

Preston Social Studies Standards Sixth Grade

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY		
INQ 6 1.1	Explain how a question represents key ideas in the field.	
INQ 6 1.2	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	
INQ 6 1.3	Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.	
INQ 6 1.4	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	
INQ 6 1.5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.	
CT Core Standards: ELA-Literacy – RI.6.1 and W.6.7		
Key Vocabulary: questioning, argument, explanation, point of view.		
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS		
History		
<i>Change, Continuity and Context</i>		
Standard	Description	Theme/Content
HIST 6 2.1	Use questions about historically significant people and events to explain the impact on a region.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	How has colonialism affected modern day societies?	
Supporting Questions	What were the origins of African colonization? What purpose did it serve for the colonists? For the motherlands?	
	How did sub-Saharan Africa change after colonization?	
	How did global trade during the 19 th century impact East Asia and Subcontinental Asia? Who benefitted the most from established trade routes?	
	Was the nation of Israel colonized? Explain how perspective on this issue differs between Israelis and Palestinians.	

Civics		
<i>Civic and Political Institutions</i>		
Standard	Description	Theme/Content
CIV 6 2.1	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	How do regions with participatory governments differ from those without?	
Supporting Questions	What styles of government exist within each region? What role do the people play in different styles of government?	
	How is the media used differently in each region? How does communication in a country with a free press differ from communication in a country with a government-controlled press?	
	What role do tribal leaders play in regional governments?	
	What role do religious leaders play in regional governments?	
<i>Processes, Rules and Laws</i>		
Standard	Description	Theme/Content
CIV 6 2.2	Assess specific rules and laws (both actual and proposed) as means of addressing public concerns.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
CIV 6 2.3	Compare historical and contemporary means of changing societies and promoting the common good.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	How are modern countries effective in protecting the interests of their citizens?	
Supporting Questions	What are the factors that have made political and cultural unity so difficult to achieve in the Middle East, both in ancient and modern times?	
	What is the impact of human rights abuses on the people of sub-Saharan African?	
	What are the historical reasons for the division of Korea? What impact does this division still have on international military strategy today?	
	What historical events created disunity and conflict between India and Pakistan?	

Economics		
<i>Economic Decision-Making</i>		
Standard	Description	Theme/Content
ECO 6 2.1	Explain how economic decisions affect the well-being of individuals, businesses, and society.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
ECO 6 2.2	Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	Has regional decision-making improved the quality of life for people in these regions?	
Supporting Questions	What is third-world socialism (or other region-specific term)?	
	How does third-world socialism differ from other economic systems such as capitalism, democratic socialism, and communism?	
	What were the strengths of central planning under third-world socialism?	
	What were the weaknesses of central planning in these economies?	
	Did government planners use resources effectively in third-world socialist nations?	
<i>Exchange and Markets</i>		
ECO 6 2.3	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
ECO 6 2.4	Analyze the role of innovation and entrepreneurship in a market economy.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
ECO 6 2.5	Describe the role of institutions such as corporations, nonprofits, and labor unions in a market economy.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia

Compelling Question	Has the Organization of Petroleum Exporting Countries (OPEC) had a mainly positive or negative influence on global oil markets since the early 1960s?	
Supporting Questions	Why was OPEC created in the early 1960s?	
	Why is OPEC considered a producer cartel?	
	What factors have enabled OPEC to directly affect global oil markets?	
	How has the OPEC cartel used its control of oil resources to advance economic, political, or military goals since the 1960s?	
	What are the main benefits of OPEC to member nations and to others in the global economy?	
What are some of the main costs of OPEC to member nations and to others in the global economy?		
<i>The Global Economy</i>		
ECO 6 2.6	Explain barriers to trade and how those barriers influence trade among nations.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
ECO 6 2.7	Explain the benefits and the costs of trade policies to individuals, businesses, and society.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	What factor's influence a country's participation in global trade?	
Supporting Questions	How has Japan's geographic location affected its economic development?	
	How has European colonization impacted economies within sub-Saharan Africa?	
	What impact has China's and India's substantial populations had on their respective economies?	
Geography		
<i>Geographic Representations: Spatial Views of the World</i>		
Standard	Description	Theme/Content
GEO 6 2.1	Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia

GEO 6 2.2	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	How do maps reflect a country's history, politics, and economics?	
Supporting Questions	How could a regional map be drawn to illustrate the variation and distribution of resources? Religions? Culturally significant sites?	
	What can be learned from a population density map of each region?	
	What can be learned by a human footprint map of each region?	
<i>Human-Environment Interaction: Places, Regions, and Culture</i>		
Standard	Description	Theme/Content
GEO 6 2.3	Explain how cultural patterns and economic decisions influence environments and the daily lives of people.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
GEO 6 2.4	Analyze the cultural and environmental characteristics that make places both similar to and different from one another.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
GEO 6 2.5	Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	How does the distribution of resources in specific regions affect relationships among the various nations and their citizens?	
Supporting Questions	How is water distributed in each region? food? fossil fuels? etc.?	
	How has distribution of a limited resources influenced relations with other countries in the region and beyond?	
	Which countries control specific natural resources in the region?	

