

Social Studies

GRADE 6

STANDARD 1

History

The student uses materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of the United States and the world.

To meet this standard, the student will:

Benchmark 6.1.1: Chronology: Interpret relationships between events shown on multiple-tier time lines

Indicators:

- 6.1.1.1 Construct a multiple-tier time line from a list of events and interpret the relationships between the events
- 6.1.1.2 Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

Benchmark 6.1.2: Early Civilizations: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations

Indicators:

- 6.1.2.1 Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:
 - a. Hunting and gathering
 - b. Tool making
 - c. Use of fire
 - d. Domestication of plants and animals
 - e. Organizing societies
 - f. Governance
- 6.1.2.2 Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:
 - a. Location
 - b. Government
 - c. Religion
 - d. Agriculture
 - e. Cultural and scientific contributions

Benchmark 6.1.3: Feudalism and Transitions: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe

Indicator:

No indicators present for this benchmark

Key: 1 Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 6.1.4: The First Global Age: Describe the effects of interactions among civilizations during the 14th through the 18th centuries

Indicator:

- 6.1.4.1 Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:
- a. Location
 - b. Government
 - c. Religion
 - d. Agriculture
 - e. Cultural and scientific contributions

Benchmark 6.1.5: Revolution: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives

Indicator:

No indicators present for this benchmark

Benchmark 6.1.6: A New Nation: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.

Indicator:

No indicators present for this benchmark

Benchmark 6.1.7: Civil War and the Reconstruction: Analyze the causes and consequences of the American Civil War.

Indicator:

No indicators present for this benchmark

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STANDARD 2

People in Societies

The student will use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

To meet this standard, the student will:

Benchmark 6.2.1: Cultures: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures

Indicators:

- 6.2.1.1 Compare the cultural practices and products of the societies studied including:
 - a. Class structure
 - b. Gender roles
 - c. Beliefs
 - d. Customs and traditions
- 6.2.1.2 Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:
 - a. Buddhism
 - b. Christianity
 - c. Judaism
 - d. Hinduism
 - e. Islam

Benchmark 6.2.2: Interaction: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict

Indicator:

- 6.2.2.1 Explain factors that foster conflict or cooperation among countries:
 - a. Language
 - b. Religion
 - c. Types of government
 - d. Historic relationships
 - e. Economic interests

Benchmark 6.2.3: Diffusion: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government

Indicator:

No indicators present for this benchmark

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 3

Geography

The student will use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

To meet this standard, the student will:

Benchmark 6.3.1: Location: Identify on a map the location of major physical and human features of each continent

Indicators:

- 6.3.1.1 Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located
- 6.3.1.2 Use coordinates of latitude and longitude to locate points on a world map

Benchmark 6.3.2: Places and Regions: Define and identify regions using human and physical characteristics

Indicators:

- 6.3.2.1 Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:
 - a. Agriculture
 - b. Mining
 - c. Fishing
 - d. Manufacturing
- 6.3.2.2 Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions

Benchmark 6.3.3: Human Environmental Interaction: Explain how the environment influences the way people live in different places and the consequences of modifying the environment

Indicators:

- 6.3.3.1 Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
 - a. Bodies of water
 - b. Landforms
 - c. Climates
 - d. Vegetation
 - e. Weathering
 - f. Seismic activity
- 6.3.3.2 Describe ways in which human migration has an impact on the physical and human characteristics of places including:
 - a. Urbanization
 - b. Desertification
 - c. Deforestation

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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- 6.3.3.3 Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:
- a. Dam building
 - b. Energy production/usage
 - c. Agriculture
 - d. Urban growth

Benchmark 6.3.4: Movement: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns

Indicators:

- 6.3.4.1 Explain push and pull factors that cause people to migrate from place to place including:
- a. Oppression/Freedom
 - b. Poverty/Economic opportunity
 - c. Cultural ties
 - d. Political conflicts
 - e. Environmental factors
- 6.3.4.2 Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources

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STANDARD 4

Economics

The student will use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world

To meet this standard, the student will:

Benchmark 6.4.1: Scarcity and Resource Allocation: Explain how the endowment and development of productive resources affect economic decisions and global interactions

Indicators:

- 6.4.1.1 Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions
- 6.4.1.2 Explain that most decisions involve trade-offs and give examples

Benchmark 6.4.2: Markets: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence

Indicators:

- 6.4.2.1 Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase
- 6.4.2.2 Identify goods and services that are imported and exported and explain how this trade makes countries interdependent
- 6.4.2.3 Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services

