

2011

# Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

## Grade 6 Standards

Catholic Schools Office  
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## **What is Social Studies?**

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.\**

## **Why Is Social Studies important?**

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.\*

## **Social Studies in the Catholic School**

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

\*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

## ***Scope and Sequence***

K – Self

1 – Family and School

2 – Neighborhoods

3 – Communities

4 – United States Regions (2 trimesters) and home State Studies (1 trimester)

5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)

6 – World Civilizations

7 – United States History (Setting the Stage for the American Revolution to Reconstruction)

8 – United States History (Settlement of West to Present Day)

9 – World History I\*

10 – World History II\*

11 – United States History (Emphasis on 20<sup>th</sup> Century to Present Day)\*

12 – Elective\*

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\*Secondary courses may vary as to which year a particular course is required.

***Grade 6 Standards – Ancient World and Classical Civilizations in the Mediterranean through the Early and Late Middle Ages to the Renaissance***

**History**

- H1** Define the concepts of history and prehistory, including the role of archeology.
- H2** Construct and interpret timelines of events and civilizations studied.
- H3** Define and use correctly words or abbreviations for identifying time periods or dates in historical narratives: decade, age, era, century, millennium, BC/BCE, AD/CE, c., and circa.
- H4** Differentiate between oral and written sources and between primary and secondary sources.
- H5** Identify multiple causes and effects when explaining historical events.
- H6** Identify the elements that make up a people's culture and recognize how cultures interact.
- H7** Explain and give examples how language, literature, the arts, architecture, traditions, beliefs, religions, values, and behaviors contribute to the development and transmission of culture.
- H8** Recognize the spread of Christianity and the powerful influence of the Catholic Church in Western Europe.

- H9** Describe the important achievements of civilizations studied: systems of writing, record keeping, invention of papyrus and paper.
- H10** Define the evolution of technology and give examples of the use of skills, tools, and weapons to meet practical needs.

## **Geography**

- G1** Review and give examples of the five themes that geographers use (location, place, human-environment interaction, movement, region).
  
- G2** Identify different types of maps, including political, physical, climate, historical, and distribution.
  
- G3** Interpret information shown on modern and historical maps of civilizations studied.
  
- G4** Identify the landforms and bodies of water where civilizations existed.
  
- G5** Explain how geography and environments shaped people's lives and was shaped by them.
  
- G6** Explain the relationship between physical and cultural regions of locations studied.

## **Civics**

- C1** Define and use correctly words and terms relating to government.
  
- C2** Demonstrate an understanding of concepts describing the interactions of individuals within social groups.
  
- C3** Explain the nature and function of governments of civilizations studied.
  
- C4** Analyze group and institutional influences on people, events, and elements of culture, including current events.
  
- C5** Investigate different types of, and participate in, service learning projects.

## **Economics**

- E1** Define and apply economic concepts: domesticate, taxes, surplus, specialization, scarcity, trade, maritime trade, supply and demand.
  
- E2** Identify ways that development of agriculture changed human life.
  
- E3** Give and explain examples of ways that economic systems structure choices about how goods and services were produced and distributed.
  
- E4** Explain how trade fosters an exchange of people, goods, and ideas.
  
- E5** Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.



# ACKNOWLEDGEMENTS

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*The Catholic Schools Office of the Diocese of Wilmington would like to acknowledge the effort and dedication of the following individuals who volunteered their time to update the Diocesan Social Studies Curriculum Guidelines.*

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| <b>SANDRA COUGHENOUR</b>      | ST. PETER THE APOSTLE  | NEW CASTLE |
| <b>EILEEN DACEY RODRIGUEZ</b> | GOOD SHEPHERD          | PERRYVILLE |
| <b>SODDY LIMMINA</b>          | ST. MATTHEW            | WILMINGTON |
| <b>ALEX LEHR-MAUNDER</b>      | POPE JOHN PAUL II      | WILMINGTON |
| <b>KATHIE MIDDLETON</b>       | SS. PETER AND PAUL     | EASTON     |
| <b>BERNADETTE O'BRIEN</b>     | ST. ANTHONY OF PADUA   | WILMINGTON |
| <b>SUSAN PHILLIPS</b>         | CHRIST THE TEACHER     | GLASGOW    |
| <b>ROBERT POTTER</b>          | PADUA ACADEMY          | WILMINGTON |
| <b>SHELLEY SUCHYJ</b>         | ST. CATHERINE OF SIENA | WILMINGTON |
| <b>KAREN WARNER</b>           | ALL SAINTS             | WILMINGTON |