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*New York City Department of Education*

REGION 4 LEARNING SUPPORT CENTER  
28-11 Queens Plaza North 5<sup>th</sup> Floor  
Long Island City, NY 11101



**SOCIAL STUDIES**  
**REGION 4**  
Standards  
Content Understandings  
Recommended Calendar



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GRADE **6**

## REGION 4 LEARNING SUPPORT CENTER

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Social Studies

## NEW YORK STATE SOCIAL STUDIES STANDARDS INTERMEDIATE

### STANDARD 1 – HISTORY OF THE UNITED STATES AND NEW YORK

**Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United State and New York**

#### Intermediate level

##### Key Idea:

- The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

##### Students Performance Indicators:

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans
- Interpret the ideas, values, and beliefs contained in the declaration of Independence and the New York State Constitution and United States Constitution, Bill of rights, and other important historical documents.

##### Key Idea:

- Important ideas, social and cultural values, beliefs, and traditions from New York state and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

##### Students Performance Indicators:

- Describe the reasons for periodizing history in different ways
- Investigate key turning points in New York State and United States history and explain why these events or developments are significant
- Understand the relationship between the relative importance of United State domestic and foreign policies over time
- Analyze the role played by the United States in international politics, past and present.

**Key Idea:**

- 3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

**Students Performance Indicators:**

- Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups. Including Native American Indians, in New York State and the United States at different times and in different locations
- Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- Describe how ordinary people and famous historic figures in the local community, State, and the United states have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York state and United states constitutions, the bill of rights, and other important historic documents
- Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

**Key Idea:**

- 4. The skills of historical analysis include the ability to: explains the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

**Students Performance Indicators:**

- Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- Compare and contrast different interpretations of key events and issued in New York State and United states history and explain reasons for these different accounts
- Describe historic events through the eyes and experiences of those who were there. (Taken from National standards for History for grades K-4)

## 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 the world history and examine the broad sweep of history from a variety of perspectives.**

### **Key Idea:**

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.

### **Students Performance Indicators:**

- 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
- Interpret and analyze documents and artifacts related to significant developments and events in world history.

### **Key Idea:**

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.

### **Students Performance Indicators:**

- 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.

### **Key Idea:**

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.

### **Students Performance Indicators:**

- 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 practices:  
Social/cultural, political, economic, geographic, scientific, technological, and historic.

### **Key idea:**

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.

**Students Performance Indicators:**

- 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 of outcomes followed (Take from National standards for world History)
- 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-an-effect relationships, testing these hypotheses, and forming conclusion.

## **STANDARD 3 – GEOGRAPHY**

**Student 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 environments over the Earth’s surface.**

### **Key idea:**

- 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. (Adapted from The National Geography Standards, 1994: Geography for Life)

### **Students Performance Indicators:**

- 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 (Taken from National Geography Standards, 1994)
- 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.

### **Key idea:**

- 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. (Adapted from the National geography standards, 1994; Geography for Life)

### **Students Performance Indicators:**

- 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 the gather geographical information about issued and problems (Adapted from national Geography standards, 1994)
- 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.

## 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 U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.**

### **Key idea:**

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

### **Students Performance Indicators:**

- Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resource
- Define basic economic concepts such as scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth, and systems
- 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.

### **Key idea:**

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

### **Students Performance Indicators:**

- 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 distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data
  - 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.
  - 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.

## **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 government system of the U.S. and other nations; the basic Civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.**

### **Key idea:**

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. (Adapted from The National standards For Civics and Government, 1994)

### **Students Performance Indicators:**

- 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 their parts of the hemisphere and determine how they are similar to an different from the rights of American citizens
- Analyze the sources of a nation’s values as embodied in its constitution, statues, and important court cases.

### **Key idea:**

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. (Adapted from the National Standards for Civics and government, 1994)

### **Students Performance Indicators:**

- 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 evolution of the constitutions of the United States and New York State
- Define federalism and describe the powers granted 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 promises 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.

### **Key idea:**

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.

### **Students Performance Indicators:**

- Explain what citizenship means in a democratic society, how citizenship is define in the Constitution and other laws of the land, and how the definition of citizenship 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.



**Key idea:**

3. The study of civics and citizenship requires the ability 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

**Students Performance Indicators:**

- 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.

