

STRAND: HISTORY**TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement****1. Multiple tier timelines can be used to show relationships among events and places.****CONTENT ELABORATION**

Sixth grade is building on skills learned in grade five, including the conventions of B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era), and C.E. (Common Era) to place dates in chronological order.

At this level students use multiple-tier timelines consisting of two or more rows of events, with each row representing a different topic or perspective related to a specific time period.

Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time. These analytical skills build upon earlier skills related to chronological thinking and temporal order.

EXPECTATIONS FOR LEARNING

Analyze multiple-tier timelines to identify cause and effects relationships, patterns, or themes among events.

TOPIC: EARLY CIVILIZATIONS**Content Statement****2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.****CONTENT ELABORATION**

Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.

While the early river civilizations in India, Egypt, China, and Mesopotamia reflected the common features of civilization, each one developed unique attributes:

- **Government:** Governments gradually developed to address issues including irrigation and trade.
- **Religion:** Early civilizations also developed religious beliefs to help explain the world around them.
- **Agriculture:** Rivers provided a water source that enriched the soil and enabled the harvesting and planting of crops (e.g., agricultural products such as wheat and barley in Egypt, rice and tea in China, and practices such as irrigation systems). In addition to agricultural benefits, rivers also provided means of transportation, protection from invasions, and provided access to natural resources.
- **Technology:** New technologies were developed such as irrigation systems, roads, and other public works. These lead to the growth of cities. Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs.
- **Economic System:** Because of crop surpluses, not all people had to farm; therefore, people began to produce different products for use and trade. As a result, cities were established as centers of production and commerce.
- **Social Structure:** Social structures were developed with people ranked in classes according to their jobs.

These civilizations left enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere.

EXPECTATIONS FOR LEARNING

Compare the six cultural practices and products of the early civilizations.

Identify the enduring influences of the six cultural practices and products on cultures today.

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

- 3. 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.**

CONTENT ELABORATION

Geographic information is represented in a variety of ways. Students need to use a variety of geographic tools to communicate information from a spatial perspective. Cartographers create maps for specific purposes that represent the time, place, and culture in which they were created.

Geographic tools include:

- maps;
- globes;
- diagrams;
- computer-assisted mapping;
- geographic information systems; and
- aerial and other photographs.

EXPECTATIONS FOR LEARNING

Use the correct geographic tools to gather, process, and report information about people, places, and environments.

Content Statement

- 4. Latitude and longitude can be used to identify absolute location.**

CONTENT ELABORATION

Latitude and longitude are imaginary lines used to identify absolute location on Earth's surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates.

Students in grade five became familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location.

Latitude measures distance north and south of Earth's equator, while longitude measures distance east and west of the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South poles. Parallels of latitude are imaginary circles that run around Earth parallel to the equator.

Students should be able to use coordinates of latitude (including degrees North or South) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.

Longitude describes a point's position on Earth's surface in relation to the prime meridian.

Latitude describes a point's position on Earth's surface in relation to the equator.

EXPECTATIONS FOR LEARNING

Identify absolute location using latitude and longitude coordinates.

TOPIC: PLACES AND REGIONS**Content Statement**

- 5. Regions can be determined, classified, and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics**

CONTENT ELABORATION

Building on student understanding of regions from grade five, students at this level will use multiple criteria to determine, classify, and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.

Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria including:

- Landform refers to the shape, form, or nature of physical feature of Earth's surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, birth rates).
- Culture is the learned behavior of people, including belief systems and languages.
- Economics refers to the set of principles by which a society decides and organizes the ownership, allocation, and use of resources. Economic characteristics include natural resources, agricultural products, and levels of income.

EXPECTATIONS FOR LEARNING

Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.

TOPIC: HUMAN SYSTEMS**Content Statement**

- 6. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.**

CONTENT ELABORATION

Human activities develop in response to physical environments. Physical features like waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals and irrigation systems. Dams are built to control flooding and provide hydroelectric power.

Modifications to the environment have intended and unintended consequences. Some of the issues facing the world today are the result of unintended consequences of human activities including pollution and disruption of habitat.

EXPECTATIONS FOR LEARNING

Explain how variations among physical environments in the Eastern Hemisphere influence human activities.

Explain how human activities have altered the physical environments of the Eastern Hemisphere.

TOPIC: HUMAN SYSTEMS**Content Statement****7. 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.****CONTENT ELABORATION**

People, products, and ideas move from place to place in the Eastern Hemisphere for political, environmental, social, and economic reasons. Building on prior knowledge from grade five, students will study some of the factors that cause push/pull movement. Students will learn how these factors have influenced cultural diffusion of the Eastern Hemisphere in the past and today. These factors include:

- political: changes in political leadership and citizen rights;
- environmental: the climate and natural disasters;
- social: discrimination, intolerance, and religious freedom; and
- economic: the availability of resources, changes in trade patterns, and employment opportunities.

The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. The spread of religions throughout the Eastern Hemisphere was a result of trade and other factors.

The theme of cultural diffusion is meant to be integrated throughout the school year.

EXPECTATIONS FOR LEARNING

Explain political, environmental, social, and economic factors that cause the movement of people, products and, ideas in the Eastern Hemisphere.

Describe the lasting impact of the movement of people, products, and ideas in the Eastern Hemisphere.

