

**Bethlehem Lutheran School, Lakewood, CO**  
**Social Studies Curriculum (Geography and History) Grade 6**

*The social studies program involves each student in the learning process that blends knowledge of God as creator and sustainer of our world and knowledge of historic events and skills in geography. Students are enabled through knowledge to live as active, Christian citizens.*

**State Standard 1 Geography**

*Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.*

**Classroom objectives**

- 1.1 Describe significance of specific locations on the Earth's surface (longitude, latitude, Prime Meridian, Equator, International Date Line, Arctic and Antarctic circles, Tropic of Cancer and Capricorn)
- 1.2 Locate specific cities by latitude and longitude coordinates.
- 1.3 Identify hemispheres, oceans, continents, and time zones.
- 1.4 Read a variety of maps and special map reading skills connected with each map (scale and elevation, contour lines and color bands, map scale, relief maps, cardinal and intermediate directions).
- 1.5 Locate countries and their capitals.
- 1.6 Describe the shape of the Earth and how it moves (tilt, seasons, Equinox).
- 1.7 Explain map projections and the distortions that are caused (Mercator, Robinson, equal-area projections).
- 1.8 Use an atlas with a variety of maps and map symbols (e.g. weather/climate, political, physical, time period, population, vegetation).
- 1.9 Read and make date and time lines.
- 1.10 Explain the history of map making and the change from pictures to maps.

**State Standard 2 Geography**

*Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.*

**Classroom objectives**

- 2.1 Locate and discuss the great deserts of the world (hot and cold).
- 2.2 Demonstrate knowledge of the geography of the Middle East, in relation to its old civilizations, and the rise of important religions.
- 2.3 Demonstrate expanded knowledge of the geography of Ancient Greece and Rome, in relation to important events of antiquity.
- 2.4 Demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the time, the sociology of the time.
- 2.5 Describe and compare human characteristics of places.
- 2.6 Describe and compare the physical characteristics of places, using a variety of visual materials and data sources.
- 2.7 Gather and compare information on how people of different backgrounds view the same place or region.
- 2.8 Compare ways in which people of different cultural origins build out and name places in the same regions.

**State Standard 3 Geography**

*Students understand how physical processes shape Earth's surface patterns and systems.*

**Classroom objectives**

- 3.1 Understand and describe how the environment can affect human settlements and vice versa.
- 3.2 Identify the elements of ecosystems and explain how they are related to life within.
- 3.3 Research and explain how physical processes influence ecosystems.
- 3.4 Explain the distribution of types of ecosystems and their impact on human populations.
- 3.5 Analyze the importance of distance in human interaction.
- 3.6 Identify and describe the physical components of the Earth's atmosphere, lithosphere, hydrosphere, and biosphere (e.g. climates, land forms, bodies of water, ecosystems).
- 3.7 Understand how natural processes create or change land forms, and give actual geographic locations as examples.
- 3.8 Define renewable and non-renewable Earth resources.
- 3.9 Predict the consequences of physical processes on the Earth's surface and weather conditions.

**State Standard 4 Geography**

*Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.*

**Classroom objectives**

- 4.1 Describe the influence of population on environment.
- 4.2 Analyze the characteristics of a certain population.
- 4.3 Identify economic activities within a region and examine the reasons for their locations.
- 4.4 Differentiate among different cultures in other parts of the world.
- 4.5 Use cultural clues/artifacts to identify historical migrations.
- 4.6 Analyze the impact of various cultures on physical elements of the Earth.
- 4.7 Use a variety of maps to research information regarding the location and movements of various cultures.
- 4.8 Analyze geographical factors that have generated cultural change.
- 4.9 Use maps to compare and contrast historic factors that have changed land use in a region.

- 4.10 Deduct geographical reasons for human settlements in specific areas.
- 4.11 Classify cities according to their human and environmental characteristics.
- 4.12 Compare patterns of land use and human settlement in various regions.
- 4.13 Classify cities according to their physical characteristics.

**State Standard 5 Geography**

*Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.*

**Classroom objectives**

- 5.1 Understand the interrelatedness of environmental systems and its impact on life (human and other).
- 5.2 Describe ways in which humans adapt to physical changes in the environment.
- 5.3 Understand how population growth affects air, land, and water quality, and how they impact the physical environment.
- 5.4 Explore the positive and negative effects of humans on the environment.
- 5.5 Explain how people's lives are influenced by population movements.
- 5.6 Compare countries and their development based on their available resources.

