

# 6th Grade Social Studies Curriculum: World History and Civics

	Units taught	Topics	Skills
August	<b>Topic 1: Origins of Civilization</b>  <b>Topic 13: Civilizations of the Americas</b>	<ul style="list-style-type: none"> <li>• simple/complex cultures</li> <li>• migration</li> <li>• Rise of Civilizations</li> <li>• </li> <li>• Maya</li> <li>• Aztecs</li> <li>• Incas</li> <li>• NA cultures</li> </ul>	Continents, oceans  latitude and longitude, locational technology, parts of a map, physical maps
September	<b>Topic 6: Ancient Greece</b>  <b>Topic 7: The Roman Republic</b>	Influence, geographical, historical, economic, political, and cultural relationships. <ul style="list-style-type: none"> <li>• Oligarchy in Sparta</li> <li>• Economic expansion</li> <li>• Warfare</li> <li>• arts/beliefs/learning</li> <li>• Alexander/Hellenistic world</li> </ul>	relevant/irrelevant info  Different points of view  Interpretation:  Economic performance Sequence, correlation
October	<b>Topic 8: The Roman Byzantine Empires</b> <ul style="list-style-type: none"> <li>• </li> </ul>	Influence, geographical, historical, economic, political, and cultural relationships <ul style="list-style-type: none"> <li>• Decline and fall of Rome</li> </ul>	Identify central issues and problems  Detect changing patterns

		<ul style="list-style-type: none"> <li>• Origins/beliefs of Christianity</li> <li>• Byzantine empire rises</li> </ul>	
November	<b>Topics 9/10: Medieval Christendom / Struggles in Medieval Europe</b>	<p>Influence, geographical, historical, economic, political, and cultural relationships</p> <ul style="list-style-type: none"> <li>• Early middle ages</li> <li>• Feudalism</li> <li>• Medieval culture/ church</li> <li>• conflict : Popes/Monarchs</li> <li>• England takes shape</li> <li>• Crusades</li> <li>• Reconquista</li> <li>• Decline of medieval society</li> </ul>	<p>Relate events in time</p> <p>Identify physical/cultural features</p> <p>Compare points of view</p>
December	<b>Topic 15: The Renaissance &amp; Reformation</b>  <b>Topic 17: Absolutism and Enlightenment</b>  <b>1st semester final exam</b>	<p>Influence, geographical, historical, economic, political, and cultural relationships</p> <ul style="list-style-type: none"> <li>• Arts and literature</li> <li>• Reaction to Reformation</li> <li>• Protestant Reformation</li> <li>• Scientific Revolution</li> <li>• Absolute Monarchy</li> <li>• Absolutism</li> <li>• Parliament</li> <li>• Enlightenment</li> <li>• </li> </ul>	<p>Sequence, cause, correlation</p> <p>Historical points of view</p> <p>Draw sound conclusions from sources</p>

January	<p><b>Topic 18: A Revolutionary Era</b></p> <p><b>Topic 19: The Modern World</b></p> <p><b>Remainder of Second semester: CIVICS curriculum:</b></p> <ul style="list-style-type: none"> <li>• Foundations of government</li> </ul>	<p>Influence, geographical, historical, economic, political, and cultural relationships</p> <ul style="list-style-type: none"> <li>• American Revolution</li> <li>• Declaration of Independence</li> <li>• French Revolution</li> <li>• Nationalism</li> <li>• Industrial Revolution</li> <li>• Imperialism</li> <li>• WW1/ Russian Revolution</li> <li>• Depression/Totalitarianism</li> <li>• WWII</li> <li>• Cold War</li> <li>• Middle East</li> </ul> <ul style="list-style-type: none"> <li>• Ancient governments</li> <li>• Rise of democracy</li> <li>• Magna Carta</li> <li>• Petition of Rights</li> <li>• English Bill of Rights</li> <li>• U.S. government</li> <li>• Preamble</li> <li>• U.S. Constitution</li> <li>• Patriotism</li> </ul>	<p>Compare points of view</p> <p>Cost-benefit analysis</p>
February	<p><b>CIVICS:</b></p> <ul style="list-style-type: none"> <li>• Government foundations (cont'd)</li> </ul>	<ul style="list-style-type: none"> <li>• Limited govt</li> <li>• Branches of govt.</li> <li>• Due Process</li> <li>• Constitutional Rights</li> <li>• Supreme Court Cases</li> <li>• Federalism</li> <li>• Republic</li> <li>• Congress</li> </ul>	

March	<b>CIVICS:</b> <ul style="list-style-type: none"> <li>• State government foundations /</li> <li>• Role of citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Indiana Constitution</li> <li>• Freedom of Speech</li> <li>• Freedom of Press</li> <li>• Articles of state constitution</li> <li>• Local elections</li> <li>• Right to Vote -registration</li> <li>• Local candidates</li> <li>• Indiana municipalities</li> <li>• Civic virtue</li> <li>• Citizen participation in govt</li> </ul>	
April	<b>CIVICS:</b> Functions of Government	<ul style="list-style-type: none"> <li>• Elections</li> <li>• Offices</li> <li>• state/local governments</li> <li>• Presidential election</li> <li>• Electoral college</li> </ul>	
May	<b>CIVICS:</b> end of year project	<b>election/constitution project</b>	

Standard 1: History • Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2: Civics and Government • Students will compare and contrast forms of government in different historical periods, with contemporary political structures of Europe and the Americas, and examine the rights and responsibilities of individuals in different political systems.

Standard 3: Geography • Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

Standard 4: Economics • Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

Students in sixth grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for sixth grade students include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, respect for others, while exploring topics, 6th grade concepts including rights and duties of citizenship.