

## Social Studies Standard Articulated by Grade Level Sixth Grade

Sixth Grade History Strands emphasize World history from its earliest cultures through the Enlightenment, including the early cultures of the Americas.

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Construct charts, graphs, and narratives using historical data.  <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.  <b>PO 3.</b> <i>Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</i>  <b>PO 4.</b> Formulate questions that can be answered by historical study and research.  <b>PO 5.</b> <i>Describe the difference between primary and secondary sources.</i>  <b>PO 6.</b> Determine the credibility and bias of primary and secondary</p>	<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Construct charts, graphs, and narratives using historical data.  <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.  <b>PO 3.</b> <i>Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</i>  <b>PO 4.</b> Formulate questions that can be answered by historical study and research.  <b>PO 5.</b> <i>Describe the difference between primary and secondary sources.</i>  <b>PO 6.</b> Determine the credibility and bias of primary and secondary</p>	<p><b>Concept 1: Foundations of Government</b>  <b>PO 1.</b> Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.            Connect with:            Strand 2 Concept 4, 5</p> <hr/> <p><b>Concept 2: Structure of Government</b>            No performance objective at this grade level</p> <hr/> <p><b>Concept 3: Functions of</b></p>	<p><b>Concept 1: The World in Spatial Terms</b>  <b>PO 1.</b> Construct maps, charts, and graphs to display geographic information.  <b>PO 2.</b> Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.  <b>PO 3.</b> Interpret maps, charts, and geographic databases using geographic information.  <b>PO 4.</b> Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.            Connect with:            Strand 2 Concept 2  <b>PO 5.</b> Interpret thematic</p>	<p><b>Concept 1: Foundations of Economics</b>  <b>PO 1.</b> Identify how limited resources and unlimited human wants cause people to choose some things and give up others.  <b>PO 2.</b> Determine how scarcity, opportunity costs, and trade-offs influence decision-making.  <b>PO 3.</b> Explain why specialization improves standards of living.            Connect with:            Strand 2 Concept 2  <b>PO 4.</b> Compare how money, as opposed to barter, facilitates trade.  <b>PO 5.</b> Explain how trade promoted economic growth throughout world</p>

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>sources. <b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events. <b>PO 8.</b> Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p><b>Concept 2: Early Civilizations</b> <b>PO 1.</b> Describe the characteristics of hunting and gathering societies in the Americas. <b>PO 2.</b> Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies. <b>PO 3.</b> Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam: a. location, agriculture,</p>	<p>sources. <b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events. <b>PO 8.</b> Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p><b>Concept 2: Early Civilizations</b> <b>(Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].)</b> <b>PO 1.</b> Describe the lifestyles of humans in the Paleolithic and Neolithic Ages. <b>PO 2.</b> Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and</p>	<p><b>Government</b> <b>PO 1.</b> Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws. Connect with: Strand 2 Concept 2 <b>PO 2.</b> Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government. Connect with: Strand 2 Concept 2 <b>PO 3.</b> Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government. Connect with: Strand 2 Concept 2</p> <hr/> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b> <b>PO 1.</b> Describe ways an individual can contribute to</p>	<p>maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).</p> <hr/> <p><b>Concept 2: Places and Regions</b> <b>PO 1.</b> Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2 <b>PO 2.</b> Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2 <b>PO 3.</b> Describe the interactions of people in different places and regions. Connect with: Strand 2 Concept 3, 4, 5 <b>PO 4.</b> Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for</p>	<p>regions. Connect with: Strand 2 Concept 3 Strand 2 Concept 4</p> <hr/> <p><b>Concept 2: Microeconomics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: Macroeconomics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Global Economics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Personal Finance</b> <b>PO 1.</b> Compare the cost and benefits of using credit. <b>PO 2.</b> Explain how interest is the price paid to</p>

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p><b>PO 4.</b> Describe the Adena, Hopewell, and Mississippian mound-building cultures:</p> <p>a. location, agriculture, housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p><b>PO 5.</b> Describe the Mayan, Aztec, and Incan/Inkan civilizations:</p> <p>a. location, agriculture, housing, and trade networks</p> <p>b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)</p> <p>c. how these cultures adapted to and altered their environment</p>	<p>China:</p> <p>a. farming methods</p> <p>b. domestication of animals</p> <p>c. division of labor</p> <p>d. geographic factors</p> <p>Connect with: Strand 4 Concept 2, 4,6 Strand 5 Concept 1</p> <p><b>PO 3.</b> Describe the importance of the following river valleys in the development of ancient civilizations:</p> <p>a. Tigris and Euphrates - Mesopotamia</p> <p>b. Nile - Egypt</p> <p>c. Huang He - China</p> <p>d. Indus- India</p> <p>Connect with: Strand 4 Concept 1, 2, 4, 5</p> <p><b>PO 4.</b> Compare the forms of government of the following ancient civilizations:</p> <p>a. Mesopotamia – laws of Hammurabi</p> <p>b. Egypt – theocracy</p> <p>c. China – dynasty</p>	<p><i>a school or community.</i></p> <p><b>PO 2.</b> Discuss the character traits (<i>i.e., respect, responsibility, fairness, involvement</i>) that are important to the preservation and improvement of constitutional democracy in the United States.</p> <p>Connect with: Strand 2 Concept 5</p> <p><b>PO 3.</b> Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <p>Connect with: Strand 2 Concept 5</p> <hr/> <p><b>Concept 5: Government Systems of the World</b></p> <p><b>PO 1.</b> Describe the</p>	<p>Jews, Christians, and Muslims.</p> <p>Connect with: Strand 2 Concept 2</p> <p><b>PO 5.</b> Describe the physical and human characteristics of places and regions of a Middle Eastern country studied.</p> <p>Connect with: Strand 2 Concept 2</p> <hr/> <p><b>Concept 3: Physical Systems</b> (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p> <p><b>PO 1.</b> Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.</p>	<p>borrow money.</p> <p><b>PO 3.</b> Describe the factors lenders consider before lending money.</p>

