

Saddlebrook Preparatory School
Social Studies Curriculum
Grade 6

A. Major Concepts/Content

The purpose of this curriculum is to ensure that students understand concepts related to

- time, continuity, and change [History];
- people, places, and environments [Geography];
- government and the citizens [Civics and Government];
- production, distribution, and consumption [Economics].

B. Course Requirements

These requirements include the Benchmarks from the Sunshine State Standards most relevant to sixth grade. After successfully completing this grade, the student will be able to demonstrate an understanding to include the following:

Strand A: Time, Continuity, and Change [History]

- understands that historical events are subject to different interpretations.
- understands chronology (construction of and labeling of time lines).
- distinguishes between fact and opinion.
- distinguishes between primary and secondary sources of information.
- interprets data from charts, tables, and graphs.
- understands ways language, ideas, and institutions of one culture can influence other cultures (trade, religions in the Eastern Hemisphere).
- knows ways major historical developments have influenced selected groups over time (rise and spread of the Muslim religion).
- understands ways technological factors have influenced selected groups over time (agriculture in the Eastern Hemisphere).
- understands ways geographical factors have influenced selected groups (development of Tibetan civilization in the Himalayan Mountains).
- knows major events that shaped the development of various cultures (development and spread of major religions).
- knows examples of significant achievements in art and architecture (Chinese and Japanese ink drawing, temple complexes in Southeast Asia).
- knows roles of political, economic, and social institutions in the development of selected civilizations (caste system in India).
- understands ways in which cultural characteristics have been transmitted from one society to another (through art, architecture, language, other artifacts).
- understands selected historical events that have shaped the development of selected cultures (the spread of Communism in Asia).
- knows ways geographical factors have influenced selected cultures (Great Wall of China, major river systems in the Eastern Hemisphere).
- knows aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance (Mao Ze-dong, Ghandi, Mother Teresa).

B. Course Requirements

- understands selected aspects of political, economic, and social institutions in selected cultures in Eastern civilizations (governments, social traditions and customs, economic systems, religious institutions).

Strand B: People, Places, and Environments (Geography)

- knows various map forms and other geographic representations (maps, globes, aerial photographs, satellite-produced images).
- uses various map forms to acquire information (location, distance, direction, scale, symbol).
- uses various map forms to process and report geographic information (patterns of land use, connections between places, patterns and processes of migration and diffusion).
- develops and uses mental maps of selected regions (from memory the student identifies the continent on which a country is located).
- understands that people create social, political, and economic geographic divisions of the Earth's surface (national borders).
- knows selected social, political, and economic divisions in selected regions (national borders in the Eastern Hemisphere).
- understands ways judgments about cultural characteristics and degree of technological development influence perception of places and regions ("third-world country").
- knows ways in which the spatial organization of a society changes over time (urban sprawl as a result of industrialization).
- knows physical and human criteria used to define regions (hemispheres, mountains, deserts, countries, city boundaries, school districts).
- understands spatial aspects of communication and transportation systems in selected regions (time required to travel and communicate over distances reduced by technological developments).
- knows examples of migration patterns and processes in selected regions.
- knows ways physical and human characteristics of selected regions have changed over time (volcanic activity, development of cities).
- understands ways various cultures use similar resources and environments (differing methods of irrigation).
- understands the various geographic factors that may divide or unite a country (mountains, rivers, valleys).
- understands environmental consequences of people changing the physical environment in selected regions (deforestation).
- knows examples of human systems that have been developed in response to opportunities afforded by the environment (settlements in valleys, transportation on waterways).
- knows patterns of resource distribution and use in selected regions (distribution of arable land).

Strand C: Government and the Citizens [Civics and Government]

- understands ways current issues affect political, social, and economic systems in selected regions.

Strand D. Production, Distribution, and Consumption [Economics]

- understands elements of basic economic systems commonly found in selected regions (tradition-based and command economies in the Eastern Hemisphere).