Content Statement**8. Diffusion of agricultural practices and products, technology, cultural practices, and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) impacted the Eastern Hemisphere.****CONTENT ELABORATION**

Diffusion can be defined as the spread of people, ideas, technology, and products among places.

As systems of trade and transportation developed, people traveled and migrated across continents, spreading their agricultural practices, cultural practices and products. These practices and products from the river civilizations can be found in modern society.

Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify:

- the geographic origins;
- founding leaders; and
- basic teachings.

The five major world religions include:

- Buddhism;
- Christianity;
- Hinduism;
- Islam; and
- Judaism.

EXPECTATIONS FOR LEARNING

Explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere.

Describe the influence of religious diffusion in the modern world.

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

- 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.**

CONTENT ELABORATION

Students at this level continue developing civic participation skills by using evidence from a variety of historic and contemporary sources to communicate and defend a claim. Each source reflects a specific bias or perspective on a topic.

Students should understand the importance of examining the accuracy of a source by considering the following:

- Can the information be verified in other sources?
- What are the author's sources of information?
- Is the information original or reprinted/excerpted from another source?
- How does the source compare with others on the same topic?

In grade seven, students will learn about historical perspective. Historical perspective is the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today's norms and values.

EXPECTATIONS FOR LEARNING

Use a variety of historic and contemporary sources to communicate and defend a claim on a topic.

Examine a variety of sources for accuracy.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

10. 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 on governmental authority.

CONTENT ELABORATION

The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level.

Students should understand how power is attained and held, and the relationship between those governing and those being governed for each type of government listed below:

- A monarchy is a government in which authority over the people is retained through a ruling family (e.g., Saudi Arabia).
- A democracy is a government where the power of those in authority is limited because the people retain the supreme power (e.g., United States).
- A dictatorship is a government where a ruler or small group with absolute power over the people, often through fear and/or force (e.g., North Korea).
- A theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).

Students should also recognize that actual systems of government are not always easily categorized and can be misrepresented. Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent. Governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People's Republic of Korea. North Korea, in reality, is a communist state led by a dictator. The United Kingdom has a royal family, which suggests a monarchy, but the constitutional monarchy is, in practice, much closer to a democracy.

As students develop understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities.

EXPECTATIONS FOR LEARNING

Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.

Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****11. Economists compare data sets to draw conclusions about relationships among them.****CONTENT ELABORATION**

Students at this level begin to think like economists as they practice comparing sets of data to draw conclusions.

These data sets may include information related to international trade, availability of natural resources, or population.

Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them. Examples of relationships between data sets could be:

- exports and imports;
- trade patterns and the availability of natural resources; and
- life expectancy and level of education.

EXPECTATIONS FOR LEARNING

Compare economic data sets to identify relationships and draw conclusions.

Content Statement**12. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.****CONTENT ELABORATION**

This content statement builds on foundational understanding that began in kindergarten of economic choices and their consequences.

Students will understand and be able to predict the present and future consequences of personal and collective economic choices.

Students at this level will examine the choices of individuals and governments that lead to economic decision making.

Students will evaluate and predict the resulting consequences, which are relative to individuals and societies.

EXPECTATIONS FOR LEARNING

Predict the present and future consequences of an economic decision.

Explain how individuals and societies may evaluate the choice differently.

TOPIC: SCARCITY**Content Statement****13. The fundamental questions of economics include what to produce, how to produce, and for whom to produce.****CONTENT ELABORATION**

Students at this level are introduced to the fundamental questions of economics:

- what to produce;
- how to produce it; and
- for whom to produce it.

Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.

Societies make decisions about what to produce and how to produce it based on the availability of productive resources including:

- human resources;
- capital goods; and
- natural resources.

Decisions about for whom to produce often are based on demand and means of distribution.

EXPECTATIONS FOR LEARNING

Explain how individuals and societies answer the fundamental questions of economics.

Content Statement**14. When regions and/or countries specialize, global trade occurs.****CONTENT ELABORATION**

Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services.

Students at this level build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale.

When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services which they want but do not or cannot produce.

EXPECTATIONS FOR LEARNING

Explain how specialization leads to global trade.

TOPIC: MARKETS**Content Statement**

15. 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 productive resources (entrepreneurship, human resources, natural resources, and capital) used.

CONTENT ELABORATION

Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and productive resources and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades.

The availability of a good or service and the demand for that good or service interact to determine price. Examples of this interaction include:

- Demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, therefore, gasoline prices rise.
- When refinery production exceeds demand, producers drop gasoline prices to encourage car owners to purchase more gasoline.

Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For example, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers.

The interaction of supply, demand, and competition influences the quantities of goods and services produced (output) and therefore, the quantities of productive resources (e.g., entrepreneurship, human resources, natural resources and capital) used.

As supply, demand, and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their output (copies of the game), as well as their use of input (productive resources like plastic to create discs and workers to package them).

EXPECTATIONS FOR LEARNING

Explain how supply, demand, and competition interact to determine price.

Explain how supply, demand and, competition interact to influence quantities of productive resources and outputs.

TOPIC: FINANCIAL LITERACY**Content Statement**

16. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.

CONTENT ELABORATION

Students at this level should understand how individuals compare the price and quality of goods and services when selecting items to buy.

Students should discuss how consumers can gather information on price and quality including:

- print and web-based advertising;
- personal recommendations; and
- independent reviews.

EXPECTATIONS FOR LEARNING

Explain how individuals compare price and quality when selecting goods and services to buy.