**State Standard 6 Geography**

*Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.*

**Classroom objectives**

- 6.1 Identify the various geographic aspects of a region.
- 6.2 Analyze the impact human migration has had on regions and countries.
- 6.3 Examine how various regions/countries deal with social, economic, and political changes.
- 6.4 Explain how competition for resources causes conflict.

**State Standard 1 History**

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

**Classroom objectives**

- 1.1 Construct various time lines of history in the regional development of the Eastern Hemisphere from 200 B.C. to the 19<sup>th</sup> century highlighting landmark dates, technological changes, major political and military events.
- 1.2 Trace patterns of change and continuity in the Eastern Hemisphere from long ago throughout the 19<sup>th</sup> century, using a variety of information sources.
- 1.3 Compare and contrast the distribution, growth rates, and characteristics of human population, with attention to settlement patterns in Asia and Africa.

**State Standard 2 History**

*Students know how to use the processes and resources of historical inquiry.*

**Classroom objectives**

- 2.1 Gather information from multiple sources, including electronic databases, to understand events from varying perspectives.
- 2.2 Interpret information from historical maps, photographs, art works, and other artifacts of the past.
- 2.3 Pose and answer questions about the history of South, Central, and East Asia and Africa.

**State Standard 3 History**

*Students understand that societies are diverse and have changed over time.*

**Classroom objectives**

- 3.1 Compare Incan to Aztec and Mayan Civilizations.
- 3.2 Describe the history, interactions, and contributions of various peoples who make up major culture regions of the world (e.g. Africa, India, China, Japan, Southeast Asia, the Middle East, Europe).

- 3.3 Explain how the cultures of the earliest civilizations spread (for example, the civilizations of the river valleys of India, Mesopotamia, Europe, etc.).

**State Standard 4 History**

*Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.*

**Classroom objectives**

- 4.1 Identify and explain the consequences of scientific and technological changes (e.g. navigation, transportation, printing, weaponry, agriculture, communication, and medicine).
- 4.2 Explain how societies are and have been linked by economic factors.
- 4.3 Analyze the impact of European expansion into the Americas in the view of the trade in slaves, tobacco, rum, fur, and gold; and economic and cultural transformations.
- 4.4 Describe and identify how industrialization influenced the movement of people (e.g. to and from, urban, suburban, and rural areas).
- 4.5 Explain the significance of the achievements of individual scientists and inventors from many cultures (e.g. the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books).
- 4.6 Relate the difference in technology to differences in how people live in various regions of the world.
- 4.7 Distinguish between developed and developing countries in the Eastern Hemisphere and relate the level of development to the quality of life. (Consider why some develop more evenly and quickly than others.)

**State Standard 5 History**

*Students understand political institutions and theories that have developed and changed over time.*

**Classroom objectives**

- 5.1 Describe how other nations have pursued, established, and maintained democratic forms of government.

- 5.2 Identify the ancient and medieval roots of governmental principles and institutions (e.g. Hammurabi's code, Roman republicanism, Mosaic Law, Greek democracy, Islamic Law).
- 5.3 Describe the basic forms of government, giving examples of societies that have practiced them (e.g. monarchy, oligarchy, clan/tribal, autocracy, theocracy, republic, democracy).
- 5.4 Explain the historic and geographic importance of river valley civilizations (e.g. Nile, Huang He, Tigris Euphrates, etc.).

### **State Standard 6 History**

*Students know that religious and philosophical ideas have been powerful forces throughout history.*

#### **Classroom objectives**

- 6.1 Describe different religious concepts that have developed throughout history (e.g. monotheism and polytheism).
- 6.2 Describe how societies have used various forms of arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history.
- 6.3 Explain how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies.
- 6.4 Study and explain the artistic, religious, oral tradition, and the architecture of the Incas, Aztecs, and Mayas.
- 6.5 Explain the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.
- 6.6 Explain the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
- 6.7 Explain the origins of Islam and the life and teachings of Mohammed, including Islamic teachings on the connections with Judaism and Christianity.
- 6.8 Explain the fundamental teachings and influence of Confucianism and Taoism.
- 6.9 Explain the influence of Islam on the religions of West Africa.
- 6.10 Explain the life and moral teachings of Hinduism and its spread to India, Sri Lanka (Ceylon), and Central Asia.
- 6.11 Explain the reasons for the spread of Buddhism and its influence on China and Japan.