

Social Studies Curriculum: Grade 6
Terrebonne Parish School District - 2005

GEOGRAPHY--Physical and Cultural Systems: Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

A. The World in Spatial Terms

Benchmark	GLE	
G-1A-M1		Identifying and describing the characteristics, functions, and applications, of various types of maps and other geographic representations, tools, and technologies.
	G-1A-M1	Identify and describe the applications of maps including political, climate, elevation, population, relief, physical, resource, historical, and economic maps.
	G-1A-M1	Identify and describe visual geographic representations (e.g. Mercator, conic, and plane projections), tools (compass and ruler, etc.) and technologies.

G-1A-M2		Interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns.
	SSGLE1	Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe. (p.A-3 to A-21, p. 40)
	G-1A-M2	Create maps, map keys, globes, graphs, charts, and models.
	G-1A-M2	Analyze by comparing and contrasting spatial distributions and patterns of maps, globes, graphs, charts, and models.
	G-1A-M2	Compute time differences of designated locations utilizing time zone maps.

G-1A-M3		Organizing and displaying information about the location of geographic features and places by using mental mapping skills.
	G-1A-M3	Construct a map from memory locating geographic features and places within a 50-mile radius of home.

B. Places and Regions

G-1B-M1		Explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns.
	SSGLE2	Identify land and climate conditions conducive to land settlement in regions of the world describe the role of these conditions. (p. 73, p. 107, p. 135, p. 229)

G-1B-M2		Identifying and describing significant physical features that have influenced historical events.
	SSGLE3	Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris- Euphrates as “cradles of civilization”) (p.51, p.107)

G-1B-M3		Identifying criteria used to define regions and explaining how and why regions change.
	G-1B-M3	Identify a region according to cultural and political similarities.
	G-1B-M3	Explain how cultural and political phenomena cause regions to change.

G-1B-M4		Describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions.
	SSGLE4	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history. (pgs. 73, 112, 135, 191, 208, 229, 234)
	G-1B-M4	Explain how personal interests motivated the uses of places and regions such as the search for God, glory, and gold.
	G-1B-M4	Explain how culture affects people's perception of places and regions.
	G-1B-M4	Explain how technological innovations affected places and regions.
C. Physical and Human Systems		
G-1C-M1		Predicting and explaining how physical features help to shape patterns and arrangements in the physical environment.
	G-1C-M1	Explain how physical processes help to change the environment such as riverbank erosion/delta and volcanic eruption/islands.
G-1C-M2		Identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region.
	G-1C-M2	Select key demographic concepts (such as culture, race, gender, age, religion, etc.) to analyze the population of a country.
G-1C-M3		Describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization.
	G-1C-M3	Explain why humans settled and formed societies in specific regions.
G-1C-M4		Analyzing types, patterns, and effects of human migration over time.
	SSGLE5	Explain reasons for different patterns of migration among early peoples. (p. 51, p. 190)
G-1C-M5		Tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects.
	SSGLE6	Explain factors or events that have contributed to cultural diffusion. (e.g., the Silk Road, Crusades) (pgs. 79, 125, 185, 191-195)
G-1C-M6		Comparing historical and contemporary patterns of economic interdependence.
	SSGLE7	Describe the economic interdependence among various ancient civilizations.(pgs. 125, 185, 414-415)
G-1C-M7		Explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface.
	SSGLE8	Explain how ancient civilizations established and maintained political boundaries. (pgs. 73, 79, 125, 135, 140, 171, 177)
	G-1C-M7	Explain conditions and motivations that contribute to conflict and cooperation within and among nations.
D. Environment and Society		
G-1D-M1		Analyzing and evaluating the effects of human actions upon the physical environment.
	G-1D-M1	Differentiate between the positive and negative effects of human actions on the environment.

G-1D-M2		Explaining and giving examples of how characteristics of different physical environments affect human activities.
	SSGLE9	Explain how different physical environments affected human activity in ancient civilizations. (pgs.73-79, 107, 229-233)
G-1D-M3		Analyzing the worldwide distribution and utilization of natural resources.
	SSGLE10	Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export. (pgs. 185-186, 400-401)
G-1D-M4		Identifying problems that relate to contemporary geographic issues and researching possible solutions.
	G-1D-M4	Discuss current events and suggest possible solutions to issues.
CIVICS - Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.		
A. Structure and Purposes of Government		
C-1A-M1		Explaining major ideas about why governments are necessary and evaluating competing positions on the purpose government should serve.
	C-1A-M1	Explain why governments are necessary
	C-1A-M1	Evaluate the purposes of government.
C-1A-M2		Describing the essential characteristics of various systems of government.
	C-1A-M2	Explain the characteristics of monarchy, democracy, communism, socialism, republic, dictatorship, etc.
C-1A-M6		Identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers.
	C-1A-M6	Name government leaders and district representatives at the local, state, national, and international levels via current events.
C-1A-M9		Explaining the necessity of taxes and describing the purposes for which tax revenues are used.
	C-1A-M9	Analyze the need for taxes.
B. Foundations of the American Political System		
C-1B-M1		Explaining the essential ideas and historical origins of American constitutional government.
	SSGLE11	Identify the essential elements of Greek and Roman government that would later influence the U.S. government.
C-1B-M2		Identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture.
	C-1B-M2	Relate how ancient governments have influenced American democracy.

