

**COURSE PROFICIENCY OUTLINE
SOCIAL STUDIES – GRADE 6
PINNACLE**

PURPOSE

The sixth grade social studies program is designed to foster the development of a self-reliant, responsible citizen who demonstrates respect for our culturally diverse, democratic society within an interdependent world. As students understand the impact of different cultures and civilizations over time, they will be more likely to understand and accept the diversity and cultural values of others.

The sixth grade curriculum will focus on history, geography, economics and civics to help develop student understanding of the ideas, forces and institutions that have shaped the history of the world and its various cultures. Students will learn to view contemporary problems within the context of historical perspective, learn to evaluate evidence, and analyze events to foster informed decision making.

The Pinnacle program provides additional enrichment activities designed to heighten critical thinking skills through written reactions to and discussions of historical issues and events. Pinnacle students are also offered opportunities to explore and develop their creativity through a variety of projects and activities.

WORLD HISTORY

I. STUDENT OUTCOMES

Social Studies Skills

NJCCCS 6.1

Students will:

- A. Interpret maps, charts, graphs, and historic illustrations.
- B. Locate information utilizing tables of content, indexes, glossaries, and appropriate reference material both in print and through computer technology and use the information to draw conclusions and predict outcomes.
- C. Utilize and interpret primary and secondary sources.
- D. Outline and summarize material, classify information and take notes.
- E. Examine current issues and events and relate them to the past.

Civics

NJCCCS 6.2

Students will:

- A. Recognize the influence of political systems on individual, universal human rights.
- B. Understand the political factors which cause cultural change.
- C. Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.

History

NJCCCS 6.3

Students will:

- A. Comprehend how early civilizations influenced the world.
- B. Realize that events of the past helped shape the present and will continue to shape the future.
- C. Analyze events and changes that occurred in significant historical periods.
- D. Identify and describe selected historical periods and patterns of change within and across cultures.
- E. Compare and contrast the needs of people long ago with those of people today.
- F. Understand differences and similarities among cultures.
- G. Grasp how the beliefs and values ancient civilizations affected the lives of their members.
- H. Appreciate the accomplishments of each civilization.

Economics

NJCCCS 6.5

Students will:

- A. Explain how attitudes and beliefs influence economic decisions.
- B. Appreciate the balance between economic growth and environmental preservation.
- C. Recognize the economic interdependence of people of the world today and in the past.
- D. Compare and contrast economic systems of ancient and modern countries and societies.

Geography

NJCCCS 6.6

Students will:

- A. Identify and apply tools for learning about the world.
- B. Recognize how physical geography affects the growth of civilizations.
- C. Compare and contrast how different geographic factors affect settlement patterns.
- D. Describe how changes in technology affect the location of human activities.
- E. Describe the reasons for global interdependence.
- F. Explain and predict how the physical environment can accommodate and be affected by human activity.
- G. Locate major landmasses and bodies of water.
- H. Understand the impact that physical and place geography has on regions of the world.
- I. Recognize how people modify and adapt different physical environments.
- J. Describe and explain the physical and human characteristics of specific regions studied.
- K. Compare and contrast physical and cultural areas and regions throughout the world, as well as how they change over time.
- L. Demonstrate understanding that a region's culture is made up of language, dress, traditions, religion, and beliefs.
- M. Develop an understanding of the diverse cultures of our world.
- N. Compare and contrast the major religions of the world.

II. CONTENT

- A. Beginnings of Civilization
 1. Physical geography
 2. Beliefs and values
 3. Systematic government
 4. Economic System
 5. Accomplishments
- B. Ancient Egypt and Nubia
 1. Geography
 2. Rulers
 3. Religion
 4. Cultures

- C. Ancient Greece
 - 1. Geography
 - 2. Development of democracy
 - 3. accomplishments
 - 4. Daily Life
 - 5. Athens/Sparta
 - 6. Spread of culture

- D. Ancient Rome
 - 1. History
 - 2. Government
 - 3. Economic System
 - 4. Accomplishments
 - 5. Daily Life
 - 6. Religion
 - 7. Rise and fall of the Roman Empire

- E. Ancient India
 - 1. The Indus and Ganges River Valleys
 - 2. The Beginnings of Hinduism
 - 3. The Beginnings of Buddhism
 - 4. The Golden Age

- F. Ancient China
 - 1. Geography
 - 2. Confucius
 - 3. Economic System
 - 4. Achievements of Ancient China

- G. Geography of the Eastern Hemisphere
 - 1. East Asia, South East Asia
 - 2. North Africa and the Middle East
 - 3. Africa, South of the Sahara
 - 4. Australia and the Islands of the Pacific

- H. Central themes applied to each region studied
 - 1. Location
 - 2. Land and climate
 - 3. Resources and the economy
 - 4. Culture
 - 5. Government
 - 6. Major regional issues

III. **ACTIVITIES AND MATERIALS**

- A. Text: World Explorer: The Ancient World. Prentice Hall 1998.
Geography: The World and Its People, Vol. 2
- B. Various supplemental texts and materials
- C. Class Work
 - 1. Lectures, discussion, note taking, audio-visual materials, map work, and regular tests and quizzes will be utilized.
 - 2. Basic reading, writing, spelling, vocabulary, chart, graph and map reading skills will be stressed.
 - 3. Opportunities will be provided to reinforce writing skills through homework assignments, class work activities, reports and projects by writing in complete sentences, and by using correct spelling and punctuation. Assignments, homework, quizzes and tests will be graded and reviewed by teachers and pupils.

IV. **EVALUATION**

- A. Students will write for a specific purpose, using complete, grammatically correct sentences with proper spelling and punctuation.
- B. Students will work cooperatively with others to accomplish a task.
- C. Students will appreciate how good work habits such as dependability, promptness, appropriate attitudes and getting along with others are necessary for success.
- D. Students will discover the career opportunities available in the social science area.
- E. Students will bring needed materials to class and be ready to work.
- F. Students will complete class and homework assignments on time.
- G. Students will participate in class.
- H. Students will prepare adequately for successful completion of projects, quizzes, tests, and a final exam.
- I. The final grade represents the teacher's professional judgment of the student's performance. All of the aforementioned activities and/or requirements are included in the evaluation process.

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