Benchmark 6.4.3: Government and the Economy: Identify connections between government policies and the economy

Indicator:

- 6.4.3.1 Distinguish between goods and services typically produced by the private sector and the public sector

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STANDARD 5

Government

The student will use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

To meet this standard, the student will:

Benchmark 6.5.1: Role of Government: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary

Indicators:

- 6.5.1.1 Explain reasons for the creation of governments such as:
 - a. Protecting lives, liberty and property
 - b. Providing services that individuals cannot provide for themselves
- 6.5.1.2 Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns
- 6.5.1.3 Explain the ways that countries interact with each other including:
 - a. Diplomacy
 - b. Treaties
 - c. International meetings and exchanges (e.g., United Nations)
 - d. Military conflict

Benchmark 6.5.2: Rules and Laws: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy

Indicator:

No indicators present for this benchmark

Benchmark 6.5.3: Systems of Government: Compare the defining characteristics of democracies, monarchies and dictatorships

Indicator:

- 6.5.3.1 Describe the defining characteristics of democracies, monarchies and dictatorships

Key: 1 Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 6

Citizenship Rights and Responsibilities

The student will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system

To meet this standard, the student will:

Benchmark 6.6.1: Participation: Show the relationship between civic participation and attainment of civic and public goals

Indicator:

6.6.1.1 Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government

Benchmark 6.6.2: Rights and Responsibilities: Identify historical origins that influenced the rights U.S. citizens have today

Indicator:

6.6.2.1 Compare the rights and responsibilities of citizens living under various systems of government

Key: 1 Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 7

Social Studies Skills and Methods

The students will collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

To meet this standard, the student will:

Benchmark 6.7.1: Obtaining Information: Analyze different perspectives on a topic obtained from a variety of sources

Indicator:

- 6.7.1.1 Use multiple sources to define essential vocabulary and obtain information for a research project including:
 - a. Almanacs
 - b. Gazetteers
 - c. Trade books
 - d. Periodicals
 - e. Video tapes
 - d. Electronic sources

Benchmark 6.7.2: Thinking and Organizing: Organize historical information in text or graphic format and analyze the information in order to draw conclusions

Indicators:

- 6.7.2.1 Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions
- 6.7.2.2 Organize information using outlines and graphic organizers
- 6.7.2.3 Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts

Benchmark 6.7.3: Communicating Information: Present a position and support it with evidence and citation of sources

Indicators:

- 6.7.3.1 Complete a research project that includes a bibliography
- 6.7.3.2 Communicate a position on a topic orally or in writing and support the position with evidence

Benchmark 6.7.4: Problem Solving: Work effectively in a group

Indicator:

- 6.7.4.1 Work effectively to achieve group goals:
 - a. Engage in active listening
 - b. Provide feedback in a constructive manner
 - c. Help establish group goals
 - d. Take various roles within the group
 - e. Recognize contributions of others

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 8

The student applies a Christian perspective to historic events and social studies concepts.

To meet this standard, the student will:

Benchmark 6.8.1: Understand that God directs the course of history.

Indicator:

- 6.8.1.1 Identify that the Bible tells God's history.
- 6.8.1.2. Identify that God has a purpose in war, catastrophic events, as well as man's successes.
- 6.8.1.3. Recognize God's hand in ancient civilizations.

Benchmark 6.8.2: Understand that the Bible teaches us about God's design for government and economics.

Indicator:

- 6.8.2.1 See current situations through a Christian worldview.
- 6.8.2.2. Recognize that God is in control of the government systems and the economic systems in the world.

Benchmark 6.8.3: Understand that God preserves and controls His creation so that it continues to function as He planned.

Indicator:

- 6.8.3.1. Explain how through the study of social studies God demonstrates His sovereignty.
- 6.8.3.2. Identify how God persevered mankind from ancient civilizations to now.

Benchmark 6.8.4: Understand that God created everything for His own purpose, and creation is meant to praise and glorify God.

Indicator:

- 6.8.4.1. Identify that God created mankind to honor him.
- 6.8.4.2. Recognize that God created all people and cultures of the world.

Benchmark 6.8.5: Understand that God uses His creation to teach people eternal truth through the study of social studies.

Indicator:

- 6.8.5.1. Understand that God is in control despite the failure of mankind.
- 6.8.5.2. Identify examples of order in social studies which show God as the creator.
- 6.8.5.3. Identify examples of ancient civilizations which point to eternal truths.

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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