

## Social Studies - Grade 6 - 20 Weeks

6th Grade

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NYS Performance Indicators	Objectives	Text Resources	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<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 roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.</p> <p><b>SS2.</b></p> <p><b>I.1A</b></p>	<p><b>Early River Civilizations</b></p> <p>1. Identify four early river civilizations (Egypt, Mesopotamia, China, and Indus)</p> <p>2. Explain why civilizations developed where geographic conditions were most favorable</p>	<p>Chapter 2 Lessons 1, 2, 4</p> <p>Chapter 3 Lessons 1, 2, 3</p> <p>Chapter 5 Lessons 3, 4</p>	<p>Create a travel brochure using the topics for the culture graphic organizer</p> <p>Students will write an implicit (think about) and an explicit (look-back) question regarding Early River Civilizations – and answer it.</p>	<p>Compare and Contrast using many graphic organizers</p>	<p>#10-35</p> <p>#37</p> <p><u>DBQ</u></p> <p>DOC 1-5</p> <p>Essay</p>

<p>Students know some important historical events and developments of past civilizations.</p> <p>Students measure time periods by years, decades, centuries, and millennia.</p>	<p>3. Compare and contrast the river civilizations of Egypt and Mesopotamia</p>				
<p>Students study about major turning points in world history by</p>	<p>(use culture organizer: social, political, historical, geographic, economic)</p>				
<p>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>4. Explain how regions are tied together for some identifiable reason, such as by physical, political, economic cultural</p>				
<p>cultural, political, economic, geographic, scientific, technological, and</p>	<p>features</p> <p>5. Analyze how the river</p>		<p><a href="#">curriculum outline.</a></p> <p><a href="#">doc</a></p>		

<p>historic.</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> <p>Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models.</p> <p><b>SS3.</b></p> <p><b>I.1C</b></p> <p><b>SS3.</b></p> <p><b>I.1D</b></p> <p><b>SS3.</b></p> <p><b>I.2A</b></p>	<p>civilizations of Egypt and Mesopotamia turned to agriculture as their populations grew</p> <p>6. Identify technological innovations and contributions (irrigation, cuneiform, etc.)</p> <p>7. Examine, compare, and analyze the governments of Egypt and Mesopotamia (Divine Right, Code of Hammurabi)</p> <p>8. Compare and</p>				
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<p>Students use a number of research skills (e.g. computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems.</p> <p>Students analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.</p> <p>Students analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.</p>	<p>contrast the many belief systems (chart) of early river civilizations.</p> <p>These include: Confucianism (China), Hinduism (India), Buddhism (India), Judaism (Israel/Middle East)</p> <p><b>8 WEEKS</b></p>				
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Allow 1-2 weeks  
for review of 20  
week material  
before midterm  
exam

Last updated: 1/28/2011

River Civilization, Geography, Agriculture,  
Technological Innovations, Slavery, Middle  
East, Pharaoh, "The Rule of Law- the Code of  
Hammurabi, Economics, Marketplace,  
Mediterranean Trade Patterns, Government,  
City State, Philosophy, Architecture, Sparta,  
Athens, Mercenary Armies, Alexander the  
Great, Pericles

**[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**