C-1B-M3		Explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents.
	C-1B-M3	Relate principles of democracy derived from ancient documents, such as the Twelve Tablets of Rome and Athenian democracy.

C. International Relationships

C-1C-M1 Describing how the world is organized politically and explaining the means by which nation-states interact.

C-1C-M1 Explain political divisions of the world and how nation-states interact.

C-1C-M3 Identifying types of foreign policy issues, using current and historical examples.

C-1C-M3 Use current and historical examples to explain foreign policy interactions such as trade, allies, enemies, and economic support.

D. Roles of the Citizen

C-1D-M1 Explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States.

C-1D-M1 Describe citizenship requirements of ancient cultures.

C-1D-M2 Identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society.

C-1D-M2 Relate the rights and responsibilities of citizens in ancient cultures.

C-1D-M2 Explain how responsible citizenship is important to the individual and society.

C-1D-M3 Discussing issues involving the rights and responsibilities of individuals in American society.

C-1D-M3 Identify current issues that involve civic responsibilities such as voter participation, jury duty, and empathy.

C-1D-M4 Describing the many ways by which citizens can organize, monitor, and help shape politics and government at local, state, and national levels.

C-1D-M4 Analyze how citizens can change government policy.

C-1D-M5 Communicating the importance of knowledge to competent and responsible political participation and leadership.

C-1D-M5 Explain the importance of being knowledgeable of civic responsibilities in voting, jury duty, holding public office, and political advocacy. (p. 440)

ECONOMICS-Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

A. Fundamental Economic Concepts		
E-1A-M1		Describing how the scarcity of resources necessitates decision making at both personal and societal levels.
	E-1A-M1	Explain how the trading for goods compensates for the shortage of resources.
E-1A-M2		Analyzing consequences of economic decisions in terms of additional benefits and additional costs.
	E-1A-M2	Analyze how benefits and costs affect economic decisions.
E-1A-M3		Analyzing the consequences and opportunity cost of economic decisions.
	E-1A-M3	Evaluate the pros and cons of major economic decisions in various situations.
E-1A-M4		Analyzing the role of specialization in the economic process.
	E-1A-M4	Define specialization in the economic process.
	SSGLE12	Explain the role of expanding in the development of world civilizations.
E-1A-M5		Giving examples of how skills and knowledge increase productivity and career opportunities.
	E-1A-M5	Identify skills, occupations, and inventions that have increased productivity in the world.
E-1A-M6		Describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems
	E-1A-M6	Explain by comparing and contrasting the production and distribution of goods and services.
E-1A-M7		Describing the various institutions, such as business firms and government agencies that make up economic systems.
	E-1A-M7	Summarize how business and government can contribute to the creation of economic systems.
E-1A-M8		Differentiating among various forms of exchange and money.
	SSGLE13	Identify the functions and characteristics of money (e.g., money as a store value) and compare barter exchange to money exchange.
E-1A-M9		Using economic concepts to help explain historic and contemporary events and developments.
	SSGLE14	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history.
B. Individuals, Households, Businesses, and Governments		
E-1B-M1		Explaining the role of supply and demand in a competitive market system.
	E-1B-M1	Explain the role of supply and demand in a market economy. (p. 527)
E-1B-M2		Explaining the factors that affect the production and distribution of goods and services.
	E-1B-M2	Cite examples of how inventions have influenced production and distribution of goods and services.
E-1B-M3		Explaining the difference between private and public goods and services.
	E-1B-M3	Identify examples of private and public goods and services.

E-1B-M4		Identifying the costs and benefits of government policies on competitive markets.
	E-1B-M4	Identify the effect of government policy on different types of competitive markets (e.g., oligarchy, paying tribute, etc.)
E-1B-M5		Identifying different types of taxes and user fees and predicting their consequences.
	E-1B-M5	Examine ways in which revenues were raised in ancient times and identify the consequences for the various social classes.
E-1B-M6		Determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results.
	E-1B-M6	Compare the reasons for trade between/among nations.
	E-1B-M6	Cite examples of interdependence that results from trade.
	E-1B-M6	Analyze benefits of trade between/among nations.
E-1B-M7		Describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies.
	E-1B-M7	Identify examples from ancient history that show results of a successful economy.
HISTORY - Time, Continuity, and Change: Students develop a sense of historical perspective as they study the history of their community, state, nation, and world.		
A. Historical Thinking Skills		
H-1A-M1		Describing chronological relationships and patterns.
	H-1A-M1	Differentiate between the time periods of B.C. and A.D. (or B.C.E and C.E.)
		Demonstrate elapsed time between and within time periods.
	SSGLE15	Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (pgs.44, 102, 164, 222, 290, 360, 422)
	SSGLE16	Interpret data presented in a timeline to identify change and continuity in world civilizations. (pgs. 44-45, 60-61, 102-103)
H-1A-M2		Demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred.
	SSGLE17	Describe the defining characteristics of major world civilizations from political, social, and economic perspectives. (pgs. 73, 112, 135, 148, 171, 177, 182, 203, 208)
	H-1A-M2	Distinguish patterns of change within and across the cultures.
H-1A-M3		Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
	H-1A-M3	Demonstrate how people and events have influenced history.
	SSGLE18	Describe the causes, effects, or impact of a given historical development or event in world civilizations. (pgs. 79-83, 125, 173, 176, 247-251)
H-1A-M4		Analyzing historical data using primary and secondary sources.
	H-1A-M4	Compare and contrast primary and secondary sources of historical data.
	SSGLE19	Use multiple primary and secondary sources to describe world civilizations.(p.30)

H-1A-M5		Identifying issues and problems from the past and evaluating alternative courses of action.
	SSGLE20	Identify historical issues or problems in world civilizations and discuss how they were addressed. (pgs. 79-89, 112-119, 125-129, 135-152, 257-251)
	H-1A-M5	Propose and justify different solutions to past issues and problems, such as more humane treatment of prisoners of war and less bloodshed during the Reign of Terror
H-1A-M6		Conducting research in efforts to answer historical questions.
	H-1A-M6	Utilize a variety of resources to complete assignments involving history.
	SSGLE21	Conduct historical research using a variety of resources to answer historical questions related to world civilizations.
C. World History (applicable to grade 6)		
ERA 1: The Beginnings of Society		
H-1C-M1		Describing the earliest human communities.
	H-1C-M1	Describe geographical features that aided the development of early civilizations.
	H-1C-M1	Explain how archeological discoveries contribute to our knowledge of early peoples.
	SSGLE22	Describe features of the earliest communities. (e.g., shelter, food, clothing) (pgs. 51, 56, 73, 107, 135)
	SSGLE23	Describe hunter-gatherer societies, including the development of tools and the use of fire.(pgs. 51, 56, 73)
H-1C-M2		Explaining the emergence of agricultural societies around the world.
	SSGLE24	Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (pgs. 51, 107)
	SSGLE25	Formulate reasons why agricultural societies developed from hunters and gatherers. (pgs. 56, 62, 73)
	SSGLE26	Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. (p.56)
ERA 2: The Rise of Early Civilizations (4,000 – 1,000 B.C.)		
H-1C-M3		Identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus Valley
	H-1C-M3	List the ways in which writing, art, literature, and architecture influenced early civilizations.
	H-1C-M3	Compare and contrast the major characteristics of various early civilizations.
	H-1C-M3	Identify how the major characteristics of various early civilizations influenced the development of other cultures.
	SSGLE27	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus Valley. (pgs. 73, 79, 84, 107, 135)
	SSGLE28	Describe the major characteristics of early river valley civilizations.(pgs. 73, 79, 107, 125, 135)
H-1C-M4		Tracing the development and expansion of agricultural societies and the emergence of new states.
	H-1C-M4	Explain the transition from hunters/gatherers to agriculture and the development of individual communities.
	SSGLE29	Describe how early river civilizations influenced the development of other cultures through

		trade and cultural diffusion. (pgs. 73, 79, 185)
	SSGLE30	Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of the plow technology. (pgs. 56, 73, 84, 107, 109, 135)
H-1C-M5		Analyzing the political, social, and cultural consequences of population movements and militarization of Europe and Asia.
	SSGLE31	Identify the effects of migration and militarization on politics, society, and culture in Europe and in Asia. (pg. 208)
	SSGLE32	Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations.(pg. 229)
ERA 3: Classical Traditions, Major Religions, and Giant Empires (1000 B.C.- A.D.300)		
H-1C-M6		Discussing and giving examples of technological and cultural innovation and change.
	H-1C-M6	Demonstrate with examples changes brought about by technology and innovation.
	H-1C-M6	Discuss the technology used by the Egyptians to create the pyramids and Sphinx.
	SSGLE33	Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region. (p.128)
	SSGLE34	Explain the significance of Phoenician trade in the Mediterranean basin. (pgs. 87-88)
	SSGLE35	Identify forms of writing developed in early civilizations and discuss how written records changed political legal, religious and cultural life (e.g., cuneiform, hieroglyphics, Greek) (pgs. 78, 87, 113, 118, 144, 239, 304)
	H-1C-M6	Describe how the irrigation method used by ancient Egyptians led to agricultural change in society.
	H-1C-M6	Examine examples of Egyptian art and architecture.
H-1C-M7		Describing the classical civilizations and examining their interactions and influences.
	SSGLE36	Describe the development of the Greek city states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests. (pgs. 234, 240, 247)
	SSGLE37	Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures. (p. 231, 247)
	H-1C-M7	Analyze the absorption of Greek and/or Roman ideas into other cultures through trade, warfare, etc.
	SSGLE38	Compare and contrast the key characteristics of the classical civilizations via development of language, literature, science, art, and architecture.(e.g., Greek, Roman, Persian, Chinese) (pgs. 118, 130, 155, 229, 254, 327, 338, 342)
H-1C-M8		Describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India.
	H-1C-M8	Trace the evolution of Christianity, Judaism, Islam, Buddhism, and Hinduism.
	SSGLE39	Identify the major new religions and relate them to the empires that emerged in the Mediterranean basin, China, and India basin (e.g., Christianity, Hinduism, Buddhism, Islam) (pgs. 84, 171, 192, 272, 303)
	SSGLE40	Compare and contrast the major religions in terms of leaders, major beliefs, and location. (pgs. 84, 171, 192, 272)
ERA 4: Expanding Zones of Exchange and Encounter (A.D. 300 – 1000)		
H-1C-M9		Tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa.
	SSGLE41	Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (pgs. 272, 303, 369)

	SSGLE42	Identify the effect that the major religions have had on European, Asian, and African civilizations. (Pgs. 174, 192, 272, 303)
H-1C-M10		Analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas.
	SSGLE43	Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000. (pgs. 79, 112, 135, 140, 148, 171, 177, 182, 191, 234, 255, 261, 297)
	SSGLE44	Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, and feudalism). (pgs. 278, 309, 312)
ERA 5: Intensified Hemispheric Interactions (A.D. 1000-1500)		
H-1C-M11		Analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa.
	SSGLE45	Identify the effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to A.D. 1500. (pgs. 76, 126, 379, 298, 126, 230, 303, 314, 396)
	SSGLE46	Explain how communication among regions was accomplished from A.D. 1000 to 1500. (pgs. 179, 210, 335, 345, 433)
H-1C-M12		Explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe.
	SSGLE47	Explain how and why Europe changed politically, socially, culturally, and economically during the period of intensified hemispheric interactions. (pgs. 312-314, 297, 303)
	SSGLE48	Describe the major contributing factors that led to the Renaissance. (pgs. 429-430)
	SSGLE49	Describe the major contributing factors that would lead to the Reformation.
H-1C-M13		Describing the development and expansion of complex societies and empires in the Americas.
	H-1C-M13	Explain the origins and expansion of ancient American empires.
ERA 6: Emergence of the First Global Age (1450-1770)		
H-1C-M14		Explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the 15th through the mid-18th centuries.
	SSGLE50	Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization. (pgs. 442-445)
	H-1C-M14	Describe the ways major world regions experienced political, economic, and cultural transformations.
	SSGLE51	Identify major technological developments in shipbuilding, navigation, and naval warfare. (pgs. 307, 391, 409, 410, 442, 445)
	SSGLE51	Trace the cultural origins of various innovations.(pgs. 307, 391, 409, 410, 442, 445)
	SSGLE52	Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing. (pgs. 429-439)

ERA 7: An Age of Revolutions (1750-1914) – Optional (if time allows)		
H-1C-M15		Determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world.
	H-1C-M15	Identify and explore the causes and consequences of the political, agricultural, and industrial revolutions on world societies.
ERA 8: A Half-Century of Crisis and Achievement (1900-1945) – Optional (if time allows)		
H-1C-M16		Describing the transformation of world societies that occurred during an era of global trade and Western domination.
	H-1C-M16	Compare and contrast changes in world societies caused by global trade and Western domination.
ERA 9: The 20th Century Since 1945 to Present – Optional (if time allows)		
H-1C-M17		Identifying the causes and worldwide consequences of major 20th century conflicts.
	H-1C-M17	List the reasons for and consequences of major conflicts of the 20 th century.
H-1C-M18		Identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world.
	H-1C-M18	Examine the many trends that have impacted the modern world since 1945.