# CONTENT UNDERSTANDINGS

## GRADE 6

### Grade 6: The Eastern Hemisphere

The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere chosen by the district. It is highly recommended that lessons also compare and contrast this specific information with similar data from the United States, Canada, and Latin America.

The grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective rather than on organizing framework. The focus should be on major turning points that segue into the 7<sup>th</sup>-grade social history of the United States.

Each district has a responsibility for extending the student's content examples from cultures other than the student's own, and from a variety of geographic, socioeconomic, ethnic, and racial groups.

#### History of Eastern Hemisphere nations

**H1.** Time can be measured in years, decades, centuries, and millennia.

**H2.** Key tuning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. The study of Eastern Hemisphere nations should include countries from each continent.

**H3.** Different peoples may view the same event or issue from different perspectives.

**H4.** The Neolithic revolution was a technological development that radically changed the nature of human society.

**H5.** As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus valley) turned to agriculture, world populations grew. (Focus on two of these.)

**H6.** Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.

**H7.** Civilizations and cultures of the Eastern Hemisphere (China, Indian, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.

**H8.** Religions and other belief systems (ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere.

**H9.** The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.

**H10.** From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.

**H11.** Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history.

**H12.** Slavery has existed across eras and regions in the Eastern Hemisphere.

**H13.** Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.

**H14.** During the late Middle Ages and Renaissance periods, new long distance trade routes emerged, linking the peoples of Africa, Asia, and Europe

**H15.** In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.

**H16.** Many Eastern Hemisphere nations experienced the domination of their political, economic and social life by European powers.

**H17.** Colonial policies led to the exploitation of the people and their region's resources. (Mass starvation in Ireland 1845-50)

**H18.** Nationalism, Urbanization Modernization and industrialization have been agents for change throughout the Eastern Hemisphere.

**H19.** Traditional family patterns are changing throughout the world as cultures become more industrialized and urbanized.

**H20.** Events of the 20<sup>th</sup> Century, especially the two world wars, and the technological revolution have brought about great change throughout the Eastern Hemisphere

**H21.** The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.

**H22.** The Computer Revolution, like the Industrial Revolution, has changed the basic ways people live and work.

**H23.** The fall of communism in Eastern Europe and Russia has led to great change throughout the Eastern Hemisphere.

## CONTENT UNDERSTANDINGS GRADE 6 Page 2

### Geography of Eastern Hemisphere nations

- G1.** The use of various grids, symbols, and notations makes it possible to locate specific places and indicated distance and direction in the Eastern Hemisphere.
- G2.** Special purpose maps can be used to show various geographic aspects of the Earth's surface as seen in the Eastern Hemisphere.
- G3.** The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images, and models.
- G4.** The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical setting including natural resources), humans systems, and environment and society.
- G5.** A region is an area which is tied together for some identifiable reason, such as physical, political, economic, or cultural features.
- G6.** Civilizations developed where geographic conditions were most favorable.
- G7.** Geographic features and climatic conditions in the Eastern Hemisphere influence land use.
- G8.** The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.
- G9.** The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of the life with them when they move from one place to another
- G10.** Overpopulation and widespread poverty threaten the political stability of some nations in the Eastern Hemisphere.
- G11.** Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.
- G12.** The environment is affected by people as they interact with it.
- G13.** The effects of geographic conditions are moderated by technology.

### Economies of Eastern Hemisphere nations

- E1.** The three basic economic questions that must be addressed by every society are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- E2.** The ways resources are used impact the economic, political, and historic aspects of life throughout the world.
- E3.** People have unlimited needs and wants which they must meet with limited resources.
- E4.** A nation with limited natural resources must interact with other nations to secure its resource needs.
- E5.** In many areas of the world, improvements in life expectancy and health care have contributed to rapid population growth.
- E6.** Throughout the Eastern Hemisphere, there is great diversity in the standard of living
- E7.** Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems, can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.
- E8.** The economic systems of the world have become an interdependent network.
- E9.** Different economic systems have evolved to deal with economic decision making.
- E10.** In traditional economies, decision making and problems solving are guided by the past.
- E11.** In market economies, decisions regarding what is to be produced are based upon patterns of consumer purchases.
- E12.** In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.
- E13.** In many countries, "mixed" economies have evolved to deal with economic decision making.