<i>Human Population: Spatial Patterns and Movement</i>		
Standard	Description	Theme/Content
GEO 6 2.6	Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
GEO 6 2.7	Analyze how relationships between humans and environments extend or contract settlement and movement.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
GEO 6 2.8	Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	How have changes in our ability to rapidly communicate affected the spread of different cultural practices in each region?	
	How have geographic factors affected settlement patterns in the Middle East and Northern Africa? How have water availability and water distribution policies impacted societies in these regions?	
Supporting Questions	What are the issues associated with China's substantial population? Compare China's response to these issues to the responses of Japan or Korea.	
	How does population distribution in each region affect land use and decision-making?	
<i>Global Interconnections</i>		
Standard	Description	Theme/Content
GEO 6 2.9	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
GEO 6 2.10	Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia

GEO 6 2.11	Explain how global changes in population distribution affect changes in land use in particular regions.	Middle East and Northern Africa Sub-Saharan Africa East Asia Subcontinental Asia
Compelling Question	How has trade influenced culture in each region?	
Supporting Questions	What environmental and cultural factors make each region unique?	
	How does trade influence the spread of regional and ethnic cultures? Identify cultural exports from regional countries.	
DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE		
INQ 6 1.6	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	
INQ 6 1.7	Evaluate the credibility of a source by determining its relevance and intended use.	
INQ 6 1.8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	
INQ 6 1.9	Develop claims and counterclaims while pointing out the strengths and limitations of both.	
CT Core Standards: ELA-Literacy – RI.6.1-10, W.6.1-2, and W.6.7-10.		
Key Vocabulary: argument, sources, evidence, claims, counterclaims.		
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION		
INQ 6 1.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	
INQ 6 1.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	
INQ 6 1.12	Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	
INQ 6 1.13	Critique arguments for credibility.	
INQ 6 1.14	Critique the structure of explanations.	
INQ 6 1.15	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	
INQ 6 1.16	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.	

INQ 6 1.17	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
CT Core Standards: ELA-Literacy RI.6.1 and W.6.1-8	
Key Vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility.	

Themes and Content Sixth Grade

Themes	Content
<p>Human-Environment Interaction:</p> <ul style="list-style-type: none"> Analyze how people from various world regions modify and adapt to their environments; Analyze how people from various world regions allocate their available resources. 	<p>Middle East and Northern Africa:</p> <ul style="list-style-type: none"> Analyze the critical geographic factors that have affected settlement patterns in the Middle East and Northern Africa, both in ancient and modern times; evaluate how water and policies concerning water have been critical for societies in the region; Evaluate important factors that have made political and cultural unity in the region difficult, both in ancient and modern times; Evaluate how the physical features of Israel help to explain the conflicts between Israel and its neighboring nations (e.g., security concerns and the Golan Heights, use of land for housing in the West Bank, water resources, etc.)
<p>Global Interconnections: Environmental Changes:</p> <ul style="list-style-type: none"> Explore factors of environmental changes that cross regional boundaries; Assess the impact of environmental changes on populations of various world regions over time. 	<p>Sub-Saharan Africa:</p> <ul style="list-style-type: none"> Analyze how the physical geography of many sub-Saharan African countries contributes to tribal form of government and lack of a typical Western democracy; Evaluate the impact of European colonization on the culture, government, and economies of sub-Saharan African regions; Analyze the impact of human rights abuses on the people of sub-Saharan Africa (e.g., Genocide in Rwanda, Apartheid in South Africa).
<p>Global Interconnections: Cultural Diffusion:</p> <ul style="list-style-type: none"> Analyze how the cultural aspects of a region spread beyond its borders; Analyze the pattern and impact of cultural diffusion over time. 	<p>East Asia:</p> <ul style="list-style-type: none"> Analyze the reasons for and results of environmental problems of modern China; evaluate China's policies to deal with pollution; Examine the issues associated with China's substantial population; compare its response to these issues as compared with its neighbors; Evaluate how Japan's geographic location affected his historical, cultural, and economic development;

	<ul style="list-style-type: none"> • Explore the historical reasons for the division of Korea and the modern day impact on military strategy for the United States.
<p>Human Population:</p> <ul style="list-style-type: none"> • Explore the makeup of the people in a particular region; • Analyze a region’s shifts in population over time; • Examine the diversity and views on human rights of a region. 	<p>Subcontinental Asia:</p> <ul style="list-style-type: none"> • Analyze how the physical geography and religious diversity of modern India and Pakistan contributes to the tension between the two countries; • Evaluate the impact of India’s substantial population on its environment, economy, and government; • Evaluate the historical events that have created disunity and conflict in the region.
<p>Movements of People:</p> <ul style="list-style-type: none"> • Analyze the migration of people within and beyond a region; • Evaluate the impact of immigration on the political, social, and economic conditions of a region; • Explore the factors that have led to colonialism. 	
<p>Defining Regions:</p> <ul style="list-style-type: none"> • Evaluate cultural, social, political, and economic characteristics that may define a region; • Create graphic representations of various physical, cultural, social, political, and economic regions. 	

Assessments

6th Grade

Assessments address standards from Dimensions 1 - 4 (Developing Questions and Planning Inquiry, Applying Disciplinary Content and Tools, Evaluating Sources and Using Evidence, Communicating Conclusions and Taking Informed Action). However, assessment formats are aligned with Dimension 4 requirements, specifically:

- Arguments are constructed from claims with evidence from multiple sources;
- Explanations are constructed with reasoning, correct sequences, examples, and details;
- Arguments are critiqued for credibility;
- Explanations are critiqued for structures.

In addition, students engage in analyzing how a specific problem can be manifested at a local, regional, and global level over time and in democratic decision-making in order to take action within and outside of the school.