

Social Studies - Grade 6 - 30 - 40 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>SS2.1.1A</p>	<p>Greece</p> <p>1. Identify on a world map and describe the geographic features of Greece surrounded by water, mountains, and climates</p> <p>2. Analyze the role of the Marketplace in</p>	<p>Chapter 9</p> <p>Lessons 1, 2, 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 Greece - and answer it.</p>	<p>Language Arts</p> <p>Report Writing</p>	<p>#1-7</p>

<p>SS2.1.1B</p> <p>Students know some important historical events and developments of past civilizations.</p> <p>Students develop timelines by placing important events and developments in world history in their correct chronological order.</p>	<p>Greece and why Greece's location was key to Mediterranean trade patterns</p>				
<p>SS2.1.2A</p> <p>Students measure time periods by years, decades, centuries, and millennia.</p> <p>Students study about major turning points in world history by</p>	<p>3. Create a culture graphic organizer (social, historical, political, geographic, economic) of Greece including the contributions in Democracy, Philosophy, Architecture, Math, Science, Olympics</p>				
<p>SS2.1.2C</p> <p>investigating the causes and other factors that brought about change and the results of these changes.</p>	<p>4. Compare and Contrast the Greek cities of</p>				

Sparta and Athens

<p>Students investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.</p>	<p>5. Describe the cultural and geographic expansion of Greece under Alexander the Great</p>				
<p>Students view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural, drawings, and other documents.</p>	<p>4 Weeks</p>				
<p>Students map information about people, places, and environments.</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 explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.</p> <p>Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources,</p>					
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<p>productivity, economic growth, and systems.</p> <p>Students explain how nations throughout the SS4. world have joined I.1G with one another to promote economic development and growth.</p> <p>Students analyze how the values of a nation affect the SS5. guarantee of I.1A human rights and make provisions for human needs.</p> <p>Students explore the rights of citizens in other parts of the hemisphere and SS5. determine how they I.1C are similar to and different from the rights of American citizens.</p>					
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<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>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>SS2. I.1A</p> <p>SS2. I.1B</p> <p>SS2. I.2B</p>	<p>Rome</p> <p>1. Identify on a world map the country of Italy and the City of Rome</p> <p>2. Create a culture graphic organizer (social, historical, political, geographic, economic) of Rome including the contributions in Law (Twelve Tables), Government (Republic), Engineering, and Architecture</p> <p>3. Identify the</p>	<p>Chapter 10</p> <p>Lessons 1,2,3,4,5</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 Rome – and answer it.</p>	<p>Language Arts</p> <p>Report Writing</p>	<p>#9-11</p> <p>#36</p>
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<p>Students study about major turning points in world history by</p>	<p>different economic status of the citizens</p>				
<p>SS2. investigating the causes and other factors that brought about change and the results of these changes.</p> <p>Students investigate the roles and contributions of individuals and</p>	<p>(poor, wealthy, slaves) and</p> <p>Explain how slavery has existed across regions of the eastern hemisphere</p>				
<p>SS2. groups in relation to</p> <p>I.3A key social, political, cultural, and religious practices throughout world history.</p>	<p>4. Identify the causes of the Fall of Rome</p>				
<p>Students interpret and analyze documents and artifacts related to significant developments and events in world history.</p>	<p>4 WEEKS</p>				

<p>Students classify historic information according to the type of activity or practice: social/</p> <p>SS2. I.3C</p> <p>cultural, political, economic, geographic, scientific, technological, and historic.</p>					
<p>Students present geographic information in a variety of formats, including maps,</p> <p>SS3. I.2A</p> <p>tables, graphs, charts, diagrams, and computer-generated models.</p>					
<p>Students formulate geographic questions and</p> <p>SS3. I.2C</p> <p>define geographic issues and problems.</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>Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems.</p> <p>Students consider the nature and evolution of constitutional democracies.</p>					
<p>Students know the social and economic characteristics, such as customs, traditions, child-rearing practices,</p>	<p>Middle Ages</p> <p>1. Identify on a timeline the period known as</p>	<p>Chapter 14</p> <p>Lessons 1, 2, 3, 4</p>	<p>Design your own manor</p> <p>Students will write</p>	<p>Students create a DBQ using documents</p>	<p>#12-21</p> <p>#37</p> <p><u>DBQ</u></p>

<p>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>the Middle Ages</p> <p>2. Explain life on a Manor</p> <p>3. Create a culture graphic organizer (social, historical,</p>		<p>an implicit (think about) and an explicit (look-back) question regarding Middle Ages – an answer it.</p>	<p>provided by the teacher</p>	<p>Doc 1-5</p> <p>Essay</p>
<p>Students know some important historical events and developments of past civilizations. Students interpret and analyze documents and artifacts related to significant developments and events in world history.</p>	<p>political, geographic, economic) of the Middle Ages focusing on Feudalism, Manors, the Church</p> <p>4. Define Crusades</p>				
<p>Students measure time periods by years, decades, centuries, and millennia.</p>	<p>5. Explain causes and effects of the Crusades</p> <p>6. Explain the decline of</p>				

<p>Students study about major turning points in world history by</p> <p>SS2. investigating the</p> <p>I.2C causes and other factors that brought about change and the results of these changes.</p> <p>Students investigate the roles and contributions of individuals and</p> <p>SS2. groups in relation to</p> <p>I.3A key social, political, cultural, and religious practices throughout world history.</p> <p>Students classify historic information according to the type of activity or practice: social/</p> <p>SS2. cultural, political,</p> <p>I.3C economic, geographic, scientific, technological, and</p>	<p>Feudalism</p> <p>4 WEEKS</p>	<p>curriculum outline.doc</p>			
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historic.					
Students view					
history through the					
eyes of those who					
witnessed key					
events and					
developments in					
SS2. world history by					
I.4C analyzing their					
literature, diary					
accounts, letters,					
artifacts, art, music,					
architectural,					
drawings, and other					
documents.					
Students explain					
how societies and					
nations attempt to					
SS4. satisfy their basic					
I.1A needs and wants by					
utilizing scarce					
capital, natural, and					
human resources.					
Students					
investigate how					
people in the United					
States and					
SS4. throughout the					
I.1E world answer the					
three fundamental					
economic questions					

<p>and solve basic economic 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>SS5.</p> <p>I.1A</p>					

Roman Republic, Tiber River, Feudalism, Magna Charta, Manor Life, Self Sufficient, Monasteries, Crusades, Urban Centers, Nation States, Renaissance, Reformation, Martin Luther, the Printing Press, Johann Gutenberg

[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

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