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<hr/> <p><b>Concept 3: Exploration and Colonization</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Revolution and New Nation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Westward Expansion</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 6: Civil War and Reconstruction</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 7: Emergence of the</b></p>	<p>Connect with: Strand 3 Concept 3, 5</p> <p><b>PO 5.</b> Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p> <ol style="list-style-type: none"> <li>Sumeria, India (i.e., polytheism)</li> <li>Egypt (i.e., belief in an afterlife)</li> <li>China (i.e., ancestor worship)</li> <li>Middle East (i.e., monotheism)</li> </ol> <p><b>PO 6.</b> Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ol style="list-style-type: none"> <li>Mesopotamia (i.e., laws of Hammurabi)</li> <li>Egypt (i.e., mummification, hieroglyphs, papyrus)</li> <li>China (i.e., silk, gun powder/fireworks, compass)</li> </ol>	<p>structure of the following governments:</p> <ol style="list-style-type: none"> <li>theocracy</li> <li>dictatorship</li> <li>republic</li> <li>monarchy</li> <li>democracy</li> <li>anarchy</li> </ol> <p>Connect with: Strand 2 Concept 2, 4, 5</p>	<p><b>Connect with:</b></p> <p><b>Science Strand 3 Concept 1</b> Evaluate the effects of, and describe how people plan for and respond to natural disasters.</p> <p><b>Science Strand 4 Concept 3</b> Describe how sunlight, water quality, climate, population density and pollution affect quality of life.</p> <p><b>Science Strand 6 Concept 1</b> Describe the composition of and interactions between bodies of water and the atmosphere.</p> <p><b>Science Strand 6 Concept 2</b> Explain the water cycle and factors that affect climate.</p> <hr/> <p><b>Concept 4: Human Systems</b></p> <p><b>PO 1.</b> Interpret the demographic structure of places and regions using a population pyramid.</p> <p><b>PO 2.</b> Describe the</p>	

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Modern United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 8: Great Depression and World War II</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Postwar United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 10: Contemporary United States</b> <i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> <b>PO 2.</b> Identify the</p>	<p>d. Central and South America (i.e., astronomy, agriculture) Connect with: Strand 5 Concept 2</p> <p><b>PO 7.</b> Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <p>a. democracy b. republics/ empires Connect with: Strand 3 Concept 5</p> <p><b>PO 8.</b> Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations. Connect with: Strand 4 Concept 2, 4, 5 Strand 5 Concept 2</p> <p><b>PO 9.</b> Identify the roles and contributions of individuals in the following ancient</p>		<p>environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.</p> <p><b>PO 3.</b> Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2</p> <p><b>PO 4.</b> Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions. Connect with: Strand 2 Concept 2, 3, 4</p> <p><b>PO 5.</b> Identify cultural norms that influence different social, political, and economic activities of men and women. Connect with: Strand 2 Concept 2</p> <hr/> <p><b>Concept 5:</b></p>	

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 3.</b> Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p>	<p>civilizations:</p> <ol style="list-style-type: none"> <li>a. Greece and Greek empires ( i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)</li> <li>b. Rome (i.e., Julius Caesar, Augustus)</li> <li>c. China (i.e., Qin Shi Huan Di, Confucius)</li> <li>d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)</li> </ol> <p>Connect with: Strand 3 Concept 5</p> <p><b>PO 10.</b> Describe the transition from the Roman Empire to the Byzantine Empire:</p> <ol style="list-style-type: none"> <li>a. “decline and fall” of the Roman Empire</li> <li>b. Empire split in eastern and western regions</li> <li>c. capital moved to Byzantium/ Constantinople</li> <li>d. Germanic invasions</li> </ol> <p>Connect with: Strand 4 Concept 2</p>		<p><b>Environment and Society</b></p> <p><b>PO 1.</b> Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.</p> <p><b>PO 2.</b> Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.</p> <p>Connect with: Strand 2 Concept 2</p> <p><b>PO 3.</b> Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.</p> <p>Connect with: Strand 2 Concept 2</p> <p><b>PO 4.</b> Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust</p>	

