

Hallsville R-IV Middle School

6th Grade Social Studies

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Curriculum Strands

- [History](#)
- [Geography](#)
- [Civic-Political](#)
- [Social-Cultural](#)
- [Economics](#)

Rationale:

This course should offer each student the opportunity to attain their greatest educational growth. The ultimate aim of this instructional program will be the development of proficiency in each pupil's ability to understand map skills, geography, basic economic concepts, democratic government, various cultures of the world, the many factors that influence people and culture, and to think critically. These skills will help prepare students for life.

Course Description:

Social studies in the sixth grade deals with the Eastern Hemisphere. Geography: The students analyze how governance systems deal with issues of physical and social geography among Eastern nations. They decide how culture can influence and how they define and use other natural resources. History: Students explain how democratic principles and ideals evolved and influenced historical events and developments, and how these developments relate to us and each other. Students also compare and contrast the perspective of people in different cultures. Economics: Students simulate how scarcity affects people and governments. They also compare traditional, market, command, and mixed economies. Government: Students compare and contrast the lives of individuals who live under a system of limited government to those that live in a system of unlimited government. They also explain how the characteristics of a society and its people affect the society's government and politics. Social-Cultural: Students learn why politics law and government are found in all societies and how they prevent and resolve conflict and try to meet personal needs.

Concept: Geography

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Topic Objective:
1. The student will demonstrate proficiency in the major elements of geographical study and analysis and their relationship to changes in society and environments.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Use geographical research sources to acquire and process information to answer questions and solve problems.</p> <p>1B. Locate: * Major cities and nations of the world * Continents, oceans, and major topographical features.</p> <p>1C. Locate and describe real places using absolute and relative locations.</p> <p>1D. Describe physical characteristics, such as, climate, topography, relationship to water and ecosystems.</p> <p>1E. Describe human characteristics, such as, people's education, language, diversity, economics, religion, settlement patterns, ethnic background and political system.</p>	<p>1.1</p> <p>1.6</p> <p>1.7</p>	<p>SS 5</p>			<p>1B Geography Bee:</p> <p>1B, 1D Maps: Label maps with relevant data (countries, oceans, landforms, etc.)</p> <p>1B, 1C wherever You Go, There You Are!: Find latitudes and longitudes of cities.</p> <p>1B Map Directions Contest: Use directions (N, E, S, W) to locate places.</p> <p>1B You Can Get there From Here!: Use directions to locate a place</p> <p>1A, 1D Mountains and Molehills: Use contour lines to find elevations</p> <p>1F, 1H Scale: Use scale to find distances between different locations.</p> <p>1D On The Borderline: Use physical and political maps to locate answers.</p>	<p>1A, 1B (PE) Geography Bee Competition:</p> <p>1B, 1C, 1D Geography Quiz: Labeling maps and finding latitudes and longitudes.</p> <p>1B (PE) Problem Solving: Locating places using directions(N,E,S,W) (Scoring Guide)</p> <p>1D (PE) Country Presentations: Present to an audience the countries created(Scoring Guide)</p> <p>1E, 1G (PE) Current Events:(Checklist)</p>

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1F. Describe major patterns of population distribution, demographics and migration in the world and the impact of those patterns on culture and community life.</p> <p>1G. Identify: * World patterns of resource distribution * How technology and culture influences resource use * Environmental consequences of how people use resources * The effects of natural forces upon human activities.</p> <p>1H. Describe trade patterns, explaining how supply and demand influences movement of goods and services, human, natural, and capital resources.</p> <p>1I. Compare regions and predict how human life in one region of the world would differ from that of another.</p> <p>1J. Use geography to interpret the past, explain the present and plan for the future.</p> <p>1K. Construct maps.</p>					<p>1F, 1K Create a Country:</p> <p>1D Bingo: Of geography terms.</p> <p>1D 20 Questions: Improve inference skills</p> <p>1E, 1G Current Events: Teacher and students find articles to share with the class.</p> <p>1I, 1J Rivers: How they started civilizations.</p>	

Subject: Social Studies

Grade: 6

Resources:

"The World", Scott Foresman Social Studies, 2003, Pearson Education , Inc

"Maps: the World and the United States" 1999

"Spectrum Geography", McGraw Hill, 1998

"Finding Your Bearings" AIMS, 1996

"World Map Skills", Grade 6, Molly Brittenum, 1992

"Following Directions", Nancy Lobb, 1999

"Map Skills" Grade 6, Laurie Gilbert. 1998

Instructional Methods:

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
T = Technology Skills

Concept: Government

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Topic Objective:
2. The students will demonstrate proficiency in the principles and processes of government systems and principles expressed in the documents shaping constitutional democracy in the United States.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
2A. Define limited and unlimited governments (I.e. democratic and authoritarian governments) and how people's lives vary under these systems. 2B. Identify responsibilities governments and citizens need to accept to become effective in a constitutional democracy. 2C. Define: * Limited government * Rule of law * Majority rule * Minority rights 2D. Assess rights and responsibilities of individuals. 2E. Explain how laws are made, interpreted and enforced. 2F. Explain how leaders are selected.	1.2 2.2 3.5 3.6	SS 3			2A Venn diagram: Compare and contrast different types of governments. 2B Discussion: Roles of citizens in different societies. 2C Notes and Discussion: Government terminology 2D Role Playing: Develop hypothetical situations and solve problems from various points of view. 2E Branches of Government: Use similes to compare the branches of government to something more familiar. 2F Web: Create a government web, labeling the differences between governments.	2A (PE) Government Venn: Compare and contrast selected governments.(Scoring Guide). 2C (PE) Discussion Logs: (Scoring Guide) 2D, 2E, 2F Group work Projects: (Scoring Guide)

