

SOCIAL STUDIES STANDARDS

Grade – Sixth

Standard

Benchmark

Indicators

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

By the end of the 6-8 program,
Students will . . .

- A. Interpret relationships between events shown on multiple-tier time lines.
- B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
- C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.
- D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.
- E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
- F. 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.
- G. Analyze the causes and consequences of the American Civil War.

- 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.
- 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.
- 3. 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.
- 4. 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.

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By the end of the 6-8 program,
Students will . . .

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

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People in Societies

Students 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

By the end of the 6-8 program, Students will . . .

- A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
- C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

- 1. Compare the cultural practices and products of the societies studied including:
 - a. Class structure;
 - b. Gender roles;
 - c. Beliefs;
 - d. Customs and traditions.
- 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.
- 3. Explain factors that foster conflict or cooperation among countries:
 - a. Language;
 - b. Religion;
 - c. Types of government;
 - d. Historic relationships;
 - e. Economic interests.

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Geography

Students 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.

By the end of the 6-8 program,
Students will . . .

- A. Identify on a map the location of major physical and human features of each continent.
- B. Define and identify regions using human and physical characteristics.
- C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.
- D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

- 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
- 2. Use coordinates of latitude and longitude to locate points on a world map.
- 3. 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.
- 4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.
- 5. 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.

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- b. Desertification;
- c. Deforestation.
- 7. 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.
- 8. 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.
- 9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

By the end of the 6-8 program,
Students will . . .

- 6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
 - a. Urbanization;

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Economics

Students 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.

By the end of the 6-8 program,
Students will . . .

- A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.
- B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- C. Identify connections between government policies and the economy.

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
2. Explain that most decisions involve trade-offs and give examples.
3. 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.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
5. 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.
6. Distinguish between goods and services typically produced by the private sector and the public sector.

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Government

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

By the end of the 6-8 program,
Students will . . .

- A. Explain why people institute governments, how they influence governments, and how governments interact with each other.
- B. 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.
- C. Compare the defining characteristics of democracies, monarchies and dictatorships.

- 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.
- 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.
- 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.
- 4. Describe the defining characteristics of democracies, monarchies and dictatorships.

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Citizenship Rights and Responsibilities

Students 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.

By the end of the 6-8 program, Students will . . .

- A. Show the relationship between civic participation and attainment of civic and public goals.
- B. Identify historical origins that influenced the rights U.S. citizens have today.

- 1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.
- 2. Compare the rights and responsibilities of citizens living under various systems of government.

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Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources in order 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.

By the end of the 6-8 program,
Students will . . .

- A. Analyze different perspectives on a topic obtained from a variety of sources.
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- C. Present a position and support it with evidence and citation of sources.
- D. Work effectively in a group.

- 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;
 - f. Electronic sources.
- 2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
- 3. Organize information using outlines and graphic organizers.
- 4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.
- 5. Complete a research project that includes a bibliography.
- 6. Communicate a position on a topic orally or in writing and support the position with evidence.
- 7. 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.