

Course Syllabus

Social Studies, Grade 6

Jefferson County Schools Curriculum, Final
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In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

In sixth grade, students begin their study of world history and learn about people and places of ancient times. Course instruction focuses on early communities and civilizations, empires and dynasties, and emerging societies. Students also learn about geographical concepts and types of government that pertain to world history. Various technological developments, such as transportation, written communication, weapons technology, and health and science contributions, are also covered in this course. Sixth graders should be provided opportunities to repeatedly use data interpretation and map skills, as well as historical analysis.

Culture

- The learner will be able to understand the nature and complexity of culture by identifying basic components of culture (i.e. language, common values, traditions, government, art, literature, lifestyles).
- The learner will be able to recognize how migration and cultural diffusion influenced the character of world societies (i.e. spread of religions, empire building, exploration, languages).
- The learner will be able to understand the relationship between physical environments and culture by recognizing characteristics of the environment that contribute to the development/growth of a culture, the effect of technology on a culture, and why individuals and groups respond differently to their environment.
- The learner will be able to understand the role that diverse cultures and historical experiences had on the development of the world such as language, literature, the arts, architecture, traditions, beliefs, values, and behaviors.

- The learner will be able to identify differences between various cultural groups (i.e. European, Eurasian, Indian, Southeast Asia, Middle Eastern, African, Native American).
- The learner will be able to identify common forms of diversity in the United States.
- The learner will be able to identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e. legal, religious, and cultural).
- The learner will be able to recognize significant epics as historical sources (i.e. Illiad, the Odyssey, Mahabharata, Ramayana).
- The learner will be able to identify the job characteristics of archaeologists, anthropologists, geologists, and historians.
- The learner will be able to recognize a definition of religion, identify the beliefs and founders of the world's major religions (i.e. Judaism, Christianity, Islam, Buddhism, Moses, Jesus, and Mohammed).
- The learner will be able to understand the influence of science and technology on the development of culture over time by constructing a timeline of technological advancements, recognizing specific examples of ways science and technology have changed perceptions of the social and natural world, and examples of how beliefs, values, and attitudes have been influenced by technological knowledge.
- The learner will be able to recognize reasons that cultural groups develop or settle in specific physical environments.

Economics

- The learner will be able to read a diagram illustrating an economic flow of a raw product to a finished product.
- The learner will be able to recognize the importance of economic systems in the development of early civilizations around rivers (i.e. Tigris, Euphrates, Huang He, Nile, Indus).

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- The learner will be able to discuss economic connections, conflicts, and interdependence by defining various types of economies and their methods of production and consumption, applying economic concepts to evaluate historic developments, explaining the economic impact of improved communication and transportation, and analyzing the relationship among scarcity of resources, economic development, and various conflict.
- The learner will be able to identify advantages and disadvantages of nomadic and early farming lifestyles (i.e. shelter, food supply, and domestication of plants and animals).
- The learner will be able to using a stimulus (chart, table, graph) predict the outcome of an economic situation.
- The learner will be able to understand the potential costs and benefits of individual economic choices by differentiating between needs and wants, analyzing how supply and demand and change in technologies impact the cost for goods and services, and evaluate the relationship between creditors and debtors.
- The learner will be able to interpret economic data presented on a chart or a series of pictures and draw conclusions based on the data.
- The learner will be able to analyze how basic economic ideas influenced world events (i.e. supply and demand leads to exploration and colonization).
- The learner will be able to identify major trade routes (i.e. silk roads, Persian trade routes, African trade routes, Mediterranean Trade routes, ocean routes).
- The learner will be able to recognize the importance of trade in later civilizations (i.e. Mediterranean, Southeast Asia, India, European).
- The learner will be able to identify a business that supplies goods.
- The learner will be able to interpret a map showing agricultural and industrial areas.

- The learner will be able to differentiate between money and barter economies.
- The learner will be able to differentiate between a natural resource and a finished product.
- The learner will be able to differentiate between a producer and a consumer using a picture(s).
- The learner will be able to identify ways in which tools and machines make people more productive.

