

# Course Syllabus

## Social Studies, Grade 6

Social Studies Preview, Review  
Guardian Angels School

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In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

In sixth grade, students begin their study of world history and learn about people and places of ancient times. Course instruction focuses on early communities and civilizations, empires and dynasties, and emerging societies. Students also learn about geographical concepts and types of government that pertain to world history. Various technological developments, such as transportation, written communication, weapons technology, and health and science contributions, are also covered in this course. Sixth graders should be provided opportunities to repeatedly use data interpretation and map skills, as well as historical analysis.

### Ancient Era (1000 BCE - 300 CE)

The Ancient Era World History unit includes the social, cultural, and political aspects of societies and civilizations that existed from 1000 BCE to 300 CE.

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- The learner will be able to recognize major religions of the Ancient Era.
- The learner will be able to demonstrate an understanding of Judaism as a major religion.
- The learner will be able to demonstrate an understanding of Buddhism as a major religion.
- The learner will be able to identify Alexander the Great as a significant king of the Greek city-state of Macedonia.
- The learner will be able to demonstrate an understanding of Greek city-states' political structure.
- The learner will be able to demonstrate an understanding of Greek city-states' social structure.
- The learner will be able to demonstrate an understanding of the political organization of Athenian society.
- The learner will be able to examine the advantages and disadvantages of systems of government in the Greek city-states.
- The learner will be able to understand the commercial importance of the trans-Eurasian "silk roads" to the Roman Empire.
- The learner will be able to understand the cultural importance of the trans-Eurasian "silk roads" to the Roman Empire.
- The learner will be able to examine the reasons for Rome's transformation from Republic to Empire.
- The learner will be able to demonstrate knowledge of how China became unified under the early imperial dynasties.
- The learner will be able to understand the commercial importance of the trans-Eurasian "silk roads" to the Han Dynasty.
- The learner will be able to understand the cultural importance of the trans-Eurasian "silk roads" to the Han Dynasty.
- The learner will be able to identify Cyrus the Great as a significant Persian king.
- The learner will be able to demonstrate an understanding of the Persian Empire's conflicts with the Greeks.
- The learner will be able to demonstrate knowledge of cultural developments in India during the Gangetic states and the Mauryan Empire.
- The learner will be able to demonstrate knowledge of religious developments in India during the Gangetic states and the Mauryan Empire.

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- The learner will be able to identify key components of the Confucian religion.
- The learner will be able to discuss the basic teachings of Christianity.
- The learner will be able to examine the spread of Christianity throughout the Roman Empire.
- The learner will be able to identify characteristics of ancient Sparta.
- The learner will be able to analyze the culture of Sparta.
- The learner will be able to examine Alexander the Great's rise to power.
- The learner will be able to determine the reasons for Alexander the Great's empire being broken into successor kingdoms.
- The learner will be able to demonstrate knowledge of social classes in Greek city-states, such as Athens, Corinth, Sparta, and/or Thebes.
- The learner will be able to examine the long-term impact of the Persian Wars upon Greece.
- The learner will be able to examine the ideological effect of the Han Dynasty on the development of the imperial bureaucratic state and expansion of the empire.
- The learner will be able to examine the political effect of the Han Dynasty on the development of the imperial bureaucratic state and expansion of the empire.
- The learner will be able to describe the expansion of the Mauryan Empire in the context of rivalries among Indian states.

### Cultural Perspective

The Cultural Perspective unit includes communities, diversity, fine arts, humanities, folklore, holidays, media, and religious and social issues.

- The learner will be able to recognize common factors among different cultures.

- The learner will be able to compare different cultural groups.
- The learner will be able to understand how art reflects the culture and values of a group of people.
- The learner will be able to demonstrate an understanding that gods and goddesses in Greek mythology represent non-human entities.
- The learner will be able to demonstrate an understanding of the interactions between gods/goddesses and humans in Greek mythology.
- The learner will be able to compare and contrast Classical and modern Greek architecture.

### Economics

The Economics unit includes core concepts, such as supply and demand, goods and services, income, and employment, as well as United States and world economies.

- The learner will be able to associate sales, expenses, and profits.
- The learner will be able to define opportunity cost as what someone gives up in order to get something.
- The learner will be able to analyze economic choices.
- The learner will be able to associate a country with its economic resources.

### Geography

The Geography unit includes United States and world geography, map and globe skills, Earth characteristics, and geographic tools and concepts.

- The learner will be able to examine the uses of renewable physical resources.
- The learner will be able to examine the uses of nonrenewable physical resources.
- The learner will be able to read a map.
- The learner will be able to apply various map scales.

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- The learner will be able to utilize a time zone map.
- The learner will be able to interpret the data presented on a population growth graph.
- The learner will be able to analyze the difference in populations among the continents.

### Historical Perspective

The Historical Perspective unit includes data interpretation, awareness and analysis skills, and the concepts of time, change, and continuity.

