

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks - SS

Eastern Hemisphere : Sixth Grade

SS.MS6.1 : Culture: The students will examine the impact of culture and cultural diversity in the study of the Eastern Hemisphere . (MCGF)

SS.MS6.1A -D Benchmarks:

The student will be able to:

A. **identify** and **compare** the ways groups, societies, and cultures meet human needs and solve problems. (MCGF) (GE)

B. **explain** how cultural information and experiences are viewed differently by people of diverse cultural backgrounds (MCGF) (GE)

C. **explain** how language, literature, the arts, architecture traditions, beliefs and values contribute to the development and transmission of culture. (MCGF) (GE)

D. **understand** the value of work to the individual and to society. (ES)

Assessed by: Checklist, Rubric, Student Performance /Product, and Teacher Observation

SS.MS6.2: Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time through the study of the Eastern Hemisphere .

(GE) (NCDG)

SS.MS6.2A - F Benchmarks:

The student will be able to:

A. **demonstrate** an understanding that different people may describe the same event or situation in diverse ways. (MCGF)

B. **identify** and **use** key concepts such as chronology, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. (GE)

C. **identify** and **use** different stories or accounts about past events, people, places or situations. (GE)

D. **utilize** a variety of resources to provide information about historical and current events. (ES)

E. **participate** in a Renaissance Faire that demonstrates life in the Middle Ages through the Renaissance period.

F. **apply** the steps of “The Big Six” to research a topic and share with others. (GE, CE, HOTS, LS)

Assessed by: Checklist, Rubric, Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.MS6.3: People, Places, and Environment: The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

SS.MS6.3A - F Benchmarks:

The student will be able to:

A. **demonstrate** an understanding of the five themes of geography and use geographic terms correctly in map and atlas activities. (LS)

B. **create, interpret, and use** various representations of the earth, such as maps, globes, and photographs. (LS)

C. **select** appropriate resources and geographic tools such as atlases, grid systems, charts, graphs and maps to generate, manipulate and interpret information. (LS)

D. **estimate** distance and **calculate** scale. (LS)

E. **research** factual information needed to evaluate alternatives. (LS)

F. **gather** and **interpret** data contained in symbols, pictures, charts, blueprints, and graphs. (ES)

Assessed by: Checklist, Rubric, Student Performance/Product, Self Evaluations and Teacher Observation

SS.MS6.4: Individual Development and Identity : The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.MS6.4A - F Benchmarks:

The student will be able to:

A. **describe** personal connections to place such as community, nation and world. (MCGF)

B. **work** independently and cooperatively to accomplish goals. (ES)

C. **manage** time, materials, and resources to achieve goals. (ES)

D. **identify** the main idea and supporting details of written material. (ES)

E. **organize** responsibilities and manage time through the use of the student planner. (CS, CE)

F. **read** and **comprehend** through the practice and application of active reading strategies (LS)

Assessed by: Checklist, Rubric, Student Performance/Product, and Teacher Observation

SS.MS6.5: Individuals, Groups, and Institutions: The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.MS6.5A - D Benchmarks:

The student will be able to :

A. **analyze** group and institutional influences on people and events. (MCGF)

B. **identify** and **describe** examples of tensions between belief systems and government policies and laws. (GE)

C. **use** a variety of strategies to work as a member of a team. (ES)

D. **understand** how the unique traits, interests, values, strengths, and weaknesses of self and others contribute to the completion of projects. (ES)

Assessed by: Checklist, Student Performance/Product, and Teacher Observation

SS.MS6.6: Power, Authority, and Governance: The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

Assessed by: Planners, Student Performance/Product, and Teacher Observation

SS.MS6.7: Production, Distribution, and Consumption:The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.MS6.7A - C Benchmarks:

The student will be able to:

- A. **describe** the role that supply and demand, prices and profits in competitive markets (GE)
- B. **identify** examples of private and public goods and services. (GE)
- C. **describe** how workers with specialized jobs contribute to the production and exchange of goods and services (ES)

