

Sixth Grade

Medina County Schools'

Course of Study

For

Social Studies

June, 2009

STANDARD 1: 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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
A. Interpret relationships between events shown on multiple-tier time lines.	SS.1.A.6.1 <i>Chronology</i>	1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.	Vocabulary
	SS.1.A.6.2	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.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 1: HISTORY (Cont.)

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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
<p>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p>	<p>SS.1.B.6.3a <i>Early Civilizations</i></p>	<p>3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:</p> <ul style="list-style-type: none"> a. Hunting and gathering; b. Tool making; c. Use of fire; d. Domestication of plants and animals; e. Organizing societies; f. Governance. 	<p>Vocabulary</p>
	SS.1.B.6.3b	b. Tool making;	<p>Assessments</p>
	SS.1.B.6.3c	c. Use of fire;	
	SS.1.B.6.3d	d. Domestication of plants and animals;	<p>Resources/Remediation/ Enrichment</p>
	SS.1.B.6.3e	e. Organizing societies;	
	SS.1.B.6.3f	f. Governance.	
	SS.1.B.6.4a	<p>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:</p>	
	SS.1.B.6.4b	a. Location;	
	SS.1.B.6.4c	b. Government;	
	SS.1.B.6.4d	c. Religion;	
SS.1.B.6.4e	d. Agriculture;		
	e. Cultural and scientific contributions.		

STANDARD 1: HISTORY (Cont.)

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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.	See Grade 7 Page 131	No indicators present for this benchmark.	Vocabulary
D. Describe the effects of interactions among civilizations during the 14 th through the 18 th centuries.	SS.1.D.6.5a <i>The First Global Age</i> SS.1.D.6.5b SS.1.B.6.4c SS.1.B.6.4d SS.1.B.6.4e	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.	Assessments
E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.	See Grade 8 Page 148	No indicators present for this benchmark.	Resources/Remediation/ Enrichment

STANDARD 1: HISTORY (Cont.)

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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
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.	See Grade 8 Page 149	No indicators present for this benchmark.	Vocabulary
G. Analyze the causes and consequences of the American Civil War.	See Grade 8 Page 150	No indicators present for this benchmark.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 2: 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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes		
A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	SS.2.A.6.1a <i>Cultures</i>	1. Compare the cultural practices and products of the societies studied including: <ul style="list-style-type: none"> a. Class structure; b. Gender roles; c. Beliefs; d. Customs and traditions. 	Vocabulary		
	SS.2.A.6.1b		2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including: <ul style="list-style-type: none"> a. Buddhism; b. Christianity; c. Judaism; d. Hinduism; e. Islam. 	Assessments	
	SS.2.A.6.1c			Resources/Remediation/ Enrichment	
SS.2.A.6.1d	SS.2.A.6.2a	SS.2.A.6.2b	SS.2.A.6.2c	SS.2.A.6.2d	SS.2.A.6.2e

STANDARD 2: PEOPLE IN SOCIETIES (Cont.)

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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	SS.2.B.6.3a <i>Interaction</i> SS.2.B.6.3b SS.2.B.6.3c SS.2.B.6.3d SS.2.B.6.3e	3. Explain factors that foster conflict or cooperation among countries: a. Language; b. Religion; c. Types of government; d. Historic relationships; e. Economic interests.	Vocabulary
C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	See Grade 7 Page 134	No indicators present for this benchmark.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 3: 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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
A. Identify on a map the location of major physical and human features of each continent.	SS.3.A.6.1 <i>Location</i> SS.3.A.6.2	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.	Vocabulary
B. Define and identify regions using human and physical characteristics.	SS.3.B.6.3a <i>Places and Regions</i>	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.	Assessments
	SS.3.B.6.3b SS.3.B.6.3c SS.3.B.6.3d		
	SS.3.B.6.4	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.	Resources/Remediation/ Enrichment

STANDARD 3: GEOGRAPHY (Cont.)

