

Sixth Grade

<u>Social Studies</u>	
Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	<ul style="list-style-type: none"> • Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy
	<ul style="list-style-type: none"> • Define the following: <ul style="list-style-type: none"> ○ limited government ○ rule of law ○ majority rule ○ minority rights
Knowledge of continuity and change in the history of Missouri, the United States and the world	
	<ul style="list-style-type: none"> • Examine river civilizations including: <ul style="list-style-type: none"> ○ Ancient Egypt in North Africa (pyramids and mathematics) ○ India (religions and culture) ○ Mesopotamia (beginnings of civilization) ○ China (technological advances)
	<ul style="list-style-type: none"> • Distinguish between Greek civilization and the Roman Empire regarding: <ul style="list-style-type: none"> ○ origins of democracy ○ rule of law ○ governmental structures
	<ul style="list-style-type: none"> • Investigate Europe in the Middle Ages, including: <ul style="list-style-type: none"> ○ rise of kingdoms ○ feudalism ○ the Crusades
	<ul style="list-style-type: none"> • Investigate Feudal Japan, including: <ul style="list-style-type: none"> ○ rise of war lords ○ art
	<ul style="list-style-type: none"> • Examine and compare the Mayan, Aztec and Incan cultures
	<ul style="list-style-type: none"> • Investigate African Empires, including: <ul style="list-style-type: none"> ○ agriculture, arts, gold production and the trans-Saharan caravan trade ○ spread of Islam into Africa
Knowledge of principles and processes of governance systems	

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	<ul style="list-style-type: none"> • Define limited and unlimited governments (i.e., democratic and authoritarian governments) and how people's lives vary under these systems
Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
	<ul style="list-style-type: none"> • Apply the following economic concepts: <ul style="list-style-type: none"> ○ scarcity ○ supply and demand ○ specialization of regions, nations and individuals (trade) ○ trade-offs (opportunity cost) ○ income, wealth and sources of wealth
	<ul style="list-style-type: none"> • Interpret the past, explain the present and predict future consequences of economic decisions
	<ul style="list-style-type: none"> • Identify the consequences of personal and public economic decisions
Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment	
	<ul style="list-style-type: none"> • Use geographic research sources to acquire and process information to answer questions and solve problems • Construct maps
	<ul style="list-style-type: none"> • Locate major cities and nations of the world • Locate the world's continents, oceans and major topographic features • Locate and describe geographic places, using absolute and relative location
	<ul style="list-style-type: none"> • Describe physical characteristics, such as climate, topography, relationship to water and ecosystems • Describe human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
	<ul style="list-style-type: none"> • Describe major patterns of population distribution, demographics and migrations in the world and the impact of these patterns on cultures and community life

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	<ul style="list-style-type: none"> • Identify world-wide patterns of resource distribution • Identify how technology and culture influence resource use • Identify environmental consequences of how people use resources • Identify the effect of natural forces upon human activities
	<ul style="list-style-type: none"> • Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources
	<ul style="list-style-type: none"> • Compare regions and predict how human life in one region in the world would differ from that in another
	<ul style="list-style-type: none"> • Use geography to interpret the past, explain the present and plan for the future
Knowledge of relationships of the individual and groups to institutions and cultural traditions	
	<ul style="list-style-type: none"> • Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in other cultures
	<ul style="list-style-type: none"> • Describe how cultural traditions, human actions and institutions affect people's behavior
	<ul style="list-style-type: none"> • Identify how personal and group experiences influence people's perceptions and judgments of events
	<ul style="list-style-type: none"> • Describe how ideas, concepts and traditions have changed over time
Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
	<ul style="list-style-type: none"> • Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
	<ul style="list-style-type: none"> • Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
	<ul style="list-style-type: none"> • Create maps, graphs, timelines, charts and diagrams to communicate information
	<ul style="list-style-type: none"> • Use technological tools for research and

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	presentation
	<ul style="list-style-type: none">• Distinguish between fact and opinion and recognize bias and points of view
	<ul style="list-style-type: none">• Identify, research and defend a point of view/position