

## Niagara Falls City School District

630 66th Street, Niagara Falls, NY 14304

## Social Studies - Grade 6 - 10 Weeks

6th Grade

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NYS Performance Indicators	Objectives	Text Resources	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>Students know some important historical events and developments of past civilizations.</p> <p>Students interpret and analyze documents and artifacts related to significant developments and events in world history.</p> <p>Students develop timelines by placing important events and developments in world history in their correct</p> <p><b>SS2.1.1B</b></p> <p><b>SS2.1.1C</b></p> <p><b>SS2.1.2A</b></p>	<p><b>Geography Skills and Topics</b></p> <p>1. Identify on a map: lines of longitude, lines of latitude, scale, map key/legend, title, symbols</p> <p>2. Identify and use special purpose maps: political, physical, natural resource, and population</p>	<p>Skills Handbook H2 - H24</p>	<p>Vocabulary illustrations</p> <p>Vocabulary word search</p> <p>Create a Map of your school, home</p> <p>Reading and analyzing graphs and maps</p>		<p>#1-4</p> <p>#36</p>

<p>chronological order.</p> <p>Students study about major turning points in world history by</p> <p><b>SS2. I.2C</b> investigating the causes and other factors that brought about change and the results of these changes.</p> <p>Student investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact</p> <p><b>SS2. I.4D</b> from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.</p> <p>Students map</p> <p><b>SS3. I.1A</b> information about people, places, and environments.</p>	<p>3. Use a variety of maps, charts, and timelines to answer geographic questions about people, places, and regions</p> <p>4. Analyze how geography affects how and where people live, what is produced, and its effects of the culture</p> <p><b>6 WEEKS</b></p>				
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<p>Students understand the characteristics, functions, and applications of maps, global, aerial and other photographs, satellite-produced images, and models.</p> <p>Students investigate why people and places are located where they are located and what patterns can be perceived in these locations.</p> <p>Students describe the relationship between people and environments and the connections between people and places.</p>					
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<p>Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models.</p> <p><b>SS3. I.2A</b></p>					
<p>Students know some important historical events and developments of past civilizations. Students develop timelines by placing important events and developments in world history in their correct chronological order. Students measure time periods by years, decades, centuries, and millennia.</p> <p><b>SS2. I.1B</b></p> <p><b>SS2. I.2A</b></p> <p><b>SS2. I.2B</b></p>	<p><b>Early People</b></p> <p>1. Define the Paleolithic/ Prehistory and Neolithic/ New Stone Age</p> <p>2. Explain how the Neolithic Revolution is a technological development that changed the nature of human society( 3 types of revolutions –</p>	<p>Chapter 1</p> <p>Lessons 1, 2, 3</p>	<p>Design your own cave man tool</p> <p>Draw cave paintings</p> <p>Create a classroom civilization with specialized jobs</p> <p>Vocabulary illustrations</p> <p>Vocabulary word search</p> <p>Students will write an implicit (think about) and an explicit (look-back) question regarding The Early People – and answer it.</p> <p><a href="#">Distribution of</a></p>		<p>#5-7</p> <p>#38-39</p>

<p>Students study about major turning points in world history by</p>	<p>economic, political, scientific)</p>		<p><a href="#">Hunter-Gatherers 15,000 BC to 2,000 AD</a> (WEB)</p>		
<p><b>SS2. I.2C</b> investigating the causes and other factors that brought about change and the results of these changes.</p> <p>Students interpret and analyze documents and</p>	<p>3. Develop a timeline placing important events and developments in Prehistoric Times</p>				
<p><b>SS2. I.3B</b> artifacts related to significant developments and events in world history.</p> <p>Student investigate important events and developments in world history by posing analytical questions, selecting relevant data,</p>	<p>in correct chronological order</p> <p>4. Explain how the technological developments of fire, domestication of animals, and agriculture</p>				
<p><b>SS2. I.4D</b> distinguishing fact from opinion, hypothesizing cause-and-effect relationships,</p>	<p>caused the early peoples to change from hunting and</p>				