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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	SS.3.C.6.5a <i>Human Environmental Interaction</i>	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. 6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: a. Urbanization; b. Desertification; c. Deforestation.	Vocabulary
	SS.3.C.6.5b		Assessments
	SS.3.C.6.5c		Resources/Remediation/ Enrichment
	SS.3.C.6.5d		
	SS.3.C.6.5e		
	SS.3.C.6.5f		
	SS.3.C.6.6a		
	SS.3.C.6.6b		
	SS.3.C.6.6c		

STANDARD 3: GEOGRAPHY (Cont.)

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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	SS.3.C.6.7a	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.	Vocabulary
	SS.3.C.6.7b		Assessments
	SS.3.C.6.7c		Resources/Remediation/ Enrichment
	SS.3.C.6.7d		D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.
SS.3.D.6.8a <i>Movement</i>	Resources/Remediation/ Enrichment		
SS.3.D.6.8b	Resources/Remediation/ Enrichment		
SS.3.D.6.8c	Resources/Remediation/ Enrichment		
SS.3.D.6.8d	9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.	Resources/Remediation/ Enrichment	
SS.3.D.6.8e		Resources/Remediation/ Enrichment	
SS.3.D.6.9		Resources/Remediation/ Enrichment	

STANDARD 4: 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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.	SS.4.A.6.1 <i>Scarcity and Resource Allocation</i>	1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.	Vocabulary
	SS.4.A.6.2	2. Explain that most decisions involve trade-offs and give examples.	
B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	SS.4.B.6.3 <i>Markets</i>	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.	Assessments
	SS.4.B.6.4	4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.	
	SS.4.B.6.5	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.	
			Resources/Remediation/ Enrichment

STANDARD 4: ECONOMICS (Cont.)

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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
C. Identify connections between government policies and the economy.	SS.4.C.6.6 <i>Government and the Economy</i>	6. Distinguish between goods and services typically produced by the private sector and the public sector.	<div data-bbox="1480 467 1904 792">Vocabulary</div> <div data-bbox="1480 795 1904 1161">Assessments</div> <div data-bbox="1480 1164 1904 1474">Resources/Remediation/ Enrichment</div>

STANDARD 5: GOVERNMENT

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

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	SS.5.A.6.1a <i>Role of Government</i>	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.	Vocabulary
	SS.5.A.6.1b		
	SS.5.A.6.2	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.	Assessments
	SS.5.A.6.3a	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.	
SS.5.A.6.3b			
SS.5.A.6.3c			
SS.5.A.6.3d		Resources/Remediation/ Enrichment	

STANDARD 5: GOVERNMENT (Cont.)

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

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
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.	See Grade 8 Page 159	No indicators present for this benchmark.	Vocabulary
C. Compare the defining characteristics of democracies, monarchies and dictatorships.	SS.5.C.6.4 <i>Systems of Government</i>	4. Describe the defining characteristics of democracies, monarchies and dictatorships.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 6: 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.

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
<p>A. Show the relationship between civic participation and attainment of civic and public goals.</p> <p>B. Identify historical origins that influenced the rights U.S. citizens have today.</p>	<p>SS.6.A.6.1 <i>Participation</i></p> <p>SS.6.B.6.2 <i>Rights and Responsibilities</i></p>	<p>1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.</p> <p>2. Compare the rights and responsibilities of citizens living under various systems of government.</p>	<p>Vocabulary</p> <hr/> <p>Assessments</p> <hr/> <p>Resources/Remediation/ Enrichment</p>

STANDARD 7: SOCIAL STUDIES SKILLS AND METHODS

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

Ohio Benchmarks Grade 6	Instructional Organization	Grade Level Indicators	Notes
A. Analyze different perspectives on a topic obtained from a variety of sources.	SS.7.A.6.1a <i>Obtaining Information</i>	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.	Vocabulary
	SS.7.A.6.1b		Assessments
	SS.7.A.6.1c		
	SS.7.A.6.1d		
	SS.7.A.6.1e		
	SS.7.A.6.1f		
B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	SS.7.B.6.2 <i>Thinking and Organizing</i>	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.	Resources/Remediation/ Enrichment
	SS.7.B.6.3		
	SS.7.B.6.4		

