

## 6<sup>th</sup> Grade Social Studies Curriculum

Eastern Hemisphere

### Grade Level Goal

Using the content of the State of Michigan standards and Catholic Social Teachings, students in the fifth grade learn significant social studies concepts about the Eastern Hemisphere. Building on prior knowledge, students explore the geography, ancient history, economics, culture, government and civics of the various countries of the Eastern Hemisphere. The fifth grade content expectations prepare students to broaden their global views.

September

Unit Title	<b>Physical Geography of Europe</b>
Big Ideas	The physical features of Europe, including bodies of water, landforms, climate, vegetation, natural resources and agriculture.
Essential Questions	<ul style="list-style-type: none"> <li>• Where is Europe?</li> <li>• What are the physical features of Europe?</li> <li>• What are the patterns of settlement in Europe?</li> <li>• How does the physical geography affect the way people live in Europe?</li> <li>• What are the environmental concerns and challenges of Europe?</li> <li>• How have the physical features contributed to the development of agriculture in Europe?</li> </ul>
Skills/Concepts	<ul style="list-style-type: none"> <li>✓ Locate Europe on a map of the world.</li> <li>✓ Label the countries, capitals and regions of Europe.</li> <li>✓ Label the important physical features of Europe.</li> <li>✓ Discuss various reasons for settlement patterns in Europe.</li> <li>✓ Explain the effects of human systems on the physical features of Europe.</li> </ul>
Catholic Social Teaching (CST)	Care of God's Creation
GLCE	G1, G2, G3,G4.3, G5, W1

October-November

Unit Title	<b>Ancient History of Europe Beginnings to AD 300</b>
Big Ideas	The roots of democracy are found in Ancient Greece and Rome.
Essential Questions	<ul style="list-style-type: none"> <li>• Where were Ancient Greece and Rome?</li> <li>• Who were the important people to each culture, i.e. leaders, philosophers, etc?</li> <li>• Who were the people of Ancient Greece and Rome in terms of religion, customs, language, and culture?</li> <li>• What were the forms of government? (i.e. city-state, republic, empire)</li> <li>• What was the economy of Ancient Greece and Rome?</li> <li>• What was the impact of wars upon the peoples, government an economy?</li> </ul>
Skills/Concepts	<ul style="list-style-type: none"> <li>✓ Label maps of Ancient Greece.</li> <li>✓ Create and compare maps of Ancient Rome from a republic to an empire.</li> <li>✓ Describe the beliefs of the religions.</li> <li>✓ Compare and contrast the variety of government types focusing on the birth of Democracy.</li> <li>✓ Use a graphic organizer to compare and contrast the socio-economic groups in Ancient Greece and Rome.</li> <li>✓ Compare and contrast Ancient Greek and Roman language to our language.</li> <li>✓ Chart the various economic activities of each ancient civilization.</li> <li>✓ Name an artistic achievement of the Ancient Greeks and Romans.</li> <li>✓ Examine the effects of war on Ancient Greece and Rome.</li> </ul>
Catholic Social Teaching (CST)	Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity
GLCE	H1,W2, W3, G4.1, G4.2,, G4.4, C1.1, C3.6, E2.3, E3.1, E3.3

December

Unit Title	<b>Physical Geography of Africa</b>
Big Ideas	The physical features of Africa, including bodies of water, landforms, climate, vegetation, natural resources, and agriculture.
Essential Questions	<ul style="list-style-type: none"> <li>• Where is Africa?</li> <li>• What are the physical features of Africa?</li> <li>• What are the patterns of settlement in Africa?</li> <li>• How does the physical geography affect the way people live in Africa?</li> <li>• What are the environmental concerns and challenges of Africa?</li> <li>• How have the physical features contributed to the development of agriculture in Africa?</li> </ul>
Skills/Concepts	<ul style="list-style-type: none"> <li>✓ Locate Africa on a map of the world.</li> <li>✓ Label the countries, capitals and regions of Africa.</li> <li>✓ Label the important physical features of Africa.</li> <li>✓ Discuss various reasons for settlement patterns in Africa.</li> <li>✓ Explain the effects of human systems on the physical features of Africa.</li> </ul>
Catholic Social Teaching (CST)	Care of God's Creation
GLCE	G1, G2, G3,G4.3, G5, W1

