



# Sixth Grade: Social Studies

## **THEME: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE**

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.

### **History:** Historical Thinking and Skills. Early Civilizations.

Ohio Learning Standard	New Albany Learning Targets
6.1: Multiple tier timelines can be used to show relationships among events and places.	<ul style="list-style-type: none"><li>I can figure out how places and events are related by using multiple-tier timelines.</li></ul>
6.2: Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	<ul style="list-style-type: none"><li>I can tell you about early civilizations (India, Egypt, China, Mesopotamia). I can explain their governments, economic systems, social structures, religions, technologies, agricultural practices, and products. I can use what I have learned to help me understand today's Eastern Hemisphere.</li></ul>

## Geography: Spatial Thinking and Skills. Places and Regions. Human Systems.

Ohio Learning Standard	New Albany Learning Targets
6.3: Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	<ul style="list-style-type: none"> <li>I can tell you how geographic tools are used to gather, process, and report information about people, places, and environments. I can tell you that cartographers choose which information to include and how it will look.</li> </ul>
6.4: Latitude and longitude can be used to identify absolute location.	<ul style="list-style-type: none"> <li>I can tell you how latitude and longitude are used to identify absolute location.</li> </ul>
6.5: Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	<ul style="list-style-type: none"> <li>I can tell you how regions are determined, classified, and compared using data related to landforms, climate, population, and cultural and economic characteristics.</li> </ul>
6.6: The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.	<ul style="list-style-type: none"> <li>I can explain that there are different physical environments in the Eastern Hemisphere. I know that people use and change their environments.</li> </ul>
6.7: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	<ul style="list-style-type: none"> <li>I can describe the political, environmental, social, and economic factors that make people, goods, and ideas move from one place to another in the Eastern Hemisphere.</li> </ul>
6.8: Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.	<ul style="list-style-type: none"> <li>I can talk about the way agricultural practices and products, technology, cultural practices, and major religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) influenced the Eastern Hemisphere.</li> </ul>

## Government: Civic participation and skills. Roles and Systems of Government.

Ohio Learning Standard	New Albany Learning Targets
6.9: Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.	<ul style="list-style-type: none"><li>I can explain that there are different points of view that come from a variety of sources. I know that these sources can be used as evidence to make and defend a claim. I know that sources should be looked at closely to make sure they are accurate and credible.</li></ul>
6.10: Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	<ul style="list-style-type: none"><li>I can talk about different categories of governments, such as monarchies, theocracies, dictatorships, and democracies. I know that a government's category may not reflect the way the government works in real life. I know that different governments allow citizens different levels of rights and responsibilities.</li></ul>

**Economics: Economic Decision Making and Skills. Scarcity. Markets. Financial Literacy.**

Ohio Learning Standard	New Albany Learning Targets
6.11: Economists compare data sets to draw conclusions about relationships among them.	<ul style="list-style-type: none"> <li>I can talk about how economists compare and draw conclusions about data.</li> </ul>
6.12: The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	<ul style="list-style-type: none"> <li>I can talk about the choices people and governments make. I know that choices have immediate and long-term consequences. I know that the evaluation of choices may differ across individuals and societies.</li> </ul>
6.13: The fundamental questions of economics include what to produce, how to produce and for whom to produce.	<ul style="list-style-type: none"> <li>I can tell you that there are three main questions in economics: what to produce, how to produce, and for whom to produce.</li> </ul>
6.14: When regions and/or countries specialize, global trade occurs.	<ul style="list-style-type: none"> <li>I can explain that when regions and/or countries concentrate in a certain area, this results in global trade.</li> </ul>
6.15: The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.	<ul style="list-style-type: none"> <li>I can tell you about how the relationship between supply and demand is influenced by competition and determines the price of a good or service. I know that the interaction between supply and demand also determines how much of a resource is produced and what resources are used to produce it.</li> </ul>
6.16: When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.	<ul style="list-style-type: none"> <li>I can tell you how consumers weigh the costs and benefits of items they want to buy. I know that consumers can compare the price and quality of goods and services to help them make their choices.</li> </ul>