Assessed by: Notebooks, Student Performance/Product, and Teacher Observation

SS.MS6.8: Science, Technology, and Society:The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

SS.MS6.8A - B Benchmarks:

The student will be able to:

- A. **describe** examples in which values, beliefs and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press or applications of atomic energy.(TECH)
- B. **use** a variety of resources and technology to investigate the Eastern Hemisphere. (GE)

Assessed by: Checklist, Rubric, Student Performance/Product, and Teacher Observation

SS.MS6.9: Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.MS6.9A - Benchmarks:

The student will be able to:

- A. **identify** examples of conflict, cooperation, and interdependence among individual, groups, and nations. (GE)
- B. **explore** causes, consequences and possible solutions to global issues such as pollution, atomic energy, or endangered species. (GE)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.MS6.10: Civic Ideals and Practices:The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.MS6.10A - G Benchmarks:

The student will be able to:

- A. **identify** key ideals of the United States democratic republican form of government. (GE)
- B. **identify** examples of rights and responsibilities of citizens. (GE, CE)
- C. **locate, access, and analyze** information about selected public issues. (HOTS, CS)
- D. **explain** actions citizens can take to influence public policy. (GE)
- F. **plan, implement and reflect** on service hours performed on our community. (HOTS,GE)
- G. **becognitivelyaware** of the six pillars of Character Counts and practice them in his/her daily life. (GE)

Assessed by: Checklists, Rubrics, Peer Evaluations, Self-Evaluations, and Teacher Observation

SS.MS6.11: Habits of the Mind:The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) (ES)

SS.MS6.11A - D Benchmarks

The student will be able to:

A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS, ES)

B. Utilize self-regulation techniques in their daily lives, including being aware of his/her own thinking, planning, being aware of necessary resources, being sensitive to feedback, and evaluating the effectiveness of his/her actions. (HOTS, NCDG)

C. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being open-minded, restraining impulsivity, taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS)

D. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Planners, Checklists, Student Performance/Product, and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources

(List all materials and resources. Be specific.)

Textbook: The Ancient World by Prentice Hall, 2000

Medieval Times by Prentice Hall, 2000

Textbook Supplementary Materials: Prentice Hall Program Resources. Nystrom Materials Des Moines Register, Waterloo Courier

Periodicals: "Time For Kids"

Videos: V 05330 Lascaux Cave: A Look at Our Prehistoric Past

V 11094 Ancient Mesopotamia V 12423 Ancient Egypt V 02828 Mystery of the Pyramids

V 12416 Ancient Greece V 12420 Ancient Rome V 12422 Ancient China

V 11901 Early Civilizations V 05297 Medieval Times V 10904 Castle

Websites: www.phschool.com, www.worldbookonline.com, www.nystromnet.com, www.ncl.ac.uk/~nantiq/menu.html, www.perseus.tufts.edu/, www.wp.com/castle-wales/home.html, www.oir.ucf.edu/wm/paint/glo/renaissance/, renaissance sites found on the 6th grade page of the school's web site

Human Resources: will be used whenever possible

Service Learning Opportunities

The sixth grade students will be responsible for completing one hour of service per semester. Each student will be required to plan, implement, and reflect on these 2 hours of community service. They will use journals to facilitate this learning. Activities that may count toward this goal might be helping a grandparent or other relative with a task, helping a neighbor with yard work, snow removal, cleaning a garage, or volunteering at church or nursing home.

List of Topics Taught in Sixth Grade

The Ancient World

Beginnings of human society

Fertile Crescent

Ancient Egypt and Nubia

Ancient India

Ancient China

Ancient Greece

Ancient Rome

Medieval Times to Today

Europe in the Middle Ages

The Renaissance and the Reformation

Changes in the Western World

A Century of Turmoil

Five Themes of Geography

Location

Where is It?

Place

Identifies features that are different.

Human-Environment Interaction

Relationship between people and the environment.

Movement

How do people, goods, and ideas move from place to place?

Region

Group of places that share common features.