Geography Perspectives

- The learner will be able to identify how latitude affects climate on different continents.
- The learner will be able to draw conclusions based on a reading passage about geography.
- The learner will be able to identify the meaning of geographical terms, such as the equator.
- The learner will be able to associate a geographical term (e.g. island) with a place (e.g., Hawaii).
- The learner will be able to identify geographic reasons for the location of population centers prior to 1500 (i.e. coastal plains, deserts, mountains, river valleys).
- The learner will be able to identify and recognize how major river systems affected the development of early settlements.
- The learner will be able to locate the equator.
- The learner will be able to understand and be able to locate major known location of physical/human geographic features by identifying the location of earth's major landforms such as continents, island, mountain ranges, oceans, rivers, seas, and gulfs, describing the location of major physical characteristics such as landforms, climate, soil, water, feature, vegetation, resources, animal life and human characteristics such as language groups, religions, political systems, economic systems, and population centers, and why geographic features change over time.

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- The learner will be able to identify the Northern, Southern, Eastern, and Western hemispheres using the equator and prime meridian.
- The learner will be able to identify an isthmus.
- The learner will be able to differentiate between the meridians of longitude and parallels of latitude and use this knowledge to locate places.
- The learner will be able to interpret a graph that illustrates a major trend in world history (i.e. population growth, economic development, governance land areas, growth of religions).
- The learner will be able to identify how technology shapes the physical and human characteristics of places.
- The learner will be able to identify a picture of how humans have altered the natural land.
- The learner will be able to identify the location of early civilizations on a map ((i.e. Mesopotamia, Egyptian, Ancient Chinese, Indian).
- The learner will be able to identify the basic components of a world map (i.e. compass rose, map key, scale, latitude and longitude lines, continents, oceans).
- The learner will be able to understand the physical and human characteristics of place by describing the physical and human processes that shape the characteristics of place, how technology shapes the characteristics of place, and why places have specific physical and human characteristics in different parts of the world.
- The learner will be able to understand the characteristics of a region.
- The learner will be able to identify concepts that define and describe spatial organization such as location, distance, direction, scale, movement, and region and identify how transportation and communication technology affect spatial organization.
- The learner will be able to compare the size of different states.

- The learner will be able to associate a country with a hemisphere and a body of water.

Governance and Civics

- The learner will be able to identify the American common belief in the importance of equal opportunity, equal protection, respect for the law, work, and voluntarism.
- The learner will be able to use current examples to identify how constitutions have been used to promote the common good.
- The learner will be able to identify how cooperation and conflict among people influence the division and control of resources, rights, and privileges by identifying natural resources necessary of survival of a civilization, influence between rights and privileges, and consider how cooperation and conflict affects the influence of resources, rights, and privileges.
- The learner will be able to understand the role of the courts.
- The learner will be able to recognize the steps that give rise to complex governmental organizations (i.e. nomadic, farming, village, city, city-states, states).
- The learner will be able to describe the purposes and structure of government by identifying written laws handed down, exploring development of ancient citizenship and governments, understanding concepts such as power, role, status, justice, and influence to issues and social problems, and recognize the recognize between a place's physical, political, and cultural characteristics and the type of government that emerges.
- The learner will be able to recognize types of government (i.e. formal/informal, monarchy, direct/indirect, democracy, republics, theocracy).
- The learner will be able to compare and contrast the lives of individual citizens in various governmental organizations (i.e. monarchical systems, feudal systems, caste systems, democratic systems, Greek).

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- The learner will be able to recognize the roles assigned to individuals in various societies (i.e. caste systems, feudal systems, city-state systems, class systems).
- The learner will be able to identify the development of written laws (i.e. Hammurabi's Code, Justinian Code, Magna Carta).
- The learner will be able to understand the development of a peoples need to belong and organize into a system of governance by identifying formal and informal types of government, describing the purpose of governance and how its powers are acquired, used and justified, the necessity of establishing and enforcing the law, order for of social and political orders.
- The learner will be able to understand how the principles and values of American democracy are promoted through participation in government, such as serving on juries, voting, and writing to legislators.

