

# Hilliard Station Sixth Grade Social Studies Curriculum

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.

**Ohio's Academic Content Standards in Social Studies are made up of four strands.**

- History
- Geography
- Government
- Economics

**Program Expectations: Students will...**

- Apply the conventions of B.C. and A.D. (or B.C.E. and C.E.) to arrange and analyze events in chronological order on single and multiple-tier timelines.
- Evaluate the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia.
- Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.
- Understand how cultural perspective or bias information is communicated using multiple geographic tools.
- Use latitude and longitude coordinates to identify absolute location.
- Use data related to landform, climate, population and cultural and economic characteristics to describe, classify and compare regions within the Eastern Hemisphere.
- Explain how variations among physical environments in the Eastern Hemisphere influence human activities there.
- Explain how the activities of humans have altered the physical environment of the Eastern Hemisphere.
- Analyze the impact of political, environmental, social and economic factors on the movement of people, products and ideas in the Eastern Hemisphere.
- 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.
- Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.
- Examine a variety of sources for accuracy.
- Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy.
- Understand that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.
- Compare economic data sets to identify relationships and draw conclusions.
- Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choices differently.
- Explain how individuals and societies answer the fundamental questions for economics.
- Explain how specialization leads to global trade.
- Explain how supply, demand and competition interact to determine price.
- Explain how supply, demand and competition interact to influence quantities of inputs and outputs.
- Explain how individuals compare price and quality when selecting goods and services to buy.

**Social Studies Program/Texts:**

**History Alive-** a hands-on, interactive approach to learning the social studies curriculum. Students will use a pocket pronged folder (I.S. N.) to gather and keep information learned and used in class. Information is student-created and teacher-produced. History Alive textbooks will also be utilized in the classroom to support student learning.

**Prentice Hall-**1) *Ancient World* ; 2) *Medieval Times to Today*

These textbooks will be used occasionally **in class** as a support to material learned in class. You will not see this textbook at home, only because a class set is available for students to use in the classroom.