January-February

Unit Title	<b>Ancient History of Africa: Beginnings to AD 300</b>
Big Ideas	The ancient history of Africa stems in the Bantu Migration, Western African Kingdoms and Ancient Egypt.
Essential Questions	<ul style="list-style-type: none"> <li>• Where were the Ancient civilizations of Africa?</li> <li>• Who were the important people to each culture? (i.e. leaders, philosophers, etc)</li> <li>• Who were the people of Ancient Africa in terms of religion, customs, language, and culture?</li> <li>• What were the forms of government? (i.e. city-state, republic, empire)</li> <li>• What was the effect of the Bantu Migration on Africa?</li> <li>• What was the economy of Ancient Egypt?</li> <li>• What was the impact of wars upon the peoples, government an economy?</li> </ul>
Skills/Concepts	<ul style="list-style-type: none"> <li>✓ Label maps of Ancient Africa.</li> <li>✓ Describe the beliefs of the religions.</li> <li>✓ Compare and contrast the three kingdoms of Egypt.</li> <li>✓ Use a graphic organizer to compare and contrast the socio-economic groups in Ancient Egypt.</li> <li>✓ Review the languages of Bantu, Swahili, and Hieroglyphics.</li> <li>✓ Chart the various economic activities of each ancient civilization.</li> <li>✓ Name an artistic achievement of the Ancient Egyptians.</li> <li>✓ Examine the effects of war on Ancient Africa.</li> </ul>
Catholic Social Teaching (CST)	Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity,
GLCE	H1,W2, W3, G4.1, G4.2,, G4.4, C1.1, C3.6, E2.3, E3.1

March

Unit Title	<b>Physical Geography of Asia</b>
Big Ideas	The physical features of Asia, including bodies of water, landforms, climate, vegetation, natural resources and agriculture.
Essential Questions	<ul style="list-style-type: none"> <li>• Where is Asia?</li> <li>• What are the physical features of Asia?</li> <li>• What are the patterns of settlement in Asia?</li> <li>• How does the physical geography affect the way people live in Asia?</li> <li>• What are the environmental concerns and challenges of Asia?</li> <li>• How have the physical features contributed to the development of agriculture in Asia?</li> </ul>
Skills/Concepts	<ul style="list-style-type: none"> <li>✓ Locate Asia on a map of the world.</li> <li>✓ Label the countries, capitals and regions of Asia.</li> <li>✓ Label the important physical features of Asia.</li> <li>✓ Discuss various reasons for settlement patterns in Asia.</li> <li>✓ Explain the effects of human systems on the physical features of Asia.</li> </ul>
Catholic Social Teaching (CST)	Care of God's Creation
GLCE	G1, G2, G3,G4.3, G5, W1

March-April

Unit Title	<b>Ancient History of Asia Beginnings to AD 300</b>
Big Ideas	The impact of government, economy and culture of the ancient civilizations of Asia.
Essential Questions	<ul style="list-style-type: none"> <li>• Where were the ancient civilizations of Asia?</li> <li>• Who were the important people to each culture? (i.e. leaders, philosophers, etc)</li> <li>• Who were the people of Ancient Asia in terms of religion, customs, language, and culture?</li> <li>• What were the forms of government? ( i.e. city-state, republic, empire, dynasty)</li> <li>• What was the economy of Ancient Asia?</li> <li>• What was the impact of wars upon the peoples, government and economy?</li> </ul>
Skills/Concepts	<ul style="list-style-type: none"> <li>✓ Label maps of Ancient Asia.</li> <li>✓ Describe the beliefs of the religions including Christianity, Islam, Hinduism, Buddhism, and Confucianism.</li> <li>✓ Use a graphic organizer to compare and contrast the socio-economic groups in Ancient Asia.</li> <li>✓ Compare and contrast the various ancient languages.</li> <li>✓ Chart the various economic activities of each ancient civilization.</li> <li>✓ Name an artistic achievement of the various cultures of Ancient Asia.</li> <li>✓ Examine the effects of war on the ancient cultures.</li> </ul>
Catholic Social Teaching (CST)	Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity,
GLCE	H1,W2, W3, G4.1, G4.2,, G4.4, C1.1, C3.6, E2.3, E3.1, E3.3

May

Unit Title	<b>Global Issues Past and Present</b>
Big Ideas	The global issues over time and place that involve the Eastern Hemisphere are assessed.
Essential Questions	<ul style="list-style-type: none"> <li>• In what ways do nations, including the U.S., cooperate to resolve international issues?</li> <li>• What are the relationships between civic life, politics, and government?</li> <li>• What are some Global Organizations and their purposes? (i.e. NATO, OPEC, EU, UN)</li> <li>• What are the patterns and networks of economic interdependence?</li> <li>• What tensions have escalated as a result of cultural diversity, and how these issues impacted the people? (i.e. Darfur, Iraq, China)</li> <li>• How do citizens voice their views in matters of public policy?</li> </ul>
Skills/Concepts	<ul style="list-style-type: none"> <li>✓ Compare and contrast current global issues nations face today with past issues.</li> <li>✓ Describe the efforts by nations to resolve these issues.</li> <li>✓ Evaluate the effects of a global issue on the population, natural resources, and economy of a country. (i.e. deforestation, oil, global warming, war, migration)</li> <li>✓ Name Global Organizations and how they monitor current issues.</li> <li>✓ Name appropriate ways citizens show their views in matters of public policy. (i.e. petitions, strikes, protests)</li> </ul>
Catholic Social Teaching	Life and Dignity of the Human person, Call to Family, Community and Participation, Rights and Responsibilities, Options for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity, Care for God's Creation
GLCE	G6.1, E1.1, C4.3, C1.1 E3.1, P4.2, P3.1