

HPISD CURRICULUM
(SOCIAL STUDIES, GRADE 6)

EST. NUMBER OF DAYS: 6A 10 DAYS, 6B 15 DAYS

UNIT NAME	TOPIC 6A: NORTH AFRICA TOPIC 6B: SOUTHWEST ASIA
Unit Overview	<p>A-B: In this unit, students will be introduced to the geography and people of North Africa and Southwest Asia. They will learn about the physical and human features of these unique areas, including cultural and social issues.</p>
Generalizations/Enduring Understandings	<p>A-B:</p> <p>Culture</p> <ul style="list-style-type: none"> ● The culture of a society is reflected in art, music, literature, traditions, religious beliefs, education and the practices of daily life. ● Governmental, economic and cultural institutions are basic to all societies, but characteristics of these institutions vary from one society to another. ● Societies change over time as they are shaped by historical events individual and group achievements and interactions with other cultures. ● Improved communication among cultures leads to increased cultural borrowing and diffusion as well as greater potential for conflict or cooperation. <p>Geography</p> <ul style="list-style-type: none"> ● Geographic factors explain patterns of population and location of economic activities in places and regions. ● Interactions between people and the physical environment impact the development of places and regions. ● Understanding, using and creating the tools of geography offer distinct and valuable ways to interpret population, economic and cultural patterns in our world. <p>Government</p> <ul style="list-style-type: none"> ● All societies have some form of organized government that determines the distribution of power and the decision making process. ● Opportunities for citizens to participate in and influence the political process vary among societies. ● Citizens exercise various rights and responsibilities depending on their form of government. <p>Economics</p> <ul style="list-style-type: none"> ● All societies have some form of economic system that determines how the wants and needs of the society are met. (traditional, command, market, free enterprise system) ● The uneven distribution of factors of production (natural, human and capital resources) leads to conflict

	or interdependence.
Concepts	<p>A: Hunters and gatherers developed into civilized societies. Rugged landscapes create many difficulties for human life. Valuable mineral resources abound. Animosity between different religious and ethnic groups</p> <p>B: The world depends on the oil and gas resources found in the Middle East. Events and conflicts of the oil-rich countries of the Middle East have global effects. Achieving peace in the Middle East is of global importance.</p>
Guiding/Essential Questions	<p>A:</p> <p>Culture</p> <ul style="list-style-type: none"> ● How have past civilizations contributed to our own culture? ● What cultural characteristics can be learned from the examination of an ancient Egyptian tomb and other Egyptian artifacts? ● What are the basic beliefs of Judaism, Christianity and Islam? ● All three religions share the message of helping others, so why has there been such conflict among them throughout history? ● What is different between the Middle East and the United States that allows different religions in the United States to exist without conflict? <p>Geography</p> <ul style="list-style-type: none"> ● Why is the region of North Africa and Southwest Asia called the Middle East? ● How has geography determined population density in areas of the Middle East? <p>Government</p> <ul style="list-style-type: none"> ● Why did Hammurabi write the Code of Hammurabi? ● Does a society need to have rules? (support your answer) ● What types of conflicts occurred throughout the early history of the Middle East? <p>Economics</p> <ul style="list-style-type: none"> ● How did the advancements in early farming methods in the Fertile Crescent lead to increased population growth in the area? ● Why did the Babylonians develop a numbering system? <p>B:</p> <p>Culture</p> <ul style="list-style-type: none"> ● How do culture and religion contribute to the conflict in the Middle East? ● How does the role of women in the Middle East compare to the role of women in the United States? <p>Geography</p>

	<ul style="list-style-type: none"> ● Why is the Middle East referred to as the “crossroads of the world”? ● Why is the Nile River the “lifeline of Egypt”? ● How do people make adaptations for life in the desert? <p>Government</p> <ul style="list-style-type: none"> ● Why is achieving peace in the Middle East important to the rest of the world? ● What various forms of government exist in Northern Africa and the Middle East? ● What characteristics do the countries of the Middle East have that unite them? ● What characteristics of the Middle East countries lead to ongoing conflicts? <p>Economics</p> <ul style="list-style-type: none"> ● How does the production and distribution of oil influence the lives of people on the Arabian Peninsula and around the world? ● Has the Aswan High Dam project had more negative consequences or positive benefits for the people of Egypt? 	
Learning Targets	<ul style="list-style-type: none"> ● Students will understand that ongoing conflicts affect parts of North Africa and Southwest Asia. <ul style="list-style-type: none"> ○ Including the effects of the Arab Spring on the governments of North Africa and Southwest Asia. ● Students will understand that oil and water are important resources and they shape settlement patterns and economies in the region. ● Students will understand that the region has been home to ancient civilizations and large, powerful empires. ● Students will understand that this region is the birthplace of Judaism, Christianity and Islam. 	
Formative Assessments	Digital Lesson Quiz and Discussion Board, Studystack, Create Physical and Political Maps of the Region	
Summative Assessments	Civilization PBL, Topic Tests over The Middle East and North Africa, Current Events Assessment	
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p>	
	<p>(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p>	

