

# WHAT YOUR CHILD WILL LEARN IN 6th Grade



## **Research & Historical Thinking**

- Understand the vocabulary and skills needed for the further study of geography.
- Investigate the primary concept and tools geographers use to interpret the world around them.
- Gather data from multiple sources
- Identify the main idea in a source of historical information.
- Write short narratives and statements presenting ideas.
- Use the writing process (pre-writing, drafting, revising, editing, and publishing) to complete at least two (2) written responses. Non-fiction research reports are recommended.
- Read about and discuss current events.
- Explain causes and effects of various events.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.

## **Geography**

- Discuss the geography, major themes of history, culture, government, and economics of the Middle East with a focus on the early civilizations of Mesopotamia.
- Explore how geography influences the way people live, and how people adapt to their environment.
- Identify the five themes of geography.
- Use a world map to identify the continents and bodies of water, and use latitude & longitude to identify coordinates on a map.
- Explore the primary characteristics of early civilizations and identify the significance of geography in their development.

## Geography continued....

- Analyze the spatial organization of people, places, and environments on the Earth's surface.
- Identify, describe, and create geographic representations.

## Government & Economics

- Compare the different architectural structures, representative of different cultures, economies, governments, and religions, of both regions explored.
- Define the type of government we have in the US and will look at primary source materials, such as our nation's Preamble, to determine what we value.
- Define what it means to be a citizen and how the definition may change depending on the country and their political systems.
- Explore different governments in the world, which may include, but not limited to, the governments of Ancient China, Japan, Saudi Arabia, North Korea, Ireland, England and Canada to compare and contrast diverse government and economic systems.
- Discuss the term freedom and how it may be viewed differently around the world.

## Diversity

- Define culture and compare and contrast aspects common to all using personal histories and traditions.
- Explore the development of three major religions in the world.
- Investigate the natural resources, and the development of trade, migration, and ethnic/national identities.
- Understand the idea that Western culture differs by geographic region and individual countries.
- Explore ways to make our world more just and equitable. Students will choose relevant topics to research and present publicly.