<p>testing these hypotheses, and forming conclusions.</p>	<p>gathering practices to farming and the impact it had on early peoples</p> <p>5. Identify and explain the advantages of a more settled way of life over a nomadic way of life of early people</p> <p><b>3 WEEKS</b></p>				
<p>Students know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education, and socialization practices, gender</p> <p><b>SS2.</b> <b>I.1A</b></p>	<p><b>Culture</b></p> <p>1. Identify and describe the five perspectives of Culture</p> <p>2. Investigate and classify the</p>	<p>Pages 74, 75</p>	<p><u>Create a Mummy Activity</u></p> <p>Interdisciplinary for science and social studies</p> <p><u>- Ancient Egypt.</u></p> <p>Crosher, Judith</p> <p><u>- Ancient Egypt.</u></p> <p>Nardo, Don</p>	<p><u>Read Aloud: In Search of King Tut's Tomb</u> by The Brothers Hildebrandt</p> <p><u>Poetry:</u> Write a poem about the gifts and disasters the Nile River provides.</p>	<p>#40</p> <p>#8-9</p>

<p>roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.</p> <p>Students study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.</p> <p>Students classify historic information according to the type of activity or practice: social/</p> <p><b>SS2. I.3C</b> cultural, political, economic, geographic, scientific, technological, and historic.</p>	<p>roles and contributions of individuals and groups in relation to culture</p> <p>3. Explain how societies and nations attempt to satisfy their basic needs and wants</p> <p>4. Identify and explore governance and citizenship, focusing on why and how people make and change rules and laws</p> <p><b>1 WEEKS</b></p>		<p><u>Ancient Egypt.</u></p> <p>Haslam, Andrew.</p> <p><u>The Egyptian News.</u> Steedman, Scott.</p> <p><u>The Ancient World</u></p> <p>p.63 Prentice Hall</p> <p>Vocabulary illustrations</p> <p>Vocabulary word search</p> <p><a href="#">blank culture</a></p> <p><a href="#">organizer.doc</a></p> <p><a href="#">culture organizer.doc</a></p> <p><a href="#">curriculum outline.</a></p> <p><a href="#">doc</a></p> <p><a href="#">Possible Enrichment</a></p> <p><a href="#">Activities.doc</a></p>		
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<p>Students investigate why people and places are located</p>					
<p><b>SS3.</b> where they are located and what patterns can be perceived in these locations.</p>					
<p><b>I.1C</b></p> <p>Students describe the relationship between people and environments and the connections between people and places.</p>					
<p><b>SS3.</b></p> <p><b>I.1D</b></p> <p>Students explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.</p>					
<p><b>SS4.</b></p> <p><b>I.1A</b></p> <p>Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources,</p>					

productivity,  
economic growth,  
and systems.

Students

understand how  
scarcity requires

**SS4.** people and nations

**I.1C** to make choices  
which involve costs  
and future  
considerations.

Students

understand how  
people in the United

**SS4.** States and  
throughout the

**I.1D** world are both  
producers and  
consumers of goods  
and service.

Students analyze  
how the values of a

**SS5.** nation affect the  
guarantee of human

**I.1A** rights and make  
provisions for  
human needs.

<p>Students explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens.</p> <p><b>SS5.1.1C</b></p>					

Latitude, Longitude, Map Scale, Map Key, Globe, Physical Map, Political Map, Geography, Regions, Paleolithic, Prehistory, Neolithic, New Stone Age, Technology, Needs and Wants, Economy, Scarcity, Resources, Population Density, Culture, Economic, Social, Political, Historic, Geographic Perspectives

**NYS Website:**

Provides activities and information connected to the state standards

**Ed helpers**

**Enchanted Learning**

**Ask Kids**

**Power Media Plus**

**Scholastic News**

**Ben's Guide to U.S. Government for Kids**

**National Geographic**

**Essentials for Educators (SmartBoards)  
Chalkwaves Software**

Last updated: 1/27/2011