

Social Studies - Grade 6 - 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 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 measure time periods by years, decades, centuries, and millennia.</p> <p>SS2.1.1B</p> <p>SS2.1.1C</p> <p>SS2.1.2B</p>	<p>Renaissance and Reformation</p> <p>1. Define Renaissance</p> <p>2. Create a graphic organizer of the major contributions of the Renaissance including Art, Literature, Science, Technology and</p>	<p>Chapter 15</p> <p>Lessons 1, 2, 3</p>	<p>Students will write an implicit (think about) and an explicit (look-back) question regarding Renaissance and Reformation – and answer it.</p>		<p>#22 - 30</p> <p>38, 39</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 investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.</p>	<p>Politics</p> <p>3. Explain the Scientific Revolution</p> <p>4. Define Reformation</p> <p>5. Identify the leader of the Reformation as Martin Luther</p>				
<p>Students interpret and analyze documents and artifacts related to significant developments and events in world</p>	<p>6. Explain how the advancement of technology (the printing press) led to Luther's ideas</p> <p>3 Weeks</p>				

history.

Students classify

historic information

according to the

type of activity or

practice: social/

SS2.

cultural, political,

I.3C

economic,

geographic,

scientific,

technological, and

historic.

Students view

history through the

eyes of those who

witnessed key

events and

developments in

world history by

SS2.

analyzing their

I.4C

literature, diary

accounts, letters,

artifacts, art,

music,

architectural,

drawings, and

other documents.

<p>Students describe the relationship between people and environments</p> <p>SS3. and the connections between people and places.</p> <p>Students understand how people in the United States and</p> <p>SS4. throughout the world are both producers and consumers of goods and service.</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>SS2.</p> <p>I.2C</p>	<p>Revolutions</p> <p>1. Identify and review examples of revolutions</p> <p>2. Create a graphic organizer to compare and contrast the causes of the</p>	<p>Chapter 16</p> <p>Lessons 1, 2, 3, 4</p>	<p>Students will write an implicit (think about) and an explicit (look-back) question regarding Revolutions – an answer it.</p>		<p>#31-35</p> <p>40</p>

<p>Students interpret and analyze documents and artifacts related to significant developments and events in world history.</p> <p>Students classify historic information according to the type of activity or practice: social/</p> <p>cultural, political, economic, geographic, scientific, technological, and historic.</p> <p>Students explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these</p>	<p>American Revolution</p> <p>(review of 4th grade material) and the causes of the French Revolution</p> <p>3 Weeks</p> <p>Allow 1-2 weeks for review of 30-40 week material before final exam</p>				
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developments, and
what consequences
or outcomes
followed.

Student investigate
important events
and developments
in world history by
posing analytical
questions, selecting

SS2.

relevant data,
distinguishing fact
from opinion,
hypothesizing
cause-and-effect
relationships,
testing these
hypotheses, and
forming conclusions.

I.4D

Students
investigate how
people in the
United States and

SS4.

throughout the
world answer the
three fundamental
economic questions
and solve basic
economic problems.

I.1E

[curriculum outline.](#)

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<p>Students describe how traditional, command, market, and mixed economies answer the three fundamental economic questions.</p> <p>Students develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.</p> <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>					
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Revolution, American Revolution, French Revolution, 3rd Estate, Reign of Terror, Napoleon, Scientific Revolution, Factory

[NYS Website:](#)

Provides activities and information connected to the state standards

Last updated: 1/28/2011

System, Capitalism, Nicolaus Copernicus,
Galileo Galelei, John Locke, Absolute Monarch,
Divince Right, Enlightenment, Declaration of
Rights

[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