

## Social Studies Curriculum

**Grade Level:** 6<sup>th</sup> Grade

**Focus:** World Geography

**Time Frame:** August/September/October

**Illinois Learning Standards:**

- 15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- 16B: Understand that scarcity necessitates choices by consumers.
- 16C: Understand that scarcity necessitates choices by producers.
- 16E: Understand the impact of government policies and decisions on production and consumption in the economy.
- 17A: Locate, describe and explain places, regions and features on the Earth.
- 17B: Analyze and explain characteristics and interactions of the Earth physical systems.
- 18C: Understand how social systems form and develop over time.

**Essential Question(s):**

1. How does where we live influence how we live?

**Understandings:**

1. Students will understand recognize a variety of geographical features.
2. Students will understand use maps, globes, aerial and satellite photographs and computer models to locate and represent different regions.
3. Students will understand explain how extremes in climates influence living situations.
4. Students will understand describe ways in which the United States has developed political, religious, and social systems.
5. Students will understand discuss the advancements in technology including food.
6. Students will understand describe how geographic factors influence development.
7. Students will understand compare and contrast the economy of the United States with other nations.

**The Student Will Be Able To:**

1. Locate various regions around the world
2. Identify, compare, and contrast the major climate regions of the Earth
3. Interpret the information provided on the maps
4. Describe the kinds of vegetation found in different climate regions
5. Compare and contrast the main types of economic and political systems, including the relationship between developing countries
6. Summarize the purpose of economic and political systems in cultures

## Social Studies Curriculum

**Grade Level:** 6<sup>th</sup> Grade

**Focus:** Ancient Times - Middle East (Mesopotamia) and Africa (Egypt)

**Time Frame:** October/November/December

**Illinois State Standards:**

- 15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- 15B: Understand that scarcity necessitates choices by consumers.
- 16E: Understand Illinois, United States and world environment history.
- 17A: Locate, describe and explain places, regions and features on the Earth.
- 17C: Understand relationships between geographic factors and society.
- 17D: Understand the historical significance of geography.

**Essential Question:**

1. How does where we live influence how we live?
2. How does what happened in Ancient Times effect how we live today?
3. How do we really know what happened in the past?

**Understandings:**

1. Students will understand key geographic features.
2. Students will understand how economic systems, social and political organization, culture (art, music, literature), and religious beliefs effect daily life
3. Students will understand how the development of technology and land and resources effect daily life and the world especially the people of the Tigris Euphrates, Nile, and Indus river valleys
4. Students will understand, identify and explain the contributions and achievements of various individuals (Sargon II, King Tut, etc.)

**The Student Will Be Able To:**

1. Trace the course of the Nile River through ancient Egypt, the Tigris-Euphrates River through ancient Mesopotamia, and the Indus River Valley in Asia.
2. Appreciate Egypt's achievements in writing.

## Social Studies Curriculum

**Grade Level:** 6<sup>th</sup> Grade

**Focus:** Ancient Times - (China and India) and Europe (Romans and Greeks)

**Time Frame:** January/February/March

**Illinois Learning Standards:**

- 15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- 15B: Understand that scarcity necessitates choices by consumers.
- 16E: Understand Illinois, United States and world environmental history.
- 17A: Locate, describe and explain places, regions and features on the Earth.
- 17C: Understand relationships between geographic factors and society.
- 17D: Understand the historical significance of geography.
- 18B: Understand the roles and interactions of individuals and groups in society.

**Essential Question:**

1. How does where we live influence how we live?
2. What does it mean to be “civilized”?
3. What makes a civilization?

**Understandings:**

1. Students will understand identify key geographic features.
2. Students will understand how economic systems; social and political organization, culture (art, music, literature), and religious beliefs affect daily life.
3. Students will understand how the development of technology and land and resources affect daily life and the world.
4. Students will understand, identify and explain the contributions and achievements of various individuals.

**The Student Will Be Able To:**

1. Identify key geographic features.
2. Analyze how economic systems, social and political organization, culture (art, music, literature), and religious beliefs effect daily life
3. Analyze how the development of technology and land and resources affect daily life and the world.
4. Identify and explain the contributions and achievements of various individuals.
5. Compare and contrast various religious views amongst regions.

## Social Studies Curriculum

**Grade Level:** 6<sup>th</sup> Grade

**Focus:** Medieval Times

**Time Frame:** April/May/June

**Illinois Learning Standards:**

- 15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- 15B: Understand that scarcity necessitates choices by consumers.
- 16A: Apply the skills of historical analysis and interpretation.
- 16E: Understand Illinois, United States and world environmental history.
- 17A: Locate, describe and explain places, regions and features on the Earth.
- 17C: Understand relationships between geographic factors and society.
- 17D: Understand the historical significance of geography.
- 18B: Understand the roles and interactions of individuals and groups in society.

**Essential Questions:**

1. How does where we live influence how we live?
2. What can I learn from the past?

**Understandings:**

1. Students will understand and identify key geographic features.
2. Students will understand and analyze how economic systems; social and political organization, culture (art, music, literature), and religious beliefs effect daily life.
3. Students will understand and analyze how the development of technology and land and resources affect daily life and the world.
4. Students will understand, identify and explain the contributions and achievements of various individuals (i.e. Justinian, Muhammad, Shiites, Sunnis)
5. Students will understand various religious views amongst regions.

**The Student Will Be Able To:**

1. Identify key geographic features.
2. Analyze how economic systems, social and political organization, culture (art, music, literature), and religious beliefs effect daily life.
3. Analyze how the development of technology and land and resources effect daily life and the world.
4. Identify and explain the contributions and achievements of various individuals (i.e. Justinian, Muhammad, Shiites, Sunnis).
5. Compare and contrast various religious views amongst regions.