



Sixth Grade Social Studies Scope and Sequence

Theme	REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.			
Spiraled Standards	<ul style="list-style-type: none"> • ELA: RL.1, RI.2, RI.3, RI.4, RI.7, RI.10 			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	Mesopotamia Egypt	Egypt China	China India	Greece (Introduction) Rome (Introduction) Economics
Content Statements	<p>Strand: History <i>Topic: Historical Thinking and Skills</i> HIS 1. Multiple tier timelines can be used to show relations among events and places <input type="checkbox"/> Expectations for Learning: Create timelines to analyze events in chronological order.</p> <p><i>Topic: Early Civilizations</i> HIS 2. Early civilizations (Mesopotamia, Egypt) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. <input type="checkbox"/> Expectations for Learning: : Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p>Strand: Geography <i>Topic: Spatial Thinking and Skills</i> GEO 3. Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</p>	<p>Strand: History <i>Topic: Historical Thinking and Skills</i> HIS 1. Multiple tier timelines can be used to show relations among events and places <input type="checkbox"/> Expectations for Learning: Create timelines to analyze events in chronological order.</p> <p><i>Topic: Early Civilizations</i> HIS 2. Early civilizations (Egypt, China) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. <input type="checkbox"/> Expectations for Learning: Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p>Strand: Geography <i>Topic: Places and Regions</i> GEO 5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.</p>	<p>Strand: History <i>Topic: Historical Thinking and Skills</i> HIS 1. Multiple tier timelines can be used to show relations among events and places <input type="checkbox"/> Expectations for Learning: Create timelines to analyze events in chronological order.</p> <p><i>Topic: Early Civilizations</i> HIS 2. Early civilizations (China, India) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. <input type="checkbox"/> Expectations for Learning: : Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p>Strand: Geography <i>Topic: Places and Regions</i> GEO 5. Regions can be determined, classified and compared using data related to various criteria including</p>	<p>Strand: History <i>Topic: Historical Thinking and Skills</i> HIS 1. Multiple tier timelines can be used to show relations among events and places <input type="checkbox"/> Expectations for Learning: Create timelines to analyze events in chronological order.</p> <p>Strand: Geography <i>Topic: Human Systems</i> GEO 8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism). <input type="checkbox"/> Expectations for Learning: Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere. Describe the influence of religious diffusion in the modern world.</p> <p>Strand: Economics <i>Topic: Economic Decision Making and Skills</i> ECO 11. Economists compare data sets to draw conclusions about relationships among them.</p>

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	<p>GEO 4. Latitude and longitude can be used to identify absolute location. Topic: Places and Regions GEO 5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics. <input type="checkbox"/> Expectations for Learning: Use various criteria to describe, classify and compare regions within the Eastern Hemisphere.</p> <p>Strand: Government Topic: Roles and Systems of Government GOV 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority <input type="checkbox"/> Expectations for Learning: Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy. Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.</p>	<p><input type="checkbox"/> Expectations for Learning: Use various criteria to describe, classify and compare regions within the Eastern Hemisphere. Topic: Human Systems GEO 6. The variety of physical environments within the Eastern Hemisphere influence human activities. Likewise, human activities modify the physical environment. <input type="checkbox"/> Expectations for Learning: Explain how variations among physical environments in the Eastern Hemisphere influence human activities and how human activities alter the physical environments. GEO 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. <input type="checkbox"/> Expectations for Learning: Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products & ideas in the Eastern Hemisphere.</p> <p>Strand: Government Topic: Civic Participation and Skills GOV 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources can be examined for accuracy and credibility. <input type="checkbox"/> Expectations for Learning: Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic. Examine a variety of sources for accuracy. Topic: Roles and Systems of Government GOV 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. <input type="checkbox"/> Expectations for Learning: Describe the relationship between those in power</p>	<p>landform, climate, population, and cultural and economic characteristics. <input type="checkbox"/> Expectations for Learning: Use various criteria to describe, classify and compare regions within the Eastern Hemisphere. Topic: Human Systems GEO 6. The variety of physical environments within the Eastern Hemisphere influence human activities. Likewise, human activities modify the physical environment. <input type="checkbox"/> Expectations for Learning: Explain how variations among physical environments in the Eastern Hemisphere influence human activities and how human activities alter the physical environments. GEO 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. <input type="checkbox"/> Expectations for Learning: Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products & ideas in the Eastern Hemisphere. GEO 8. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere. <input type="checkbox"/> Expectations for Learning: Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere. Describe the influence of religious diffusion in the modern world.</p> <p>Strand: Economics Topic: Scarcity ECO 14. When regions and/or countries specialize, global trade occurs. <ul style="list-style-type: none"> • <input type="checkbox"/> Expectations for Learning: Explain how specialization leads to global trade. </p>	<p><input type="checkbox"/> Expectations for Learning: Compare economic data sets to identify relationships and draw conclusions. ECO 12. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies. <input type="checkbox"/> Expectations for Learning: Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently. Topic: Scarcity ECO 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce. <input type="checkbox"/> Expectations for Learning: Explain how individuals and societies answer the fundamental questions of economics. ECO 14. When regions and/or countries specialize, global trade occurs. <input type="checkbox"/> Expectations for Learning: Explain how specialization leads to global trade. Topic: Markets ECO 15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used. <input type="checkbox"/> Expectations for Learning: Explain how supply, demand and competition interact to determine price. Explain how supply, demand and competition interact to influence quantities of inputs and outputs. Topic: Financial Literacy ECO 16. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services. <input type="checkbox"/> Expectations for Learning: Explain how individuals compare price and quality when selecting goods and services to buy.</p>
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<p>Resources</p>	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The Ancient World Unit 1: Lessons 1, 4, 5, 6 Unit 2: Lessons 7-12 • National Geographic Society: www.nationalgeographic.com/xpeditions/hall/index.html • National Atlas Map Maker tool: www.nationalatlas.gov/mapmaker: • Thinkport Tool: Creating a Timeline: http://timeline.thinkport.org • CIA's World Factbook: www.cia.gov 	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The Ancient World Unit 2: Lessons 7-12 Unit 4: Lessons 19-24 • National Geographic Society: www.nationalgeographic.com/xpeditions/hall/index.html • National Atlas Map Maker tool: www.nationalatlas.gov/mapmaker: • Thinkport Tool: Creating a Timeline: http://timeline.thinkport.org • CIA's World Factbook: www.cia.gov 	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The Ancient World Unit 4: Lessons 19-24 Unit 3: Lessons 13-16, 18 • National Geographic Society: www.nationalgeographic.com/xpeditions/hall/index.html • National Atlas Map Maker tool: www.nationalatlas.gov/mapmaker: • Thinkport Tool: Creating a Timeline: http://timeline.thinkport.org CIA's World Factbook: www.cia.gov 	<ul style="list-style-type: none"> • ODE Model Curriculum • History Alive! The Ancient World Unit 5: Lessons 25, 31 Unit 6: Lessons 32, 36-38 • History Alive! The Medieval World and Beyond Unit 2: Lessons 7-8 • National Geographic Society: www.nationalgeographic.com/xpeditions/hall/index.html • Thinkport Tool: Creating a Timeline: http://timeline.thinkport.org • CIA's World Factbook: www.cia.gov