	<p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p>	<p>Including hieroglyphics, Hammurabi’s Code, and the Rosetta Stone</p>
	<p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> <p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;</p>	
	<p>(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and</p>	
	<p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries;.</p>	<p>Including graphs about oil production and usage</p>
	<p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute location. The student is expected to:</p> <p>(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;</p>	
	<p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions;</p>	<p>Including the Fertile Crescent</p>
	<p>(C) explain ways in which human migration influences the character of places and regions;</p>	
	<p>(D) identify and locate major physical and human geographic features such as landforms, water bodies,</p>	<p>Including the Sahara Desert, the Mediterranean Sea, the Nile River, the Suez Canal, and the Persian Gulf</p>

	and urban centers of various places and regions; and	
	(E) draw sketch maps that illustrate various places and regions; and	
	(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.	Including Middle Eastern countries
	(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;	
	(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and	Including the Nile River, the Suez Canal, and the Aswan Dam
	(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.	
	(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: (B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and	Including petroleum
	(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:	

	(A) identify and analyze ways people have adapted to the physical environment in various places and regions;	
	(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and	Including the Nile River, the Suez Canal, and the Aswan Dam
	(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.	Including the Suez Canal
	(8)Economics. The student understands the factors of production in a society's economy. The student is expected to: (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	
	(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and	
	(C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.	
	(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: (B) compare the characteristics of limited and unlimited governments;	
	(C) identify reasons for limiting the power of government; and	
	(D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.	Including the oppression of Christians in Sudan
	(12) Government. The student understands various ways in which people organize governments. The student is expected to: (A) identify and give examples of governments with rule by one, few, or many;	

	<p>(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(A) define culture and the common traits that unify a culture region;</p>	
	<p>(B) identify and describe common traits that define cultures;</p>	
	<p>(E) analyze the similarities and differences among various world societies; and</p>	
	<p>(F) identify and explain examples of conflict and cooperation between and among cultures.</p>	
	<p>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p>	
	<p>(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.</p>	<p>Including the three monotheistic religions of the Middle East (Judaism, Christianity, and Islam)</p>
	<p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(A) identify and describe how culture traits such as trade, travel, and war spread;</p>	
	<p>(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p>	

	(B) relate ways in which contemporary expressions of culture have been influenced by the past;	
	(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.	
	(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to: (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and	
	(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.	
Processes and Skills	(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (D) identify different points of view about an issue or current topic;	
	(E) identify the elements of frame of reference that influenced participants in an event; and	
	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
	(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly;	
	(E) use standard grammar, spelling, sentence structure, and punctuation; and	
Topics	A: The Fertile Crescent The Nile River Valley	

	<p>Religions</p> <p>B:</p> <p>Countries of North Africa</p> <p>Turkey and Israel</p> <p>Syria, Lebanon, Jordan, and Arabia</p> <p>Iraq, Iran, and Afghanistan</p>
Facts	
Language of Instruction	<p>A:</p> <p>theocracy</p> <p>empire</p> <p>irrigation</p> <p>scapegoat</p> <p>B:</p> <p>delta</p> <p>aquifer</p> <p>terrorism</p> <p>dictator</p> <p>constitutional monarchy</p> <p>kibbutz</p> <p>mosque</p> <p>desalinization</p> <p>embargo</p> <p>nomads</p> <p>interdependence</p> <p>OPEC</p>
State Assessment Connections	
National Assessment Connections	
Resources	<p>Nystrom atlas</p> <p>Jr. Scholastic News Magazine</p> <p>www.socialstudies.tea.state.tx.us</p>