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p><b>Concept 3: World in Transition</b> (Note: The Middle Ages were introduced in Grade 4.)</p> <p><b>PO 1.</b> Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam. Connect with: Strand 4 Concept 2, 4</p> <p><b>PO 2.</b> Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai: a. Islamic influences b. mining of gold and salt c. centers of commerce Connect with: Strand 5 Concept 1</p> <p><b>PO 3.</b> Describe the culture and way of life of the Arab Empire:</p>		<p>storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.</p> <hr/> <p><b>Concept 6: Geographic Applications</b></p> <p><b>PO 1.</b> Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions. Connect with: Strand 2 Concept 2</p> <p><b>PO 2.</b> Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>a. Islam (i.e., Mohammad, Mecca)</p> <p>b. extensive trade and banking network</p> <p>c. interest in science (i.e., medicine, astronomy)</p> <p>d. translation and preservation of Greek and Roman literature</p> <p>Connect with: Strand 5 Concept 1</p> <p><b>PO 4.</b> Describe the Catholic Church's role in the following activities during the Middle Ages:</p> <p>a. Crusades</p> <p>b. Inquisition</p> <p>c. education</p> <p>d. government</p> <p>e. spread of Christianity</p> <p><b>PO 5.</b> Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p> <p><b>PO 6.</b> Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold)</p>			

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

***italicized performance objectives*** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations



## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>between eastern and western civilizations during the 15<sup>th</sup> and 16<sup>th</sup> centuries.            Connect with:            Strand 4 Concept 2, 4            Strand 5 Concept 1</p> <p><b>PO 7.</b> Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15<sup>th</sup> and 16<sup>th</sup> centuries.            Connect with:            Strand 3 Concept 1            Strand 4 Concept 4,5            Strand 5 Concept 1</p> <hr/> <p><b>Concept 4: Renaissance and Reformation</b></p> <p><b>PO 1.</b> Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ol style="list-style-type: none"> <li>a. rebirth of Greek and Roman ideas</li> <li>b. new ideas and products</li> </ol>			

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

***italicized performance objectives*** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>as a result of trade</p> <p>c. the arts</p> <p>d. science</p> <p>Connect with: Strand 3 Concept 5, Strand 4 Concept 2, 4, 5 Strand 5 Concept 1, 2</p> <p><b>PO 2.</b> Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <p>a. Leonardo da Vinci</p> <p>b. Michelangelo</p> <p>c. Gutenberg</p> <p>d. Martin Luther</p> <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4</p> <hr/> <p><b>Concept 5: Encounters and Exchange</b></p> <p><b>PO 1.</b> Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:</p>			

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

***italicized performance objectives*** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>a. Scientific Revolution (i.e., Copernicus, Galileo, Newton)</p> <p>b. natural rights (i.e., life, liberty, property)</p> <p>c. governmental separation of powers vs. monarchy</p> <p>d. religious freedom</p> <p>e. Magna Carta</p> <p>Connect with: Strand 3 Concept 1, 4, 5 Science Strand 2 Concept 1</p> <hr/> <p><b>Concept 6: Age of Revolution</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 7: Age of Imperialism</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 8: World at War</b></p>			

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

***italicized performance objectives*** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

## Social Studies Standard Articulated by Grade Level Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Contemporary World</b>  <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  <b>PO 2.</b> Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>			

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

# Social Studies Standard Articulated by Grade Level Sixth Grade

## Concept Descriptors

### Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

#### Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

#### Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

#### Concept 3: Exploration and Colonization 1500s – 1700s

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

#### Concept 4: Revolution and New Nation 1700s – 1820

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

#### Concept 5: Westward Expansion 1800 – 1860

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

#### Concept 6: Civil War and Reconstruction 1850 – 1877

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

#### Concept 7: Emergence of the Modern United States 1875 – 1929

Economic, social, and cultural changes transformed the U.S. into a world power.

#### Concept 8: Great Depression and World War II 1929 – 1945

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

#### Concept 9: Postwar United States 1945 – 1970s

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

#### Concept 10: Contemporary United States 1970s – Present

*i.e.* - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

*e.g.* - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

*italicized performance objectives* - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

# Social Studies Standard Articulated by Grade Level

## Sixth Grade

Current events and issues continue to shape our nation and our involvement in the global community.

### **Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

#### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

#### **Concept 2: Early Civilizations**

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

#### **Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

#### **Concept 4: Renaissance and Reformation**

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

#### **Concept 5: Encounters and Exchange**

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

#### **Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

#### **Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

#### **Concept 8: World at War**

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

*i.e.* - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

*e.g.* - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

***italicized performance objectives*** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

# Social Studies Standard Articulated by Grade Level

## Sixth Grade

### **Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

### **Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

#### **Concept 1: Foundations of Government**

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

#### **Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers.

#### **Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people.

#### **Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

#### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

### **Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

# Social Studies Standard Articulated by Grade Level

## Sixth Grade

have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

### **Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

### **Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics.

### **Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

### **Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth.

### **Concept 5: Environment and Society**

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

## **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**italicized performance objectives** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations



# Social Studies Standard Articulated by Grade Level

## Sixth Grade

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

### **Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

### **Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

### **Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

### **Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

***italicized performance objectives*** - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations