

GRADE 6 SOCIAL STUDIES EXITING SKILLS

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 6 students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Can apply the conventions of B.C.E., B.C. and A.D. to arrange and analyze events in chronological order.

Focus Skill Area: Early Civilizations

- ✓ Can describe the influence of geography on the development of unique civilizations in India, Egypt, China, Mesopotamia.
- ✓ Can describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

Domain: Geography

Focus Skill Area: Spatial Thinking and Skills

- ✓ Can use appropriate maps, globes, and geographic tools to gather, process and report information about people, places, and environments.
- ✓ Can explain that maps are created for specific purposes and represent the context in which they were created.
- ✓ Can use latitude and longitude coordinates to identify absolute location.

Focus Skill Area: Places and Regions

- ✓ Can use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

Focus Skill Area: Human Systems

- ✓ Can explain how variations among physical environments in the Eastern Hemisphere influence human activities.
- ✓ Can explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas in the Eastern Hemisphere.
- ✓ Can describe the lasting impact of the movement of people, products, and ideas in the Eastern Hemisphere.

- ✓ Can explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.
- ✓ Can describe the influence of religious diffusion in the modern world.
- ✓ Can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic
- ✓ Can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
- ✓ Can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

Domain: Government

Focus Skill Area: Civic Participation and Skills

- ✓ Can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.

Focus Skill Area: Roles and Systems of Government

- ✓ Can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
- ✓ Can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

- ✓ Can compare data sets to identify relationships and draw conclusions.
- ✓ Can predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.

Focus Skill Area: Scarcity

- ✓ Can explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce.
- ✓ Can explain how specialization leads to global trade.

Focus Skill Area: Markets

- ✓ Can explain how supply, demand and competition interact to determine price.
- ✓ Can explain how supply, demand and competition interact to influence quantities of inputs and outputs.

Focus Skill Area: Financial Literacy

- ✓ Can explain how individuals compare price and quality when selecting goods and services to buy.

GRADE 6 SOCIAL STUDIES

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H 6.1 Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

STANDARD

SS H 6.1.1 Recognize and explain the following terms:
B.C.
A.D.
B.C.E.
C.E.

SS H 6.1.2 Construct a multi-tiered timeline arranging events in a chronological order. Include events that occurred during:
B.C.
A.D.
B.C.E.
C.E.

SS H 6.1.3 Create a timeline that spans from 2000B.C.E. to 2017C.E. Select notable historic and religious events from other countries, continents, and America.

Early Civilizations

ANCHOR STANDARD

SS H 6.2 Early civilizations (India, Egypt, China, Mesopotamia, and Africa) with unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products flourished because of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

STANDARD

- SS H 6.2.1 Geographic conditions including locations in “River Valleys” promoted growth of early civilization. Describe the significance of “River Valleys” for:
source of water
- habitat for plants and animals
 - transportation
 - protection
 - access to natural resources
 - trade
 - farming
 - population growth
 - civilizations
- SS H 6.2.2 Using Primary and Secondary sources and a graphic organizer, research early civilizations (India, Egypt, and Mesopotamia) comparing the characteristics of civilizations.
- SS H 6.2.3 Describe and site examples of “new technology” in the River Valleys during early civilization.
- SS H 6.2.4 Describe the religious beliefs that early civilizations developed to help explain the world around them.
- SS H 6.2.5 Discuss the role that geography played in the development of early civilization.
- SS H 6.2.6 Research the establishment of “social classes” in early civilization.
- SS H 6.2.7 Using primary and secondary sources, research and identify the development of unique attributes and enduring legacies of early civilization that are still practiced and reflected in cultural practices today.

GEOGRAPHY - G

Spatial Thinking and Skills

ANCHOR STANDARD

- SS G 6.1 **Globes and other geographic tools can be used to gather,**

process, and report information about people, places, and environments. Cartographers decide which information to include and how it is displayed.

STANDARD

- SS G 6.1.1 Describe how “geographic” information is available to communicate information from a spatial perspective.
- SS G 6.1.2 Identify the kinds of maps and their purposes that cartographers create including the GIS.
- SS G 6.1.3 Use appropriate maps, globes, and geographic tools to gather, process, and report information about people, places, and environments.

ANCHOR STANDARD

- SS G 6.2 Latitude and longitude can be used to identify absolute location.**

STANDARD

- SS G 6.2.1 Use coordinates of latitude (including degrees of north and south) and longitude (including degrees of east and west) to identify “absolute location” of a given place.
- SS G 6.2.2 Describe a longitude point’s position on Earth’s surface in relation to the “Prime Meridian”.
- SS G 6.2.3 Describe a latitude point’s position on Earth’s surface in relation to the “Equator”.
- SS G 6.2.4 Use “Google Earth” to identify a place’s “absolute” location.

Places and Regions

ANCHOR STANDARD

- SS G 6.3 Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).**

STANDARD

- SS G 6.3.1 Use multiple criteria to determine, classify, and compare regions of Asia.

SS G 6.3.2 Compare regional criteria across continents considering changes in those regions over time.

SS G 6.3.3 Research the following criteria of regions and investigate how it helps identify and organize surface area based on shared characteristics:

- Landforms
- Climate
- Economics
- Natural Resource

Human Systems

ANCHOR STANDARD

SS G 6.4 Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

STANDARD

SS G 6.4.1 Analyze and give examples how “Human Activities” develop in response to physical environments.

SS G 6.4.2 Describe how humans adapt to the environment when the environment restricts human activity.

SS G 6.4.3 Research and discuss examples of “unintended consequences” of human activities to natural habitat.

ANCHOR STANDARD

SS G 6.5 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

STANDARD

SS G 6.5.1 Discuss and give reasons for why the people in the Eastern Hemisphere move from place to place.

SS G 6.5.2 Analyze the “diffusion of cultures” and give examples of how it has influenced the following:

- Religion
- Politics
- Environment

- Climate
- Economics

SS G 6.5.3 Investigate how current migration patterns in the Eastern Hemisphere affect:

- Economics
- Religious Freedoms
- Population
- Languages
- Cultures
- Discrimination
- Intolerance

ANCHOR STANDARD

SS G 6.6 Modern cultural practices and products show the influence of tradition and diffusion including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism).

STANDARD

SS G 6.6.1 Describe how modern cultural practices and products in the Eastern Hemisphere have been influenced by both cultural traditions and “diffusion”.

SS G 6.6.2 Using Primary and Secondary sources research the cultural practices and products of the “river civilizations” and site evidence of their influence on modern culture practices and products.

SS G 6.6.3 Identify the geographic origins, founding leaders, and teachings of the following:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism

SS G 6.6.4 Produce evidence of the lasting influence of religious diffusion in the modern world. Include Catholicism.

GOVERNMENT - GV

Civic Participation and Skills

ANCHOR STANDARD

SS GV 6.1 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

STANDARD

SS GV 6.1.1 Describe the purpose and benefits of “civic participation”.

SS GV 6.1.2 Using historic and contemporary sources form a student discussion group to reflect, analyze and discuss specific viewpoints or perspectives on a given historic topic.

SS GV 6.1.3 Discuss the components of effective group communications. Discuss the importance and purpose of the following skills for group discussion:

- Negotiation
- Compromise
- Collaboration

SS GV 6.1.4 Compare two sources of a current event for facts, dialogue, details, perspectives, and opinions expressed.

Roles and Systems of Government

ANCHOR STANDARD

SS GV 6.2 Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap, and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits of governmental authority.

STANDARD

SS GV 6.2.1 Identify and give examples of countries (yesterday and today) that have the following types of government:

- Monarchy
- Dictatorship
- Democracy
- Theocracy

- SS GV 6.2.2 Discuss how power is attained and held in systems of government.
- SS GV 6.2.3 Analyze the relationships between those governing and those being governed in systems of government.
- SS GV 6.2.4 Explain how and why characteristics of government often overlap and can be inconsistent.

ECONOMICS – E

Economic Decision Making and Skills

ANCHOR STANDARD

- SS E 6.1 Economists compare data sets to draw conclusions about relationships among them.**

STANDARD

- SS E 6.1.1 Compare sets of data for international trade and population to draw conclusions to:
- exports
 - imports
 - natural resources
 - oil reserves
 - income
 - birth rate
- SS E 6.1.2 Create a chart to identify the geographic features of the country/ies comparing location, physical features, economic activities, imports/exports. Include:
- how countries capitalize on natural resources
 - why certain countries specialize in certain products
 - import only countries versus export only countries
 - how countries utilize available resources
 - compare/contrast a developed country with a developing country.

ANCHOR STANDARD

- SS E 6.2 The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.**

STANDARD

- SS E 6.2.1 Explain how economic choices have a direct effect on economic consequences.
- SS E 6.2.2 Predict the present and future consequences of:
- personal economic choice
 - collective economic choice
- SS E 6.2.3 Explain how and why individuals and societies may evaluate choices differently.

Scarcity

ANCHOR STANDARD

- SS E 6.3 **The fundamental questions of economics include what to produce, how to produce, and for whom to produce.**

STANDARD

- SS E 6.3.1 Explain the three fundamental questions of economics and their limitations.
- SS E 6.3.2 Describe “Demand” and “Means of Distribution” and the significance they play to “produce”.

ANCHOR STANDARD

- SS E 6.4 **When regions and/or countries specialize, global trade occurs.**

STANDARD

- SS E 6.4.1 Describe the term “Specialization” and its effect on trade.
- SS E 6.4.2 Explain the reasons individuals and societies specialize on the production of “goods” and “services”.
- SS E 6.4.3 Analyze and explain how limited “productive resources” lead to “specialization”.
- SS E 6.4.4 Using economic data, investigate examples of trade in the Eastern Hemisphere tracking:
- Production and sales of goods and services of oil and agricultural products. (coffee, soybeans)

- SS E 6.4.5 Using economic data, investigate examples of trade in Eastern Hemisphere tracking:
- Production and consumption of manufactured items. (toys, clothing)

Markets

ANCHOR STANDARD

- SS E 6.5 **The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of Inputs (human resources, natural resources, and capital) used.**

STANDARD

- SS E 6.5.1 Analyze and explain the interactions of “supply and demand,” and its influence on competition.
- SS E 6.5.2 Analyze and explain the influence of “supply and demand” and how it interacts to determine “price”.
- SS E 6.5.3 Explain how “price” influences competition.
- SS E 6.5.4 Define the following:
- Outputs
 - Inputs
- Explain how the interaction of supply, demand, and competitions influences “outputs and inputs”.

Financial Literacy

ANCHOR STANDARD

- SS E 6.6 **When selecting items to buy, individuals can compare the price and quality of available goods and services.**

STANDARD

- SS E 6.6.1 Describe “financial Literacy” and how it interacts with financial resources and financial security.
- SS E 6.6.2 Explain and give examples how and why consumers should compare prices and quality of goods and services.
- SS E 6.6.3 Describe how consumers can gather information on price and quality.

- SS E 6.6.4 Explore and give reasons why products produced in Asia have lower prices than products produced in the United States.
- SS E 6.6.5 Discuss and chart the “pros” and “cons” of purchasing foreign made products.
- SS E 6.6.6 Discuss and chart the “pros” and “cons” of purchasing American made products.