## CONTENT UNDERSTANDINGS GRADE 6 Page 3

**E14.** Nations have joined with one another in organizations which promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.

**E15.** As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.

**E16.** Some of the nations of the Eastern Hemisphere play leadership roles in the global economic.

**E18.** Many of the former communist nations in the Eastern Hemisphere are moving toward market economies.

### **Governments of Eastern Hemisphere nations**

**C1.** Family, clan, and tribal groups act to maintain law and order.

**C2.** As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies.

**C3.** Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law.

**C4.** Governments change over time and place to meet the changing needs and wants of their people.

**C5.** Present systems of government have their origins in the past.

**C6.** The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met.

**C7.** The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases.

**C8.** In modern political states, formalized governmental structures play a major role in maintaining social order and control.

**C9.** Political boundaries change over time and place.

**C10.** The extent to which human rights are protected becomes a key issue in totalitarian societies. International organizations were formed to promote peace, economic development, and cultural understanding.

**C11.** International organization were formed to promote peace, economic development and cultural understanding The United Nations was created to prevent war to fight hunger, disease, and ignorance.

**C12.** Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

**REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR**  
**GRADE 6**

**MR. REYES IRIZARRY**  
**REGIONAL SUPERINTENDENT**

**CHARLES AMUNDSEN**  
**DEPUTY SUPERINTENDENT**

**JOHN-PAUL BIANCHI**  
**REGIONAL INSTRUCTIONAL**

**SEPTEMBER**  
**MAP SKILLS**

Where is the Eastern Hemisphere?G1  
What continents make up the Eastern Hemisphere?G3  
Show subdivisions of continents such as countries. G3  
What is the topography of the Eastern Hemisphere? G2  
What are the climate regions of the Eastern Hemisphere? G5  
Use special purpose maps to discuss topics such as population economic activity, precipitation and vegetation. G4  
Show the connection between population density and climate, topography and location near water ( e.g. Mediterranean Sea, Tigris and Euphrates rivers) G6

**MIDDLE EAST (Southwest Asia and North Africa)**  
**GEOGRAPHY**  
Identify the geographic or physical and political boundaries of the Middle East and North Africa. G1  
Define culture (The way of life of a group of people who share similar beliefs, behaviors and customs.) H9  
Describe the lands of the Middle East and North Africa as a region because they are alike in many cultural and geographic features. H9  
HOLIDAYS: Labor Day

**OCTOBER**

**MIDDLE EAST (Southwest Asia and North Africa)**  
Describe how the geographic features of the area, including climate, soil etc., affect the way the inhabitants choose to fulfill basic needs (e.g., Bedouins' nomadic lifestyle). E2  
What are the natural resources of the Middle East? E3  
Explain how use of the region's resources influence the economic and historic aspects of life in the Middle East. E2  
Discuss how the effect of geographic conditions are moderated by technology(e.g. Aswan Dam, blooming of deserts in Israel). G13  
**HISTORY**  
Describe the early Middle Eastern civilizations ( e.g. Meso-potamia, Egypt and Sumer) and their contributions, such as architecture writing, calendar wheel, laws, etc. H5,10  
Discuss how nationalism led to the independence of Arab nations. H13  
Explain the reasons for the development and growth of Israel. H3  
Discuss how mutual distrust and antagonism of nations in the Middle East has made stability difficult to obtain. H8  
Discuss the historical foundation of the three religions in the Middle East. H8  
Research the Islamic fundamentalist movement its impact on world politics H8  
HOLIDAYS: Columbus Day, Halloween

**NOVEMBER**

**MIDDLE EAST (Southwest Asia and North Africa)**  
**ECONOMIC**  
Define and discuss basic economic systems in the region, (e.g. "traditional" nomadic system, mixed and command) in order to understand how conditions have determined these systems. E10,11,12  
Describe how the lack of water and arable land presents a basic economic problem. E4  
What is the role of oil in the economy of the Middle East? E1  
How is oil an example of interdependence? E8  
Discuss the impact of O.P.E.C. E14  
**GOVERNMENT**  
Compare and contrast the governmental structures of various nations ( e.g. Saudi Arabia's monarchy, Iran's theocracy, Syria’s dictatorship Israel's democracy). C8  
**CULTURE**  
Compare and contrast various religions in the region to understand that a people's pattern of behavior is a reflection of their values ( e.g. Islam, Christianity and Judaism) H8  
Discuss the impact of religion on the social, political and economic life in this region (e.g. role of women in Islamic society, dietary rules in Judaism and Islam). H19  
Compare and contrast different celebrations and holidays in the Middle East.H9  
  
