

**Ark Community Charter School
Social Studies Curriculum Framework – Grade 6**

<u>Suggested Pacing</u>	<u>Units</u>	<u>New York State Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments</u>
When and in what order will the standards be taught and assessed?	What are your unit titles	What should students know? Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Assessed) will be bolded below , the rest will be practiced (P) at this grade level.	What essential questions will the students will be able to observe or describe? (Assessed) will be bolded below , the rest will be practiced (P) at this grade level.	What specific tools will be used to assess which content bolded standard or skills standard at this grade level?
Sept-June	Student Government	Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other	1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. 2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government 3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities. 4. The study of civics and citizenship requires the ability	<ul style="list-style-type: none"> • analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs • consider the nature and evolution of constitutional democracies • 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 • analyze the sources of a nation’s values as embodied in its constitution, statutes, and important court cases. • understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices • understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution • compare and contrast the development and 	Participation in Student government

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		<p>nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	<p>evolution of the constitutions of the United States and New York State</p> <ul style="list-style-type: none"> • define federalism and describe the powers granted the the national and state governments by the United States Constitution • value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality • understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority. • understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time • understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities • discuss the role of an informed citizen in today’s changing world • explain how Americans are citizens of their states and of the United States. • respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint • explain the role that civility plays in promoting effective citizenship in preserving democracy • participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems. 	

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Sept-Oct	Mesopotamia	<p>Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>	<p>1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p> <p>3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>	<ul style="list-style-type: none"> • 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 • know some important historic events and developments of past civilizations • interpret and analyze documents and artifacts related to significant developments and events in world history. • develop timelines by placing important events and developments in world history in their correct chronological order • measure time periods by years, decades, centuries, and millennia • 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. • investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history • interpret and analyze documents and artifacts related to significant developments and events in world history • classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic. • 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 developments, and what consequences or outcomes followed 	<p>Scott Foresman textbook, quizzes, and tests</p>

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		<p>Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and</p>	<p>1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <p>2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>	<ul style="list-style-type: none"> • analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians • 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 • investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses and forming conclusions. <ul style="list-style-type: none"> • map information about people, places, and environments • understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models • investigate why people and places are located where they are located and what patterns can be perceived in these locations • describe the relationships between people and environments and the connections between people and places. • formulate geographic questions and define geographic issues and problems • 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 	

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		<p>environments over the Earth's surface.</p> <p>Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity</p>	<p>1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p> <p>2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>	<ul style="list-style-type: none"> • present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models • interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems. • explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources • define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems • understand how scarcity requires people and nations to make choices which involve costs and future considerations • understand how people in the United States and throughout the world are both producers and consumers of goods and services • investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems • describe how traditional, command, market, and mixed economies answer the three fundamental economic questions • explain how nations throughout the world have joined with one another to promote economic development and growth. • identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources • organize and classify economic information by 	

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		problem through market and nonmarket mechanisms.		<p>distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data</p> <ul style="list-style-type: none"> • evaluate economic data by differentiating fact from opinion and identifying frames of reference • develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions • present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions. 	
Nov-Dec	Egypt	Same as above			Scott Foresman textbook, quizzes, and tests
Jan-Feb	China	Same as above			Scott Foresman textbook, quizzes, and tests
March-April	India	Same as above			Scott Foresman textbook, quizzes, and tests
May-June	Europe	Same as above			Art project: creation of a medieval town