

Social Studies
Hinsdale Elementary School

Grade Level: Sixth

Standard 3.3: The World and the United States Place in It

Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>3.3.6.1 Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy</p> <p>3.3.6.2 Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.</p> <p>3.3.6.3 Discuss the reasons for conflicts between and among countries and peoples e.g., natural resources or religion.</p>	<p>* Use a world map to label specific countries and color them based on type of government (monarchy, oligarchy, democracy).</p> <p>*Use a graphic organizer to list cultural, economic, diplomatic and military interactions between 2 or more countries.</p> <p>* Role play a disagreement between two countries (real or made up) over natural resources or religion using specific reasons.</p> <p>* Use current events to start a discussion about interactions between countries or peoples.</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p>

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Standard 3.4: Rights and Responsibilities

Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>3.4.6.1 Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.</p>	<p>The following are specific lessons in the current textbook:</p> <ul style="list-style-type: none"> *Stepping Out for a Better Environment (p. 140) *Should Ancient Ruins Be Reconstructed? (p. 206) *Should We Have One World Language? (p. 364) *Saving Sight in Ghana (p. 512) *Doctors Without Borders (p. 638) 	<ul style="list-style-type: none"> *Textbook: <i>Our World</i> * HSD English/Language Arts Curriculum Guide *Junior Scholastic or similar magazine 	<ul style="list-style-type: none"> *Teacher observation * Informal observations * Tests from text *Written essays, reports, etc. *Oral Discussion

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Standard 4.1: Economics and the Individual

Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>4.1.6.1 Identify the role of the individual in factor and product markets.</p> <p>4.1.6.2 Explain how specialization and productivity are related.</p> <p>4.1.6.3 Recognize the relationship between productivity and wages, and between wages and standard of living.</p>	<p>* Research the economies of Ancient civilizations such as Rome, Egypt, Africa and Greece and present your findings.</p>	<p>*Textbook: <i>Our World</i> -Chapter 3 Les. 2 (p. 94-98) -Chapter 6 Les. 1</p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Encyclopedias</p> <p>*Newspapers</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 4. 2: Basic Economic Concepts

Students will learn about the pillars of a free market economy and the market mechanism.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>4.2.6.1 Determine the opportunity cost of decisions, e.g. the purchase of an item or the expenditure of time.</p> <p>4.2.6.2 Identify the factors of production, e.g. entrepreneurship, human resources, capital resources, and natural resources.</p> <p>4.2.6.3 Recognize that shortage and surplus affect the price and availability of goods and services, e.g. swimsuits in bad weather, seasonal sales, or fads.</p>	<p>* Students contrast and compare the economies of different cultures.</p> <p>* Describe the use of natural resources by different cultures (Ancient Greece, Kingdom of Aksum, West African kingdoms, Great Zimbabwe, Egypt for example)</p> <p>*Discuss and compare an empire’s trade economy and how it affected the development of their civilization.</p> <p>*Compare prices of goods and services in different seasons. List what is available and when. Is there a price difference? Discuss why.</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 4.3: Cycles in the Economy

Students will be able to explain the business cycle and trends economic activity over time.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>4.3.6.1 Describe gross domestic product and its components, e.g. the difference between imports and exports.</p>	<p>* Make a list of imports and exports of a country and display the data.</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Newspapers</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 5.1: The World in Spatial Terms

Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>5.1.6.1 Translate mental maps into appropriate graphics to display geographic information and answer geographic questions (e.g., countries through which a person would travel between Cairo and Nairobi)</p> <p>5.1.6.2 Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g. the relative and absolute location of the student’s community, or the diffusion of the English language to the United States.</p> <p>5.1.6.3 Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.</p>	<p>* Make a class map of Africa by giving each student a country to label and color code (mountains, rivers, deserts, capitals, etc) and then put together in one large map of Africa.</p> <p>* Take a trip through an ancient civilization or country. Give descriptions of where it is (was) located, demographics, climate zones, and other pertinent information. Write a report or story detailing their trip.</p> <p>* Compare and contrast maps from different historical periods depicting population, natural resources, climate, etc.</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*HSD Science Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Nonfiction books</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 5.2: Places and Regions

Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people’s perceptions of places and regions.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>5.2.6.1 Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.</p> <p>5.2.6.2 Describe how places and regions preserve culture e.g., songs or traditions</p>	<p>* Describe the changes at the end of the Ice Age.</p> <p>* Describe the growth of the civilization in the Fertile Crescent.</p> <p>* Explain how the Indus River affected farming in the Indus River Valley.</p>	<p>*Textbook: <i>Our World</i> -Chapter 1 Lesson 3 -Chapter 4 Lesson 2</p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*HSD Science Curriculum</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources:</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 5.3: Physical Systems

Student will demonstrate an understanding of the physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>5.3.6.2 Identify the components of Earth’s physical system, e.g. the lithosphere or hydrosphere</p> <p>5.3.6.3 Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or desertification</p>	<p>*Investigate layers of the atmosphere</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Science Textbook (p. C92-93)</p> <p>*HSD Science Curriculum Grade 6</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 5.4: Human Systems

Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>5.4.6.1 Recognize the demographic structure of a population and its underlying causes, e.g.; birth rate, ethnic composition, or distribution of wealth</p> <p>5.4.6.2 Know the types and historical patterns of human migration e.g. ethnic cleansing, overcoming physical barriers, or famine</p> <p>5.4.6.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation or movement</p> <p>5.4.6.4 Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p> <p>5.4.6.5 Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban, and rural.</p>	<p>*Use population maps to discern reasons for changes in population and the distribution of that population.</p> <p>* Research the nomadic tribes and reasons for their movement. Present to the class.</p> <p>* Design a map to outline the settlement patterns in various geographical regions.</p> <p>* Define urban, suburban and rural. Provide examples of each.</p> <p>* Discuss why people moved from one location to another (food supply, climate changes) and display this information graphically.</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*HSD Science Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 5.5: Environment and Society

Students will demonstrate an understanding of the connections and consequences of the interactions between Earth’s physical and human systems.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>5.5.6.1 Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management</p> <p>5.5.6.2 Examine the role of technology in the human modification of the physical environment, e.g. work animals or electrical production.</p> <p>5.5.6.3 Appreciate how characteristics of different physical environments provide opportunities, human activities, or place constraints on human activities, e.g., winter sports tourism or annual flood patterns</p> <p>5.5.6.4 Assess why people have different viewpoints regarding resource use e.g. water rationing or recycling.</p>	<p>* Choose a region of the world and with your group research the types of natural resources located there and label them in their correct location on the map (use symbols or pictures). Combine all region maps together and discuss the results.</p> <p>* School Recycling Projects and research</p> <p>*Investigate activities in Unit B of Harcourt Science text</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*HSD Science Curriculum</p> <p>*Science Textbook</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources:</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 7.1: Political Foundations and Developments

Student will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>7.1.6.1 Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.</p> <p>7.1.6.2 Explore the use and abuse of power.</p>	<p>* Groups each research a political system (tribe, empire, nation-state) and list similarities and differences. Report to the class and discuss.</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Nonfiction books</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources:</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 7.2: Contacts, Exchanges & International Relations

Students will demonstrate their understanding of the interactions of peoples and governments over time.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>7.2.6.1 Describe the impact of land and water routes on trade, e.g. Silk Roads, Atlantic Triangular Trade, or the Suez Canal</p> <p>7.2.6.2 Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder, or the transistor</p> <p>7.2.6.3 Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa</p> <p>7.2.6.4 Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia</p>	<p>* Discuss the Asian Silk Roads and their impact on trade.</p> <p>*Make a map of the migration of a particular group. (Huns into China and Europe, Bantu across Africa).</p>	<p>*Textbook: <i>Our World</i></p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 7.3: World Views and Value Systems and their Intellectual and Artistic Expressions

Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>7.3.6.1 Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam</p> <p>7.3.6.2 Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece</p>	<p>* Research and report on the Dynasties of China</p> <p>* Compare and contrast different world religions.</p>	<p>*Textbook: <i>Our World</i> -Ch. 2 Lesson 4 (Judaism) -Ch. 4 Les. 3 (Hinduism) Les. 4 (Buddhism) -Ch. 5 Les. 1 (Grand School) -Ch. 7 Les. 4 (Christianity) -Ch. 9 Les. 2 (Islam)</p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>* HSD Science Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>

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Standard 7.4: Economic Systems and Technology

Students will demonstrate their understanding of the changing forms of production, distribution, and consumption of goods and services over time.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>7.4.6.1 Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density.</p> <p>7.4.6.2 Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th century Africa</p> <p>7.4.6.3 Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops</p> <p>7.4.6.4 Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet</p>	<ul style="list-style-type: none"> * Research the types of irrigation and methods used by ancient civilizations and how they changed the way people lived. * Use role plays to show the views of the nomadic herders and settled farmers. * Write your name in hieroglyphics. 	<ul style="list-style-type: none"> *Textbook: <i>Our World</i> -Chapter 1 & 2 * HSD English/Language Arts Curriculum Guide *HSD Science Curriculum Guide *Graphic Organizers *Magazines *Encyclopedias *Atlases *Nonfiction books *Almanacs *Primary Sources 	<ul style="list-style-type: none"> *Teacher observation * Informal observations * Tests from text *Written essays, reports, etc. *Oral Discussion

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Standard 7.5: Social/Cultural

Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

Knowledge & Skills	Sample Activities	Materials & Resources	Possible Assessments
<p>7.5.6.1 Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City.</p> <p>7.5.6.2 Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling</p> <p>7.5.6.3 Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria</p> <p>7.5.6.4 Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events or theater</p> <p>7.5.6.5 Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear</p>	<p>* Research the various types of leisure and entertainment activities.</p> <p>* Play examples of games from various cultures.</p> <p>* Use a graphic organizer to compare and contrast types of families in different societies.</p>	<p>*Textbook: <i>Our World</i> -Ch. 3 Les. 3 -Ch. 7</p> <p>* HSD English/Language Arts Curriculum Guide</p> <p>*Graphic Organizers</p> <p>*Magazines</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Nonfiction books</p> <p>*Primary Sources</p>	<p>*Teacher observation</p> <p>* Informal observations</p> <p>* Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p>