

SOCIAL STUDIES CURRICULUM  
SIXTH GRADE

**Introduction**

Social Studies is an interdisciplinary curriculum, incorporating close reading, critical thinking, effective writing, and the use of technology, both as a means of research and communication, and to further our knowledge of the past, present and future of our society and world community.

To this end, the Hinsdale School District Social Studies curriculum represents a wide range of subjects – civics, economics, geography, and history – mastery of which define an educated citizen. It is the belief of the Hinsdale School District that a deep and personal understanding of and engagement with civics and governments, geography and the environment, world and American history and economics, will allow each student to enter adulthood as an informed, responsible and participating citizen in our democracy and world.

This curriculum is aligned with the New Hampshire K-12 Social Studies Curriculum Framework and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

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**Strand: Civics and Governments**

**Standard CV:1: The Nature and Purpose of Government**

**Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels.</p> <p>CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.</p>	<p>*Textbook reading aloud about the different laws in different countries. Make a compare and contrast map between U.S. laws and different countries.</p> <p>*Greece textbook, teaching the different forms of government</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Civics and Governments**

**Standard CV: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:6:3.1: Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy.</p> <p>CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.</p> <p>CV:6:3.3: Discuss the reasons for conflicts between and among countries and peoples, e.g. natural resources or religion.</p>	<p>*Greece, Europe and Africa, reading in textbook about the different forms of government and how they were established</p> <p>*Reading aloud text, learning about the trading that goes on between different countries and how the government settled disputes.</p> <p>*All year project.... The three main reasons why countries fought... Land, Money, or religion. This is an oral discussion that goes on through out the year with students.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Civics and Governments**

**Standard CV: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.</p>	<p>*Discussion about citizenship and the responsibility of others.  <i>-Should We Have One World Language?</i> (pg 364)  <i>-Saving Sight in Ghana</i> (pg. 512)  <i>-Being a Good Citizen</i> (text pg. 638)</p> <p>*Have students read the story and then write about someone they know who is a good citizen and explain why.</p>	<p>*HSD ELA Curriculum            *Textbook: <i>Our World</i>            *Nonfiction books            *Graphic Organizers            *Magazines/National Geographic            *Internet            *Atlases            *Almanacs            *Primary Sources/ classroom books and resources</p>	<p>*Teacher observation            *Informal observations            *Tests from text            *Written essays, reports, etc.            *Oral Discussion            *End of chapter questions            *Projects            *Quizzes</p>

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**Strand: Economics**

**Standard EC: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:6:1.1: Identify the role of the individual in factor and product markets.</p> <p>EC:6:1.2: Explain how specialization and productivity are related.</p> <p>EC:6:1.3: Recognize the relationship between productivity and wages, and between wages and standard of living.</p>	<p>*Read about the products produced and exported by various countries.</p> <p>*Discuss how products help exploration of new lands and trade with other countries. (i.e. China and Europe trading silk and herbs for grains)</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Economics**

**Standard EC:2: Basic Economic Concepts**

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

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time.</p> <p>EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.</p> <p>EC:6:2.3: 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>*Discuss supply and demand within some countries and what that does to the economy of their country.</p> <p>*Compare and contrast a natural resource and a human resource.</p> <p>*Discuss what different countries do with their surplus and who is most affected by it... (i.e. in China most surplus is given to the government and none to the common people)</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Economics**

**Standard EC:3: Cycles in the Economy**

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

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:6:3.1: Describe gross domestic product and its components, e.g., the difference between imports and exports.</p> <p>EC:6:3.2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing.</p>	<p>*Discuss the different imports and exports in each country.</p> <p>*Make a list of the things that you think are exported from New Hampshire. Compare with other students.</p> <p>*When studying about Europe, students will learn about fiefs, serfs, lordships and how the lives of many people are controlled by the king.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Geography**

**Standard GE: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:1.1: 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>GE:6:1.2: 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>GE:6:1.3: 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>*Complete a map of the world by filling in the continents and the countries.</p> <p>*Travel Europe Project: Using a travel brochure, students go to seven countries in Europe, including one of their ancestral backgrounds. Find a famous landmark and recipe from the country and map out their trip on a map.</p> <p>*Compare and contrast different types of maps.</p> <p>*Study and label countries, rivers, lakes, oceans and other landmarks on a map.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>



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**Strand: Geography**

**Standard GE: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:2.1: 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>GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions.</p>	<p>*Discuss how countries have changed over time (East and West Germany, different countries in Africa that have changed shape and name).</p> <p>*Design a folktale based on ones studied from different countries (Anasi tales from Africa, Buddha stories in China).</p>	<p>*HSD ELA Curriculum</p> <p>*HSD Music &amp; Art Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Geography**

**Standard GE:3: Physical Systems**

**Students 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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:3.1: Describe how physical processes shape patterns in the physical environment, e.g. El Nino or erosion.</p> <p>GE:6:3.2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere.</p> <p>GE:6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification.</p> <p>GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.</p>	<p>*Discuss differences in geography of different countries caused by natural disasters.</p> <p>*Research ecosystems found in various countries and how they change over time.</p> <p>*Compare and contrast countries after natural disasters (forest fires, floods, etc.)</p>	<p>*HSD ELA Curriculum</p> <p>*HSD Science Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Textbook: <i>Science Explorer</i> (Prentice Hall)</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Geography**

