

Grade 6 Social Studies



Priority Standards and Instructional Units

Pre-Unit 1: Intro to World Geography

Investigate interactions among human activities and the physical environment in the present day: * explain how people modify the physical environment (e.g., dams, roads, bridges) to meet their needs in different regions * describe how the physical environment can promote or restrict human activities (e.g., exploration, migration, trade, settlement, development) in the present day * explain cause and effect relationships between the natural resources of a place or region and its political, social and economic development * describe how individual and group perspectives impact the use (e.g., urban development, recycling) of natural resources using current events	Priority Standard
Analyze information from a variety of print and non-print sources (e.g., books, document, articles, observation, interviews) to investigate, explain and answer questions about different forms of government in the present day	Supporting Standard
Describe different forms of government in the present day	Priority Standard
Demonstrate an understanding(e.g., speak, draw, write, projects, present) of the nature of government	Supporting Standard
Compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in the present day	Supporting Standard
Compare economic systems (e.g., traditional command, market, mixed)	Priority Standard
demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Explain relationships between and among physical characteristics (e.g., mountains, bodies of water, valleys) of present day regions and how they are made distinctive by human characteristics (e.g., dams, roads, urban centers); describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted	Supporting Standard
Demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs, satellite images)	Supporting Standard
Locate, in absolute and relative terms, landforms and bodies of water	Supporting Standard
Investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools)	Supporting Standard
Locate and interpret patterns on Earth's surface (e.g., how different factors, such as rivers, mountains and plains affect where human activities are located)	Supporting Standard

Unit 1: North America

Describe/give examples of similarities and differences between rights and responsibilities of individuals living in countries with different forms of government	Priority Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they respond to human needs, structure society and influence behavior in the present day	Priority Standard
Compare examples of cultural elements (e.g., language, the arts, customs/traditions, beliefs, skills and literature) of diverse groups in the present day, including non-western cultures within the United States, in current events/news using information from a variety of print and non-print sources (e.g., media literature, interviews, observations, documentaries, artifacts)	Priority Standard
Explain how democratic governments of the present day function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting and enforcing appropriate rules and laws.	Supporting Standard
Explain how scarcity requires individuals, groups, and governments to make decisions about the use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard

Unit 2: South America

<p>Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture serves to define present day groups and may result in unique perspectives</p>	<p>Supporting Standard</p>
<p>Describe patterns of human settlement in the present day; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, technology) impact human migration today</p>	<p>Priority Standard</p>
<p>Explain ways in which societies (within the U.S. and in world regions) address basic economic questions (e.g., how resources are used to produce goods and services, how regions increase productivity about the production, distribution and consumption of goods and services</p>	<p>Supporting Standard</p>
<p style="text-align: center;">Investigate the production and distribution of goods and services in present day societies</p>	<p>Supporting Standard</p>
<p>Demonstrate an understanding of markets by providing scenarios to illustrate how goods and services are exchanged; explain how money can be used to express the market value of goods and services; describe the relationship between money and ease of trading, borrowing, investing and saving; analyze the connections between economic conditions and current events of the present day</p>	<p>Supporting Standard</p>
<p style="text-align: center;">Interpret current events in the world from a geographic perspective</p>	<p>Supporting Standard</p>

Unit 3: Europe

Analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions of the world	Priority Standard
Investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) major events in present day regions of the world and draw inferences about their importance	Priority Standard
Analyze major historical events and people in present day regions of the world using information from print and non-print sources (e.g., biographies, autobiographies, films, magazines, Internet)	Supporting Standard

Unit 4: Russia

Investigate the production and distribution of goods and services in present day societies.	Supporting Standard
Examine potential causes of recent historical events and show connections among causes and effects: use cause-effect relationships to identify patterns of historical change influenced by government, culture, economics and/or geography	Priority Standard
Interpret current events in the world from a geographic perspective	Priority Standard

Unit 5: SW Asia (Middle East)

Describe conflicts between individuals or groups and explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the United States and across regions of the world in the present day	Priority Standard
Compare examples of cultural elements (e.g., language, the arts, customs/traditions, beliefs, skills and literature) of diverse groups in the present day, including non-western cultures within the United States, in current events/news using information from a variety of print and non-print sources (eg., media, literature, interviews, observations, documentaries, artifacts)	Priority Standard
Explain how communications between groups can be influenced by cultural differences: explain how interactions (e.g., political, economic, religious, ethnic) can lead to conflict and competition among individuals and groups in the present	Supporting Standard
Explain how scarcity requires individuals, groups and governments to make decisions about the use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard

Unit 6: Southern & Eastern Asia

Analyze examples that demonstrate interdependence of international economic activities	Priority Standard
Explain how the prices of goods and services are determined by supply and demand in market economics	Priority Standard
Evaluate how availability of technology, resources and knowledge causes places and regions in the present day to change	Supporting Standard
Demonstrate an understanding of markets by providing scenarios to illustrate how goods and services are exchanged; explain how money can be used to express the market value of goods and services; describe the relationship between money and ease of trading, borrowing, investing and saving; analyze the connections between economic conditions and current events of the present day	Supporting Standard

Unit 7: Africa South of the Sahara

Demonstrate an understanding of the nature of limited resources and scarcity, using a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet) to investigate present day economic problems within the U.S. and in world regions	Priority Standard
Analyze information found in current events/news (e.g., TV, radio, Internet, articles) about different present day governments and how they may reflect/impact culture	Priority Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they respond to human needs, structure society and influence behavior in the present day	Supporting Standard

Unit 8: Oceania

Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.	Priority Standard
Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.	Supporting Standard