

## **Major Instructional Goals SIXTH GRADE SOCIAL STUDIES**

### **Course Description**

This course, required of all sixth grade students, is an introduction to ancient world history and geography. Topics of study include the history of early river civilizations of Mesopotamia, China, India, and Egypt through Ancient Greece and Ancient Rome (*3500 B.C. through 500 A.D.*) Students will review fundamentals of geography including the continents, oceans, landforms, and the five themes of geography as well as learn about the geography of the Middle East, Africa, and Asia.

### **Rationale**

Knowledge of history and geography is necessary to prepare students as citizens of a global society and provide them with skills and content knowledge for required coursework in grades 7-12.

### **Major Instructional Goals and Objectives**

**Goal 1. The student will demonstrate knowledge of the principles expressed in documents shaping constitutional democracy in the United States**

#### **Objectives:**

- a. Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy
- b. Define the following:
  1. limited government
  2. rule of law
  3. majority rule
  4. minority rights

**Goal 2. The student will demonstrate knowledge of principles and processes of governance systems**

#### **Objectives:**

- a. Identify factors involved in the formation of governments

- b. Describe and illustrate government systems of different cultures and civilizations
- c. Analyze how government systems work and how they change

**Goal 3. The student will demonstrate knowledge of continuity and change in the history of Missouri, the United States, and the world**

**Objectives:**

- a. Examine river civilizations including:
  - 1. Ancient Egypt in North Africa
  - 2. India
  - 3. Mesopotamia
  - 4. China
- b. Distinguish between Greek civilization and the Roman Empire regarding:
  - 1. Origins of democracy
  - 2. Rule of law
  - 3. Governmental structures

**Goal 4. The student will demonstrate knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)**

**Objectives:**

- a. Apply the following economic concepts:
  - 1. scarcity
  - 2. supply and demand
  - 3. specialization of regions, nations, and individuals (trade)
  - 4. trade-offs (opportunity cost)
  - 5. income, wealth, and sources of wealth
- b. Identify the consequences of personal and public economic decisions
- c. Interpret the past, explain the present, and predict future consequences of economic decisions

**Goal 5. The student will demonstrate knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment**

## **Objectives:**

- a. Use geographic research sources to acquire and process information to answer questions and solve problems
- b. Construct maps
- c. Locate major cities and nations of the world
- d. Locate the world's continents, oceans and major topographic features
- e. Locate and describe geographic places, using absolute and relative location
- f. Describe physical characteristics, such as climate, topography, relationship to water, and ecosystems
- g. Describe human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background, and political system
- h. Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources
- i. Compare regions and predict how human life in one region in the world would differ from that in another
- j. Describe major patterns of population distribution, demographics and migrations in the world and the impact of these patterns on cultures and community life
- k. Identify world-wide patterns of resource distribution
- l. Identify how technology and culture influence resource use
- m. Identify environmental consequences of how people use resources
- n. Identify the effect of natural forces upon human activities
- o. Use geography to interpret the past, explain the present, and plan for the future

## **Goal 6. The student will demonstrate knowledge of relationships of the individual and groups to institutions and cultural traditions**

- a. 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
- b. Describe how cultural traditions, human actions, and institutions affect people's behavior
- c. Identify how personal and group experiences influence people's perceptions and judgments of events
- d. Describe how ideas, concepts, and traditions have changed over time

**Goal 7. The student will demonstrate knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)**

- a. Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- b. Use maps, graphs, statistical data, timelines, charts, graphic organizers and diagrams to interpret, draw conclusions and make predictions
- c. Create maps, graphs, timelines, charts, and diagrams to communicate information
- d. Distinguish between fact and opinion, and recognize bias and points of view
- e. Use technological tools for research and presentation
- f. Identify, research, and defend a point of view/position

**Goal 8: The student will be provided the opportunity to explore current events**

- a. Relate current events to topics of study