**Standard GE: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g. birth rate, ethnic composition, or distribution of wealth.</p> <p>GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.</p> <p>GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.</p> <p>GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p> <p>GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g. urban, suburban and rural.</p>	<p>*Discuss population in different countries and its effect on humans (China has a one child law, Europe survived the bubonic plague, Africa selling their people to Europe to get population down)</p> <p>*Discuss the first settlers in different countries and what life was like.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: Geography**

**Standard GE: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>• GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.</p> <p>GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production.</p> <p>GE:6:5.3: 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>GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g. water rationing or recycling.</p>	<p>*Working in groups, research natural resources located in a world region and label them on a map. Include a key.</p>	<p>*HSD ELA Curriculum</p> <p>*HSD Science Curriculum</p> <p>*Textbook: <i>Science Explorer</i> (Prentice Hall)</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: US/NH History**

**Standard: SS:HI:1: Political Foundations and Development**

**Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.</p> <p>HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.</p>	<p>*Find out where ancestors came from.</p> <p>*Discuss the great melting pot and what that means to us now.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: US/NH History**

**Standard HI:4: Economic Systems & Technology**

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

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g. piece work, interchangeable parts, or the assembly line.</p> <p>HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies.</p>	<p>*Discuss different instruments that were used for farming.</p> <p>*Read about Thomas Edison and all the different things he invented.</p> <p>*Research an inventor and tell why they are famous and what their invention was.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p> <p>*<i>Reading Street</i> text</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: US/NH History**

**Standard HI:5: Social/Cultural**

**Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.</p> <p>HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace.</p> <p>HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.</p>	<p>*Discuss Martin Luther and the break away from Christianity.</p> <p>*Compare and contrast the different wars that have broken out due to difference of religion.</p> <p>*Class discussion/readings about the way woman are treated in different countries and how they have overcome diversity.</p> <p>*Research paper on a woman that has made a difference.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Strand: World History**

**Standard WH:1: Political Foundations and Developments**

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

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.</p> <p>WH:6:1.2: Explore the use and abuse of power.</p>	<p>*Discuss different forms of government in various countries around the world.</p> <p>*Discussion of the Greek city-states, tribes in Africa, the social pyramid of Egypt, rulers of China and how China was a communist country for many years.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>



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**Strand: World History**

**Standard WH:2: Contacts, Exchanges & International Relations**

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

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.</p> <p>WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor.</p> <p>WH:6:2.3: 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>WH:6:2.4: 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><i>*Follow the Silk Road</i> project. Research the Silk Road and what it was used for.</p> <p><i>*Make a time line</i> of different items that were brought on trade route, what was traded and from which countries.</p> <p><i>*Discuss and read</i> about the different trading that went on from one country to the next.</p> <p><i>*Discuss different wars</i> that some countries have had and why they were at war.</p> <p><i>*Choose one major war</i> and research why it occurred and how it ended.</p>	<p><i>*HSD ELA Curriculum</i></p> <p><i>*Textbook: Our World</i></p> <p><i>*Nonfiction books</i></p> <p><i>*Graphic Organizers</i></p> <p><i>*Magazines/National Geographic</i></p> <p><i>*Internet</i></p> <p><i>*Atlases</i></p> <p><i>*Almanacs</i></p> <p><i>*Primary Sources/ classroom books and resources</i></p>	<p><i>*Teacher observation</i></p> <p><i>*Informal observations</i></p> <p><i>*Tests from text</i></p> <p><i>*Written essays, reports, etc.</i></p> <p><i>*Oral Discussion</i></p> <p><i>*End of chapter questions</i></p> <p><i>*Projects</i></p> <p><i>*Quizzes</i></p>

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**Strand: World History**

**Standard WH: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.</p> <p>WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.</p>	<p>*Make a poster showing a country and the impact that country had on education, religion, and women. Share with class.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Standard WH:4: Economic Systems & 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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:6:4.1: 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>WH:6:4.2: 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>WH:6:4.3: 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>WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the internet</p>	<p>*Read and discuss Europe in the Middle Ages including fiefs, vassals, serfs and kings.</p> <p>*Choose an invention from China and research it.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>

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**Standard WH: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 (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City.</p> <p>WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling.</p> <p>WH:6:5.3: 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>WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre.</p> <p>WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear.</p>	<p>*Read and discuss the first civilizations in China, Greece, and Egypt (including nomads, Athens and Sparta, King Tut and the social pyramid.</p> <p>*Learn about folktales in Africa and China then write one of their own.</p> <p>*Read and discuss the origin of the Olympics in Greece.</p> <p>*Research festivals and celebrations in China and share at a class Chinese festival.</p>	<p>*HSD ELA Curriculum</p> <p>*Textbook: <i>Our World</i></p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Magazines/National Geographic</p> <p>*Internet</p> <p>*Atlases</p> <p>*Almanacs</p> <p>*Primary Sources/ classroom books and resources</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays, reports, etc.</p> <p>*Oral Discussion</p> <p>*End of chapter questions</p> <p>*Projects</p> <p>*Quizzes</p>