Subject: Social Studies

Grade: 6

Resources:

www.missouri.government.com (A citizens Guide to Missouri Government- current year)

Instructional Methods:

Enrichment/ Special Needs:

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Concept: History

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Topic Objective:
3. The students will demonstrate proficiency in the ability to recognize continuity and change in the history of Missouri, the United states, and the World.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
3A. Recognize River civilizations, including: * Ancient Egypt in North Africa (pyramids and mathematics) * India (religions and culture) * Mesopotamia (beginning of civilization) * China (technological advances)	1.9 2.1 3.1 3.2	SS 2			3A Create a poster; drawing pictures and/or hieroglyphics to describe aspect of selected River civilizations. 3B Create a Venn diagram and discuss the similarities and differences between Geek civilization and the Roman Empire. 3C Draw a political cartoon describing an important event from the Middle Ages. 3D Interpret poems about the Samurai written by ancient poets. 3E Plan a lesson on one of the cultures(Aztec, Maya, Inca) (group work) 3F Create an ancient mark (African Empires) and create a story that goes along with it.	3B (PE) Debate: Roman Empire vs Greek civilization (Scoring Guide) 3E (PE) Cultures: Present a lesson on a chosen culture (Aztec, Maya, Inca) (Scoring Guide) 3F (PE) African Empire Art: Present created mark and story to an audience. (Scoring Guide)
3B. Distinguish between Greek civilization and the Roman empire regarding: * Origins of democracy * Rule of law * Government structure						
3C. Investigate Europe in the Middle Ages, including: * Rise of kingdoms * Feudalism * The Crusades						
3D. Investigate Feudal Japan, including: * Rise of war lords * Art.						

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
3E. Examine the Maya, Aztec, and Inca cultures. 3F. Investigate African Empires, including: * Agriculture, arts, gold production and trans-Saharan caravan trade * Spread of Islam into Africa.						
Resources: www.missouri.government.com (A Citizens Guide to Missouri Government-current year) Eyewitness books M.S. Media Center Crinkle magazine				Instructional Methods:		
Enrichment/ Special Needs:						

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Concept: Economics

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Topic Objective:
4. The student will demonstrate proficiency in the ability to discuss and assess economic concepts and principles and the relationships of the individual and groups to institutions and cultural traditions.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
4A. Apply the following economic concepts: * Scarcity * Supply and demand * Specialization of regions, nations, and individuals (trade) * Trade-offs (opportunity cost) * Income, wealth and source of wealth. 4B. Interpret the past, explain the present, and predict future consequences of economic decisions. 4C. Identify the consequences of personal and public economic decisions. 4D. Make decisions and solve problems from everyday life based on economic concepts and principles of the free market system.	3.8 4.1 4.3	SS 4			4A Discuss economic concepts using a case study (airline, chicken farm, etc.) 4B Discuss savings and loans, banks, stock market in terms of past, present and future performance. 4C Pick a job and keep a log of expenses of daily life.	4A (PE) Case Studies: (Scoring Guide) 4C (PE) Job Log Presentation: (Checklist)

Subject: Social Studies

Grade: 6

Resources:

www.missouri.government.com (A Citizens Guide to Missouri government- current year)
"Economics and You" Mark Twain Media, Carson-Dellosa Publishing Company, 1996
Apartment guides
"Wheels and Deals"

Instructional Methods:

Enrichment/ Special Needs:

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Concept: Social/Cultural

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Topic Objective:
5. The student will demonstrate proficiency in the ability to discuss and assess relationships of the individual and groups to institutions and cultural traditions and the use of social science inquiry.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
5A. Evaluate how the needs of individuals are met by families, friends, groups, and organizations; such as governments, businesses, schools, religious institutions and charities, in other cultures.	1.4 1.5 1.7 1.8	SS 6 SS 7			5B Cave Wall: What would you draw on a cave wall to represent our generation to future generations? 5C Timeline: Of Greek or Roman history explaining how their beliefs changed over time.	5C (PE) Timeline Presentation: (Checklist) 5E (PE) Tour Presentation: (Scoring Guide)
5B. Describe how cultural traditions, human actions, and institutions affect people's behavior.	2.2 2.4			5B Exercise: Tai Chi exercise in class 5E Tour of Rome: Create a tour brochure.		
5C. Describe how ideas, concepts, and traditions have changed over time.				5F Graphs: Create pie graph, line graph or bar graph of student information.		
5D. Identify how personal and group experiences influence people's perceptions and judgments of events.						
5E. Use technological tools for research and presentation.						
5F. Create maps, graphs, timelines, charts, and diagrams to communicate information.						

Subject: Social Studies

Grade: 6

Resources:

Eyewitness books

www.missouri.government.com

(A citizens Guide to Missouri Government- current year)

Instructional Methods:

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