History

- The learner will be able to understand the achievements of great African and Asian Empires.
- The learner will be able to identify historical figures and their accomplishments.
- The learner will be able to analyze the effect of a political action.
- The learner will be able to draw conclusions based on a given quotation.
- The learner will be able to identify types of artifacts by pictorial representation (i.e. Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).
- The learner will be able to analyze various historical perspectives including the interpretation of sectional differences in the North and South pre-Civil War (using timelines, bar graphs, and pictorial representations).
- The learner will be able to use historical documents such as a biographical sketch to recognize historical patterns and cause-and-effect relationships.
- The learner will be able to understand the rise and decline of ancient civilization including cause and effect leading to the decline, and how the rise and decline of military power, state bureaucracy, legal codes, belief systems, written language, and trade networks affected societies.
- The learner will be able to read and analyze data presented in a chart graph, or flow chart and draw conclusions based on the information.
- The learner will be able to recognize the possible causes of change in civilizations (i.e. environmental revolution, Renaissance scientists, exploration during the 1400's).
- The learner will be able to recognize the types of early communities (i.e. nomadic, fishing, farming).
- The learner will be able to identify characteristics including economy, social relations, religion, and political authority of various societies (i.e. Mesopotamia, Egyptian, Greek city-states, Roman Empire, Indian, Medieval).
- The learner will be able to recognize the forms of early world writing (i.e. cuneiform, Egyptian/Native American Hieroglyphics).
- The learner will be able to compare and contrast the historical development of the Western, Eastern, and African cultures.
- The learner will be able to understand the place of historical events in the context of past, present and future by describing the biological processes that shaped the earliest human communities, identifying the characteristics of hunter-gatherer communities (Africa, the Americas), and understanding how early communities expressed their beliefs (ERA 1).
- The learner will be able to read and interpret facts from a historical passage.
- The learner will be able to identify conclusions about early world historical events using primary and secondary sources.

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- The learner will be able to recognize major historical time periods (i.e. Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).
- The learner will be able to recognize the shift in institutions from a church dominated society to the rise of science, philosophy, and art by understanding the developments of medieval English in legal and constitutional practices and how this shaped the development of European governments, the economic, social, and political impact of the plague on Eurasian societies, and the significance of the Reformation on the development of Europe.
- The learner will be able to identify the development of written and spoken language (i.e. Roman alphabet, Latin work origins, Romance Languages).
- The learner will be able to identify the main idea of a biographical passage.
- The learner will be able to recognize the influence of major religions by illustrating the placement of major religions on the earth, comparing and contrasting elements of Judaism, Christianity, and Islam, causes and spread of Christianity, and the origins of Buddhism and fundamental Buddhist beliefs (1000 BCE-300 AD).
- The learner will be able to understand feudalism and the rise of the Christian church a dominant factor of Medieval Europe by identifying the spread of Christianity in Europe, understanding the social structure of medieval society, the significance of Norse migrations and invasions, and the social and gender roles in Medieval Europe.
- The learner will be able to recognize the significant mythologies of the Sumerians, Egyptian, Greeks, and Romans.
- The learner will be able to evaluate to what extent civilizations build on the accomplishments of previous civilizations.
- The learner will be able to recognize how the Renaissance changed the nature of society (i.e. shift from religious domination to science, philosophy, art).
- The learner will be able to identify the impact of advances in technology on history (i.e. agricultural revolution, Renaissance scientists, exploration during the 1400's).
- The learner will be able to identify major technological advances (i.e. tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).
- The learner will be able to recognize and order major historical events on a timeline between the Middle Ages and Renaissance.
- The learner will be able to read a timeline and order events of the past between prehistory and the Renaissance.
- The learner will be able to recognize the designations for time dating (i.e. BCE, AD, centuries, decades, prehistoric, historic).

Individuals, Groups, and Interactions

- The learner will be able to describe the ways in which individuals can change groups (i.e. Martin Luther-Christian Church, William of Normandy-English Monarchy, Joan of Arc-Hundred Years War, Buddha-Chinese Culture).
- The learner will be able to identify examples of groups impacting world history (i.e. Muslims, Christian, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors).
- The learner will be able to recognize the impact of individuals on world history (i.e. Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).

Geographic Perspectives

- The learner will be able to use a variety of maps to understand geographic and historical information (i.e. political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).