

SOCIAL STUDIES UNIT OUTLINES - SIXTH GRADE

In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

The following pages provide unit outlines to help you organize a world geography and ancient world history course around the required state standards. As with the other grade levels, these suggested unit outlines are framed along two dimensions: chronological era and major developments or themes. Civics, economics, geography, and social studies skills are embedded in this framework. They start with possible essential and guiding questions to help frame the unit. The sample guiding questions focus on the specific issues that connect with the particular era, developments, or themes. The sample essential questions are meant to remind us of how the themes and eras addressed in a particular unit relate to timeless important issues and concepts. Please note that while the GLEs (in bold) are required, the examples are merely suggestions. Since it would be impossible to address all of the important aspects of world geography and the ancient world in a way that promotes in-depth understanding, these examples are meant to provide some possible contexts in which to teach these standards. They are not meant to be followed like a recipe for a one-size-fits-all curriculum. Ultimately, it is up to teachers and administrators in each district to decide how to tailor this course and these examples to their students' and community's particular interests and needs. They will have to help decide which themes and developments in world history and geography students will examine deeply and which they will look at as points of comparison. By balancing depth and breadth, students will have the opportunity to gain enduring understandings that geography and ancient civilizations teach us about ourselves and our world. To help develop these enduring understandings, these unit outlines include recommended placement of several of the state's Classroom-Based Assessment models (CBAs). To see the full requirements of the CBAs referenced below, visit OSPI's social studies assessment web page.

Unit Outlines for Sixth Grade

1. World Geography
2. World- Ancient Civilizations (8000 BCE-600 CE)

Recommended CBAs: People on the Move, Why History?, **Enduring Cultures**, Meeting Needs and Wants

First Trimester: 9/11 Introduction to primary and secondary sources in understanding historical accounts. Constitution Day as a means to create classroom rules and expectations.

Themes of Geography, Prehistory, Fertile Crescent (current events).
(Narrative writing, Research process (works cited, explicit citations, evaluating resources))

Second Trimester: Greece, Mythology, Geography (Island Project)
(Descriptive writing, introduction to persuasive, continue expository)

Third Trimester: Rome, Enduring Cultures, Individual Research
(Persuasive writing, compare and contrast)