literacy demands of a History/Social Science classroom, structures and routines must be put in place to enhance instruction and support student learning. The key to student success with the Common Core State Standards is student to student dialogue, allowing them to acquire and demonstrate mastery of the discipline-specific language of the content.

In order for teachers to provide students the opportunities to engage in these dialogues, it is critical teachers use the first two weeks of school to focus on:

- Community
- Collaboration
- Communication

[Click here](#) for detailed information on the implementation of Setting up for Success in History/Social Science

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Instructional Component 1

| 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. | | | |
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| 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. | Concepts <ul style="list-style-type: none"> • Adaptation • Agricultural revolution • Ancestors • Anthropology • Archeology • Art • Artifact • Hunter/gatherer • Prehistory | Reading Like a Historian Lessons | CCSS Writing Emphasis 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 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. | | | |
| 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. | | | |
| Sample Essential Questions <i>Big Idea: Geography</i> Why do people move? In what ways does access to resources affect the development of societies and communities? How does geography determine where people live? How do people decide where to settle? | | <i>Big Idea: Belief Systems</i> How do objects and artifacts reveal belief systems? <i>Big Idea: Technology</i> Why do humans create innovations and advancements in technology? How is survival dependent on innovation/technology? | |

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

| 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. | | | |
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| 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. | Concepts <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 | Reading Like a Historian Lessons Egyptian Pyramids Hammurabi's Code | CCSS Writing Emphasis 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 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. | | | |
| 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. | | | |
| 4. Know the significance of Hammurabi's Code. | | | |
| 5. Discuss the main features of Egyptian art and architecture. | | | |
| 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. | | | |
| 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. | | | |
| Sample Essential Questions <i>Big Idea: Geography</i> In what ways does access to resources affect the development of societies and communities? How does access to water influence how we live? | | <i>Big Idea: Belief Systems</i> How do religious beliefs affect structures? How do we determine what is right and wrong? <i>Big Idea: Technology</i> What encourages innovation and technology? How is survival dependent on innovation/technology? | |

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

| 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. | | | |
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| 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. | Concepts <ul style="list-style-type: none"> • Monotheism • Ethics • Legal code • Judaism • Exodus • Moral codes • Righteousness • Justice • Settlement • Diaspora | Reading Like a Historian Lessons Assyrian Siege of Jerusalem | CCSS Writing Emphasis 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 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. | | | |
| 3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. | | | |
| 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. | | | |
| 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. | | | |
| Sample Essential Questions <i>Big Idea: Geography</i> Does climate and topography determine a civilization growth/history/development? | | <i>Big Idea: Belief Systems</i> How do we determine what is right and wrong? In what ways (can) do ethics and morals develop societies and civilizations? <i>Big Idea: Technology</i> What is innovative about religion? | |

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Instructional Component 2

| 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. | | | |
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| 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. | Concepts <ul style="list-style-type: none"> • Dharma • Karma • Non-violence • Reincarnation • Social class • Traditions • Irrigation • Empire • Brahmanism • Hinduism • Caste system • Buddhism • Maurya Empire | Reading Like a Historian Lessons | CCSS Writing Emphasis <ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 2. Discuss the significance of the Aryan invasions. | | | |
| 3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. | | | |
| 4. Outline the social structure of the caste system. | | | |
| 5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. | | | |
| 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 Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero). | | | |
| Sample Essential Questions <i>Big Idea: Geography</i> How does geography affect the spread of ideas? <i>Big Idea: Belief Systems</i> How do relationships reflect belief systems? What factors help create a new belief system? | | How can belief systems organize society? How do people organize themselves to create stability? <i>Big Idea: Technology</i> When can technology help repress certain segments of society? What can we learn about a culture from its racial structure, literature, art and technology? | |

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

| 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. | | | |
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| 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. | Concepts <ul style="list-style-type: none"> • Civil service • Social class • Traditions • Dynasty • Isolation • Polytheism • Irrigation • Trade • Confucianism • Emperor • Huangdi | Reading Like a Historian Lessons The Fall of the Qin Dynasty Confucianism and Daoism | CCSS Writing Emphasis 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 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. | | | |
| 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. | | | |
| 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. | | | |
| 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. | | | |
| 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. | | | |
| 7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. | | | |
| 8. Describe the diffusion of Buddhism northward to China during the Han Dynasty. | | | |
| Sample Essential Questions <i>Big Idea: Geography</i> How can resources lead to conflict? How does geography affect the spread of ideas and information? <i>Big Idea: Belief Systems</i> How does instability promote belief systems? Can beliefs systems preserve order and create chaos? How can belief systems organize society? | | What happens to beliefs systems during instability? <i>Big Idea: Technology</i> How can innovation be used to control people? How can innovation help some and hurt others? How does technology improve the human condition? How are belief systems destructive? How does innovation and technological change influence our lives? | |

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

| 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece. | | | |
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| | <u>Concepts</u> | <u>Reading Like a Historian Lessons</u> | <u>CCSS Writing Emphasis</u> |
| 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. | <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 | <p>Athenian Democracy</p> <p>Thermopylae</p> | <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| 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 Pericles' Funeral Oration). | | | |
| 3. State the key differences between Athenian, or direct, democracy and representative democracy. | | | |
| 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 Iliad and Odyssey, and from Aesop's Fables. | | | |
| 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. | | | |
| 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. | | | |
| 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides). | | | |
| <p>Sample Essential Questions</p> <p><i>Theme: Geography</i></p> <p>How can geography affect culture?</p> <p>How does geography unify and divide a civilization?</p> <p><i>Theme: Belief Systems</i></p> <p>How do belief systems change over time?</p> | | <p>What do fables reveal about society?</p> <p>How much power do belief systems have over learning?</p> <p><i>Theme: Technology</i></p> <p>How does technology affect artistic achievement?</p> <p>How does technology connect people and civilizations?</p> | |

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

| 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. | | | |
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| 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. | <p>Concepts</p> <ul style="list-style-type: none"> • Autocracy • Inflation • Legal code • Militarism • Republic • Social institutions • Cultural heritage • Roman Republic • Roman law • Legacy | <p>Reading Like a Historian Lessons</p> <p>Roman Republic</p> <p>Augustus</p> | <p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). | | | |
| 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. | | | |
| 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). | | | |
| 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. | | | |
| <p>Sample Essential Questions</p> <p><i>Big Idea: Geography</i></p> <p>How does expansion create challenges?</p> <p><i>Big Idea: Belief Systems</i></p> <p>In what ways (can) do ethics and morals develop societies and civilizations?</p> | | <p>How can belief systems organize society?</p> <p>What conditions create change?</p> <p><i>Big Idea: Technology</i></p> <p>How does technology affect the growth of a civilization?</p> | |