

Fayette R-III

CMS- Curriculum Guide for 6th Grade Social Studies

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

The 6th grade Social Studies Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of 6th grade social studies.

Course Description: Sixth grade is the study of world history, including but not limited to, the early river civilizations of Mesopotamia, Egypt, and India, Imperial China, Feudal Japan, Classical Greece, the Roman Empire, Europe in the Middle Ages, Africa, and the New World empires of the Mayans, Aztecs, and Incans. Throughout the year and during most every project we will also discuss current events, combining our knowledge of past events to better understand the world as it exists today. Skills developed include reading and creating timelines and maps, note-taking skills, how to properly read a textbook (it's not cover to cover), analysis of primary and secondary documents, how to read, write, and think like a historian, and how to compare and contrast other cultures to each other and your own.

Course Rationale: The Social Studies Department of the Fayette School District believes that Social Studies is a diverse subject that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The importance of social studies in the curriculum is paramount because of the connections to real life. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members.

6 th Grade Social Studies Student Learning Goals	Standard Alignment
1. Students will make connections and comparisons between early human existence and the later advent of civilizations.	5A.6a-b, 5C.6.a, 5I.6.a-b, 5J.6, 6I.6, 7A.6, 7B.6a-b, 7D.6 SS5, SS6, SS7 1.10, 3.2, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.7, 3.5
2. Students will examine geographic distribution of early river civilizations including ancient Mesopotamia, Egypt, India and China to interpret settlement patterns and the origins of modern human society.	3b.A.6, 5A.6a, 5C.6a-b, 5H.6, 5I.6c, 5J.6, 7A.6, 7B.6a-b, 7C, 7D SS3, SS5, SS7 1.9, 1.10, 3.2, 1.2,1.4, 1.5, 1.6, 1.7, 2.1, 2.7, 3.5
3. Students will compare the politics, economics, and eventual modernization of feudal Japan, to that of medieval Europe.	3b.C.6, 3b.D.6, 4F.6, 5A.6a, 5B.6c, 5C.6b, 5F.6, 5I.6b, 5J.6, 6F.6, 6I.6, 7A.6, 7B.6a-b, 7D SS3, SS4, SS5, SS6, SS7 1.2, 1.4, 1.5, 1.6, 1.10, 1.9, 2.1, 3.2, 3.8

4. Students will analyze the inventions and accomplishments of ancient Greece, including democracy, art, architecture, and theater, as they relate to the foundation of the Western cultural tradition.	3b.B.6, 5A.6a, 5C.6b, 5J.6, 6F.6, 6I.6, 7A.6, 7B.6a-b, 7D.6 SS3, SS5, SS6, SS7 1.2, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 2.7, 3.2, 3.5
5. Students will investigate ancient Rome’s engineering marvels, social structure, and governmental policies.	3b.B.6, 4B.6, 4F.6, 5A.6a, 5B.6a-c, 5C.6, 5F.6, 5H.6, 5I.6b, 5J.6, 6D.6, 6I.6, 7A.6, 7B.6a-b, 7C, 7D SS3, SS4, SS5, SS6, SS7 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.7, 3.2, 3.5, 3.6, 3.8
6. Students will explain how the physical landscape affected the spread of Islam from the Arabian peninsula into northern Africa.	3b.F.6, 4A.6, 4F.6, 5A.6a, 5B.6b-c, 5C.6a-b, 5E.6, 5F.6, 5H.6, 5I.6b-c, 5J.6, 6D.6, 6F.6, 6H.6, 6I.6, 7A.6, 7B.6a-b, 7C.6, 7D.6 SS3, SS4, SS5, SS6, SS7 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.7, 3.2, 3.5, 3.6, 3.8
7. Students will differentiate between the cultural traditions of the Old and New Worlds based on the governments, myths, and art of the Aztec, Inca, and Maya empires.	3b.E.6, 5A.6a-b, 5B.6b-c, 5C.6b, 5F.6, 5I.6b, 5J.6, 7B.6a-b, SS3, SS5, SS7 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 3.2, 3.5

Tools of Social Science Inquiry Standards will be implemented throughout the curriculum.

Resources:

Textbook – Prentice Hall - World Studies: The Ancient World

Safari Montage

Multiple teacher developed units of study utilizing a variety of websites and source documents

Assessments:

Teacher Created Assessments