

Social Studies

Syllabus: Grade 6

Description

This course is designed to help 6th graders to understand the concepts of the Social Studies contents in the areas of **Geography, History, Civics & Government, and Economics**. Students will learn these concepts in the classroom and hopefully will apply them into their lives.

Social Studies Strands

There are 4 strands in Social Studies

1. Geography
2. History
3. Civics & Government
4. Economics

Social Studies Standards

Standards 1-3: Geography Standards

Standards 4-6: History Standards

Standards 7-9: Civics & Government Standards Standards 10-12: Economic Standards

Social Studies Objectives

Detailed and or specific statement that allows for basic understanding of the overall understanding of a standard.

Social Studies Resources & Materials

Books: Our World

History of Palau – Heritage of Emerging Nation

Class Rules:

1. Arrive on time, prepared, and ready to learn
2. Respect yourself and others
3. Make friends and be thoughtful
4. Take turns speaking and listening
5. Say Please and Thank you
6. Try your best!

Computation of Letter Grade:

| | | |
|----------|-------|---|
| 90%-100% | ----- | A |
| 80%-89% | ----- | B |
| 70%-79% | ----- | C |
| 65%-69% | ----- | D |
| 0%-64% | ----- | F |

Effort and Behavior & Activity

- 1 - Outstanding
- 2 - Satisfactory
- 3 - Needs Improvement
- 4- Unsatisfactory

Methods of Evaluation

Quarterly grade for Grade 1 to 8 is based on:

A. 85% = Class Average

* Class Average = 70% Test + 30% Other classwork, homework, self-assessments, experiments/demonstrations/research/projec

B. 15% = Quarter Exam

Grade 6

First Quarter

- Distinguish between political and topographical maps and use specialized maps to gather information (e.g., about weather, migration, environmental change). *(Geography)*
- Use mental maps to describe the relative location of Palau and other countries in the Pacific region (e.g., the distance between Palau and Hawai'i, Yap as northeast of Palau). *(Geography)*
- Describe the plants and animals associated with various vegetation and climatic regions (e.g., tropical rainforests, cities, low-lying atolls, deserts) in Pacific region countries. *(Geography)*
- Describe and compare the physical processes that shaped the different island formations in the Pacific region. *(Geography)*
- Explain the fundamentals of historical interpretation, including the difference between fact and opinion and the existence of multiple points of view. *(History)*
- Explain the differing historical perspectives on the migration patterns of early settlers to the Caroline Islands (Saipan, Yap, and Palau). *(History)*
- Describe and compare the making of rules by direct democracy and by a republican form of government, and explain the advantages and disadvantages of each. *(Civics & Government)*
- Examine constitutional provisions concerning the relationship between national, local/state governments, and traditional leadership in Palau, and compare with those of other countries in the Pacific region (e.g., FSM, Fiji, New Guinea, Australia). *(Civics & Government)*
- Explain how a bill becomes law at the state and national levels, and how to apply criteria in evaluating laws (e.g., understandable, practical, fair, achieves its purpose, protects individual rights and the common good). *(Civics & Government)*
- Explain how earning profits is the incentive that persuades entrepreneurs and businesses to take the risks of producing goods and services to sell. *(Economics)*
- Explain how effective economic decision-making involves identifying the costs and benefits associated with alternate choices. *(Economics)*

Second Quarter

- Describe the economic interdependence among Pacific region countries and how trade affects how people earn their living in each country (e.g., flow of natural gas from New Guinea to Australia, fruits from New Zealand to Guam, tourists from Hawai'i to Palau). *(Geography)*
- Understands how the spread of trade and religion influenced Southeast Asia and Polynesia (e.g., the impact of Indian civilization on state-building in mainland Southeast Asia and the Indonesian archipelago, the nature of monumental religious architecture as evidence for the spread of Buddhist and Hindu belief and practice in Southeast Asia, the function of Hindu and Buddhist clerics in the spread of their religions and trade to Southeast Asia and Malayo-Polynesia by the end of the first millennium BCE, the locations and geographic challenges of potential and actual trade routes in Southeast Asia and Polynesia). *(History)*
- Explain the role of government agencies in forming and implementing public policies as a means to prevent and resolve various problems at the national level (e.g., statutes, laws, resolutions, and executive orders). *(Civics & Government)*
- Examine discrepancies that have arisen between democratic ideals and the realities of political and social life in Palau and other Pacific Rim countries (e.g., the ideal of equal justice for all and the reality that the poor may not have equal access to the judicial system). *(Civics & Government)*
- Explain how earning profits is the incentive that persuades entrepreneurs and businesses to take the risks of producing goods and services to sell. *(Economics)*
- Compare the standard of living today in various Pacific region countries using gross domestic product (GDP) and unemployment per capita as indicators. *(Economics)*

Third Quarter

- Examine the effectiveness of different approaches (national, regional, and global initiatives) to address regional environmental problems (e.g., overfishing, rise of sea level, waste management, water quality, deforestation) that impact the people of the Pacific region. **(Geography)**
- Explain why Spain and Germany were granted rights as colonial powers to Micronesia, and how they used those rights to advance their own commercial interests in the region. **(History)**
- Identify and explain the political and cultural contributions of individuals and groups to the history of the Pacific region from 1700 to 1941 (e.g., Captain Cook, British Empire, and Japanese Empire). **(History)**
- Examine how the public agenda is shaped by state and national political leaders, interest groups, and courts; and understand how citizens can help shape the public agenda (e.g., by writing letters to public officials, using local media to voice opinions, presenting at public meetings, joining interest groups). **(Civics & Government)**
- Define savings as income not spent on taxes or consumption, and explain the economic importance of how banks channel funds from savers to borrowers. **(Economics)**

Fourth Quarter

- Describe the similarities and differences in characteristics of culture in different countries within the Pacific region (e.g., in terms of environment and resources, technology, food, shelter, schooling, beliefs and customs, gender roles). **(Geography)**
- Interpret and construct multiple-tier timelines that represent important historical events (e.g., a timeline that compares developments in English, French, and Spanish colonies in the Pacific region). **(History)**
- Examine photographs, artifacts, and other relics in the Pacific region from 1920 to 1940, and use this information to describe the similarities and differences in the Japanese administration's development of various Pacific islands. **(History)**
- Examine the importance of freedom of the press and the critical role the press plays in society. **(Civics & Government)**
- Give examples of currencies from several Pacific region countries, and explain why international trade requires a system for exchanging currency between nations. **(Economics)**
- Explain how scarcity of resources, specialization, and trade lead to interdependence, and provide examples from the Pacific region. **(Economics)**