- The learner will be able to determine time-frames of historical events before the Common Era (BCE).
  - The learner will be able to determine time-frames of historical events in the Common Era (CE).
  - The learner will be able to understand that individuals, ideas, and/or events have influenced historical outcomes.
  - The learner will be able to define civilization.
  - The learner will be able to identify historical figures and their accomplishments.
  - The learner will be able to distinguish between fact and fiction using historical resources.
  - The learner will be able to analyze a quote.
  - The learner will be able to interpret historical information presented on a graph or chart.
  - The learner will be able to make predictions based on information presented in a graph or chart.
- The learner will be able to demonstrate knowledge of what archaeological evidence indicates about the cultural conditions of agricultural communities.
  - The learner will be able to define characteristics of hunter-gatherer communities.
  - The learner will be able to describe the nomadic life of early hunter-gatherer communities, such as the Cro-Magnons.
  - The learner will be able to demonstrate knowledge of social characteristics of hunter-gatherer communities in different continental regions.
  - The learner will be able to demonstrate knowledge of cultural characteristics of hunter-gatherer communities in different continental regions.
  - The learner will be able to compare and contrast the similarities and differences between hunter-gatherer communities in Africa, Eurasia, and the Americas.
  - The learner will be able to describe theories on how hunter-gatherer communities may have communicated with others.
  - The learner will be able to describe theories on how hunter-gatherer communities may have recorded past events.
  - The learner will be able to define characteristics of agricultural communities.
  - The learner will be able to understand how the availability of plants and animals affected settlement patterns of agricultural communities.
  - The learner will be able to demonstrate knowledge of economic characteristics of agricultural communities in different regions.
  - The learner will be able to demonstrate knowledge of cultural characteristics of agricultural communities in different regions.
  - The learner will be able to describe characteristics of the Assyrian Empire.

### Prehistoric/Early Civilizations

The Prehistoric and Early Civilizations World History unit includes the social, cultural, and political aspects of communities and civilizations that existed prior to 1000 BCE.

- The learner will be able to demonstrate knowledge of what archaeological evidence indicates about the social conditions of agricultural communities.

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- The learner will be able to describe characteristics of the Babylonian Empire.
- The learner will be able to identify the Hittite Empire as one of the many empires that rose and fell in Mesopotamia from about 2000 BCE on.
- The learner will be able to understand characteristics of written communication in Mesopotamia.
- The learner will be able to observe how the development of tools affected Chinese civilization during 3000-2000 BCE.
- The learner will be able to compare characteristics of early Chinese civilization to those of Mesopotamia and the Indus Valley.
- The learner will be able to identify characteristics of an ancient culture.
- The learner will be able to recognize the locations of early civilizations.
- The learner will be able to identify the skills of ancient people.
- The learner will be able to associate terms with early civilizations.
- The learner will be able to understand the contributions of ancient Egypt.
- The learner will be able to understand characteristics of written communication in Egypt.
- The learner will be able to understand characteristics of written communication in the Indus Valley.
- The learner will be able to list possible reasons for the disappearance of Indus cities, such as Mohenjo Daro, during 2000 BCE.
- The learner will be able to demonstrate an understanding of how the chariot affected transportation.
- The learner will be able to identify Spanish and Portuguese technological innovations in shipbuilding during the 15th-16th centuries.
- The learner will be able to recognize ancient forms of writing, such as hieroglyphics.
- The learner will be able to recognize the effect of ancient writings.
- The learner will be able to analyze the impact of the invention of paper on various societies.
- The learner will be able to recognize the contributions of important inventors.
- The learner will be able to understand why bronze weapons were a technological achievement superior to stone weapons.
- The learner will be able to analyze changes in the ancient era due to iron weapons.
- The learner will be able to analyze changes in early civilizations due to the bow and arrow.
- The learner will be able to demonstrate an understanding of how the chariot affected warfare.
- The learner will be able to examine the impact of gunpowder in changing European warfare.
- The learner will be able to name the scientific contributions of the Hellenistic society.
- The learner will be able to associate changes in technology with social change.
- The learner will be able to analyze changes in the ancient era due to iron tools.
- The learner will be able to analyze changes in early civilizations due to pottery.
- The learner will be able to analyze changes in early civilizations due to the plow.

### Technological Developments

The Technological Developments unit includes historical achievements in the areas of communication, math, science, transportation, and technological inventions.

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### Culture

- The learner will be able to analyze reasons for the decline of the Han Empire.
- The learner will be able to demonstrate knowledge of the growth of Buddhism in Southeast Asia during the first millennium CE.

### Early Common Era (300 - 1450)

The Early Common Era World History unit includes the social, cultural, and political aspects of societies, civilizations, and empires that existed from 300 to 1450 CE.

- The learner will be able to describe the rise of population centers in towns of the East African coastal region.
- The learner will be able to explain the various religious, cultural, and geographic factors that affected the ability of the Muslim government to rule.
- The learner will be able to examine the spread of Islam during the 11th and 12th centuries when Turkic migration from Turkestan into Southwest Asia and India forced the retreat of Byzantium and Greek Christian civilization.
- The learner will be able to discuss the basic teachings and/or practices of Islam.
- The learner will be able to comprehend the growth of Buddhism beyond its land of origin.
- The learner will be able to describe the changes in Confucianism between the 10th and 13th centuries.
- The learner will be able to analyze the changes in Confucianism between the 10th and 13th centuries.

### religion

- The learner will be able to demonstrate knowledge of the growth of Hinduism in Southeast Asia during the first millennium CE.

### Writing

- The learner will be able to describe key arguments on the necessity of government.

### religion

- The learner will be able to explain the life of Muhammad.
- The learner will be able to discuss the basic teachings and/or practices of Islam.
- The learner will be able to discuss the basic teachings of Hinduism.
- The learner will be able to demonstrate knowledge of the decline of the Roman Empire.

### Speaking

- The learner will be able to provide a definition for the term "government".
- The learner will be able to identify characteristics of unlimited types of government.

### Study and Research Skills

- The learner will be able to provide a definition for the term "civic life".

### Writing

- The learner will be able to describe the different purposes constitutions serve.