HOLIDAYS: Election, Veterans and Thanksgiving Days

**REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR**  
**GRADE 6**

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**REGIONAL INSTRUCTIONAL**

**DECEMBER**

**EASTERN AND WESTERN EUROPE**  
**GEOGRAPHY**  
Locate Europe on a map or globe and determine the geographic and political boundaries of selected countries. G2  
Discuss the Ural Mountains in Russia as a natural separation of Europe and Asia. G8  
Use latitude and longitude to locate specific places in this region. G1  
Describe how geographic features and climate conditions have influenced land usage in this region. G5  
Explain how natural resources have impacted on the economic and political development of the region. G12  
Explain how technology has affected the environment of the region ( e.g. dikes in Netherlands, tunnel connecting England and France, canal connections in the Russia east/west connections of north/south rivers). G13  
Discuss the separation of Eastern and Western Europe geographically and historically. C4,9

HOLIDAYS: Christmas, Chanukah

**JANUARY**

**HISTORY**  
Demonstrate the contributions of Roman civilizations has directly influenced present day Europe (Government, and engineering). H7, C5  
Discuss the reasons for the rise and fall of Feudalism in the Middle Ages. H1,14  
Discuss the impact of the Renaissance on Europe.H15  
Explain the Industrial Revolution.H6  
Discuss the age of Imperialism and the Bolshevik Revolution  
Discuss the impact of World War II on Europe.H16  
Discuss the impact of the Holocaust on people in Europe H20,21  
Discuss the unification of Germany and the independence movements in Eastern Europe. E16,C3  
Discuss the fall of the Soviet Union H23  
**GOVERNMENT**  
Illustrate how present governments have their origins in the past (e.g. influence of Greek democracy). C5

HOLIDAYS: New Year’s Day , Kwanzaa, Three Kings and martin Luther King Jr. Days

**FEBRUARY**

**ECONOMY**  
Define and compare the various economic systems in the region ( e.g. mixed economy in Britain; traditional economy in Basque as a sheepherder; market economy as in a Paris). E 6,9  
Discuss how the unification of Germany and how the demise of the Soviet Union has impacted the economy of the region (E.g. loss of jobs, closing of factories, lack of technology). H20  
**CULTURE**  
Using individual nations compare and contrast different cultures and what influenced their development in Eastern and Western Europe. (e.g. French cultural pride, welfare state of Sweden, conflict in cultures in Bosnia Herzegovina, Kosovo conflict, the diverse cultures of Russia. C1,2,6,7,8  
**SUB-SAHARAN AFRICA**  
**GEOGRAPHY**  
Locate the geographic /political boundaries, latitude and longitude of nations in Sub-Saharan Africa. G1  
Describe the various landforms in Sub-Saharan Africa (e.g. most of Africa is a plateau; few natural harbors; range of mountains on eastern coast). G7  
Use special purpose maps to discuss climate, vegetation and rainfall in Africa. G2  
HOLIDAYS: Valentine’s Day, Lincoln’s and Washington’s Birthday (President’s Day) Ramadan

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR  
GRADE 6

MR. REYES IRIZARRY  
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CHARLES AMUNDSEN  
DEPUTY SUPERINTENDENT

JOHN-PAUL BIANCHI  
REGIONAL INSTRUCTIONAL SPECIALIST

“MAKING HISTORY EVERYDAY”

MARCH

Discuss the river systems and natural resources of Africa G7

HISTORY

Discuss discoveries of evidence of early humans in Africa. H1

Explain the importance of geographic factors in the development of ancient civilizations (e.g. Axum, Zimbabwe). H5

Describe selected kingdoms that flourished in the Middle Ages such as Ghana, Mali, Songhai and Kamen-Bornu. H14

