



GREAT NECK PUBLIC SCHOOLS

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Curriculum Profile: Social Studies 6

<u>Department</u>	Social Studies	
<u>Course Name</u>	Social Studies 6:	
<u>Course Length</u>	1 Year	
<u>High School Credits</u>	N/A	
<u>Description</u>	Social Studies 6 traces the human experience from prehistoric times through the development of civilizations across multiple continents, and time periods. In Social Studies 6, students use rich content and themes to learn history, geography, economics, civics, citizenship and government. Students will develop specific intellectual skills to "think like historians." The examination of a variety of archaeological and historical evidence allows students to compare and contrast characteristics across several societies and civilizations in the Eastern Hemisphere. This provides the foundation for connecting the past with the present and allows students to consider the broad sweep of history from a variety of perspectives. In addition, students will continually evaluate local and global current events as they relate to history. Diverse global geography has influenced human culture and settlement patterns in distinct ways. Students will examine how the physical environment influences human population distribution, land use, economic activities, and political connections. Students will consider the essential question, "How does where you live affect how you live?" through exploration of the geography of the interdependent world in which we live, specifically the distribution of people, places, and environments over Earth's surface.	
<u>Target/eligible students</u>	All grade 6 students	
<u>State Learning Standards Link(s)</u>	New York State K-8 Social Studies Framework -Reading Standards for Literacy in History/Social Studies -Writing Standards for Literacy in History/Social Studies -Standards for Speaking and Listening -Standards for Research to build knowledge and present -Presentation of knowledge and ideas with supporting evidence based on research -Collaboration with partners to assess a wide range of media; examining and evaluating speaker's point of view -Vertical Articulation and Progression of Social Studies Practices Grades 5-9 -Gathering, Interpreting and Using Evidence -Chronological Reasoning -Comparison and Contextualization -Geographic Reasoning -Economics and Economic Systems -Civic Participation Enduring issues (challenges faced by humans in any civilization) may be introduced as students find examples of migration, power, trade, human-environment interaction, conflict, inequality, culture and beliefs, and conflict resolution within each civilization.	p. 59 p..59 p. 61 p. 62 p.62 p. 62 p. 62 p. 79 p. 79 p. 79 p. 80 p. 80

<u>Primary texts and materials</u>	Students may be engaged in reading some of the following titles: <u>A Long Walk to Water</u> ; <u>Malala</u> ; <u>Escape from Syria</u> ; <u>Before the Sword</u> ; <u>Madaya Mom</u> https://www.discoveryeducation.com/programs/social-studies/techbook/		
<u>Scope/Sequence</u>	- Standards - Themes		
<u>Unit 1: Present Day Eastern Hemisphere Geography</u>	- S3 - GEO	The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.	p. 82
<u>Unit 2: The First Humans Through the Neolithic Revolution in the Eastern Hemisphere</u>	- S2, 3 - MOV, TCC, GEO, ECO, TECH	The first humans modified their physical environment as well as adapted to their environment.	p. 83
<u>Unit 3: Early River Valley Civilizations in the Eastern Hemisphere (ca. 3500 B.C.E. – ca. 500 B.C.E.)</u>	- S2, 3 - ID, TCC, GEO, SOC	Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.	p. 83
<u>Unit 4: Comparative World Religion (ca. 2000 B.C.E – ca. 630 C.E.)</u>	- S2 - ID, SOC	Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.	p. 84
<u>Unit 5: Comparative Classical Civilizations in the Eastern Hemisphere (ca. 600 B.C.E. – ca. 500 C.E.)</u>	- S2, 3, 5 - ID, TCC, GEO, SOC, GOV, CIV	As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.	p. 84
<u>Unit 6: Mediterranean World: Feudal Western Europe, The Byzantine Empire, and the Islamic Caliphates (ca. 600 C.E. – ca. 1450)</u>	- S2, 3, 4, 5 - MOV, TCC, GOV, CIV, EXCH	The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.	p. 85
<u>Unit 7: Interactions Across the Eastern Hemisphere (ca. 600 C.E. – ca. 1450)</u>	- S2, 3, 4 - MOV, TCC, GEO, ECO, TECH, EXCH	Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.	p. 85
<u>Additional Notes</u>	SEQUENCE OF TOPICS WILL BE A THEMATIC/CHRONOLOGICAL BLEND. Students often benefit from the integration of geography and society (beliefs, achievements, politics, economics, social structure) which helps them build a complete picture of a civilization and fosters predictions about other societies and civilizations. Students often become more cognizant of the varied characteristics of their local community, region and nation.		