Explain the development and expansion of the slave trade. H11

Discuss the changes that have occurred in Africa in the modern era, including the impact of European imperialism and the establishment of independent nations in Africa. H16,17

GOVERNMENT

\* Discuss various types of government in this region. Many are based on tribal traditions. C1

Define and discuss apartheid. Include government policies and how the Black majority and its leaders have changed the policy and the people of South Africa. H11, C12

HOLIDAYS: St. Patrick's Day

APRIL

ECONOMY

Explain how the problem of scarcity applies to Sub-Saharan Africa (e.g. limited arable land, fuel to supply power). E9

Describe the impact that international organizations such as the U.N. and O.P.E.C. have had on the economic development of the region. C11

CULTURE

Compare and contrast selected cultures in Africa to understand the importance of customs. C5

Compare and contrast traditional village life with life in industrial society. H10

Discuss artistic contributions and unique cultural features of the region ( e.g. African art, oral tradition, saga, legend and song). H7

ASIA

GEOGRAPHY

Asia can be studied as different regions (east, south, southeast central and southwest). Locate the geographic /political boundaries, latitude and longitude of the regions in Asia. G3

Describe the various regional landforms in Asia (e.g. most common landforms in Asia are mountains, hills and plateaus) G5

Discuss the unique geography, climate are different in each region ( the southwest regions was discussed when the learners studied the Middle East) G4

HOLIDAYS: Easter, Passover, Arbor Day

MAY

EAST ASIA (China, Japan. Korea)

GEOGRAPHY:

Discuss the unique topography, climate and natural resources that impact on how people live and work G3

HISTORY

Describe how the Chinese civilization developed and impacted on the world. C5

Explain the impact of European imperialism on China. H16

GOVERNMENT

Compare and contrast the governments of North and South Korea , china and Japan.E 11,12,13

ECONOMICS

Compare and contrast the Japanese and Chinese economies. E1

How has technology impacted on the Japanese economy? H22

CULTURAL

Describe the lasting contributions of the Chinese society

(Confucius, inventions). H7

CENTRAL, SOUTH AND SOUTHEAST ASIA

GEOGRAPHY:

Discuss the unique topography, climate and natural resources that impact on how people live and work. G3

HISTORY

Discus the impact of invasions on India (e.g. Aryans, Mogul and Muslim invasions). G9

Discuss the impact of King Asoka on the values of Indian society. H11

Discuss the impact of Gandhi on Indian society H11

What was the Khmer empire?H10

Discuss the impact of Europeans on southeast Asia. H16

The Vietnam war and its results. H3

HOLIDAYS: Mother's Day Memorial Day

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR

GRADE 6

MR. REYES IRIZARRY  
REGIONAL SUPERINTENDENT

CHARLES AMUNDSEN  
DEPUTY SUPERINTENDENT

JOHN-PAUL BIANCHI  
REGIONAL INSTRUCTIONAL SPECIALIST

JUNE	NOTE TO THE TEACHER	NOTE TO THE TEACHER
<p>ECONOMICS</p> <p>Discuss the traditional economic system of Vietnam and Pakistan. E6</p> <p>What is substance farming in Southeast Asia? E9</p> <p>How does India meet the needs of its population? E3</p> <p>CULTURE</p> <p>What are the effects of religion ( Hinduism Sikhs, Buddhism Moslem) on the region and its history. H8</p> <p>GOVERNMENT</p> <p>Independence movements in the Philippines, East Timor and Indonesia C4</p> <p>HOLIDAYS: Father's Day, Flag Day, and Fourth of July.</p>	<p>The culminating activity for each region should be a group presentation of a nation within the region.</p> <p>Students should be assigned to groups in the beginning of a regional study. While the region is being presented each group should research their nation. Upon completion of the unit, each group should present their findings.</p> <p>The presentation should include:</p> <ul style="list-style-type: none"><li>• Geography (Location and topography) of the nation</li><li>• Climate</li><li>• Natural resources</li><li>• Government</li><li>• Imports and exports</li><li>• How people make a living</li><li>• Cultural features such as family life, customs, religions, holidays of the people</li><li>• Tourist attractions to entice visitors</li></ul>	



