

Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade: Regions and People of the World

History	People in Societies	Geography	Economics	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
<p>agriculture Aztec - Inca B.C. / A.D. BCE – Before Common Era CE – Common Era civilizations criteria for evaluating cultural/scientific contributions domestication economic geographic governance government location Maya Mississippian multiple-tier timeline Paleolithic Era political religion revolution of agriculture social characteristics *MEPCV</p> <p>Suggested Vocabulary 1. time eras 4-5. historical narrative significant individuals / events</p> <p>Apply Study Skills main idea perspectives primary/secondary sources relevant / irrelevant information reliability of views supporting facts</p>	<p>Buddhism Christianity commonality of cultures cultural practices cultural products diversity of cultures foster conflict or cooperation economic interests Hinduism Islam Judaism society societies: - class structure - gender roles - beliefs - customs & traditions *MEPCV</p> <p>Suggested Vocabulary 1. characteristics of world cultures cultural groups (world) cultural heritage ethnic groups ethnicity 2. religious ideas 3. immigration nationalities racial groups</p>	<p>communication consequences (positive and negative) coordinates deforestation desertification distribution environment influences human migration human settlements migration modifying oppression patterns of characteristics physical/human features primary geographic causes push/pull factors regions resources transportation uneven distribution of natural resources urbanization world trade *MEPCV</p> <p>Suggested Vocabulary 1. hemisphere, location 2. absolute location 3-4. producer population distribution thematic maps 5. ecosystem 6. arable 7. agricultural, ecosystem</p> <p>World time zones are taught through Mar. 2006</p>	<p>economic decisions economy entrepreneurship global interactions goods/services imported/exported interdependence markets market clearing price private/public sector production vs. consumption production of goods and services productive resources = factors of production scarcity & resource allocation specialize supply/demand trade-offs *MEPCV</p> <p>Suggested Vocabulary 1. disparity of resources distribution of resources economic activity impact of global economy international trade market place (international) 2. opportunity cost 3. advantages/ disadvantages of competition (world) comparative advantage competitive market (expand concept) consumer</p>	<p>democratic government dictator (ship) diplomacy interact liberty monarchy provinces reasons for creating government sovereignty territory treaties *MEPCV</p> <p>Suggested Vocabulary 4. characteristics of government types dictatorial government elected officials heredity inherited powers institute monarchal government political system primary function representative seize power</p>	<p>attainment of civic & public goals citizens civic participation historical origins influence political process opportunities principles of fairness rights/responsibilities systems of gov't. *MEPCV</p> <p>Suggested Voc. 1. citizenship participation traits, civic goals participatory citizenship public goods 2. principles of fairness principles of justice public issues</p>	<p>bar graphs bibliography circle graphs citation of sources constructive manner contribution essential vocabulary evidence feedback flow charts gazetteers generalizations graphic organizers line graphs multiple sources outlines pictographs primary/secondary sources tables *MEPCV</p> <p>Suggested Vocabulary 1. analyze perspectives from a variety of sources 2. credibility of sources perspective of the author relative/irrelevant information reliability of views 3. examine patterns main idea organize data reconstruct a sequence</p> <p>See the extensive number of Thinking Processes and Skills on the next page.</p>
				<p>The 2005-06 6th Graders will be the first students to take the new 8th Grade Achievement Test.</p> <p>This vocabulary list is essential for students to be successful on both the 8th Grade Achievement Test and the Ohio Graduation Test. (OGT)</p>		

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous *Content Vocabulary* is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the *Content Vocabulary* (found in your district's social studies standards-based course of study) used in the previous grade(s). (e.g., Economics: **productive resources** - would have been taught in previous grades, and now it would be maintained and enhanced at 6th Grade.)

Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade: Regions and People of the World

Stated Thinking Processes and Skills from the Indicators	“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving																								
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in ALL of the following:</p> <p>analyze: to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p>evaluate: to weigh heavily on objective evidence; very factually based; must establish a set of criteria for the situation</p> <p>demonstrate: to make clear by using examples or experiments; to show your reasoning</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>determine: to reach a decision after a thorough investigation; to find the cause of and then to solve or set limits to a situation</p> <p>identify: to show or prove the sameness of</p> <p>infer: to read between the lines; to extend information or understanding beyond what is explicitly stated An author implies and the reader infers.</p> <p>interpret: a student must 1st analyze and then make an inference; this is more subjective than an evaluation</p> <p>predict: to state what one believes will happen (based on data)</p> <p>recognize: to examine closely & identify the common/critical attributes</p> <p><u>Additional Stated / Required Verbs:</u></p> <table border="0"> <tr> <td>acquire</td> <td>differentiate</td> <td>obtain</td> </tr> <tr> <td>apply</td> <td>distinguish</td> <td>organize</td> </tr> <tr> <td>arrange</td> <td>draw conclusions</td> <td>place</td> </tr> <tr> <td>classify</td> <td>engage</td> <td>reconstruct</td> </tr> <tr> <td>communicate</td> <td>facilitate</td> <td>sequence</td> </tr> <tr> <td>construct</td> <td>inquire</td> <td>summarize</td> </tr> <tr> <td>create</td> <td>itemize</td> <td>use</td> </tr> <tr> <td>define</td> <td>locate</td> <td>utilize</td> </tr> </table>	acquire	differentiate	obtain	apply	distinguish	organize	arrange	draw conclusions	place	classify	engage	reconstruct	communicate	facilitate	sequence	construct	inquire	summarize	create	itemize	use	define	locate	utilize	<p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p>Explain requires the application of <u>prior knowledge.</u></p> <ul style="list-style-type: none"> • Students will need to communicate their responses with concise but complete information. • In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. • The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” given in a prompt, students must cross out the word and replace it with - Give Specific Details. This raises the <u>first</u> awareness of what is required.</p> <p>Note: The 6th Grade World Regions Standards include “explain” in 10 of the 36 Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> identifying a problem; gathering information; listing and considering options; considering advantages and disadvantages of options; choosing and implementing a solution; developing criteria for judging its effectiveness; evaluate the effectiveness of the solution. <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p>PROP A Universal for Evaluating Evidence</p> <p>P = Is it a primary or secondary sources?</p> <p>R = If the source is a person, does he or she have a reason to lie?</p> <p>O = Are there other witnesses, statements, recordings, or evidence the same data, information or knowledge?</p> <p>P = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <i>Evaluating Viewpoints in United States History</i>, Critical Thinking Books and Software, 1990</small></p>
acquire	differentiate	obtain																								
apply	distinguish	organize																								
arrange	draw conclusions	place																								
classify	engage	reconstruct																								
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Scope & Sequence - Regions and People of the World

The sixth grade year focuses on the study of world regions. The concentration is geographic rather than historic. Students study some of the earliest people who lived in each region in order to understand how humans interacted with the environmental conditions at that time. Connections are made to present-day world regions including characteristics of governments and economic interactions.

Sixth Grade – History Standard

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.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>A. Interpret relationships between events shown on multiple-tier time lines.</p>	<p>Grade-Level Indicators</p> <p><u>Chronology</u></p> <ol style="list-style-type: none"> 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events. <i>(Units: 2, 3, 4, 5, 6, 7)</i> 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. <i>(Units: 2, 4, 6)</i> <p align="center">- - - - -</p> <p>Suggested Norton City Schools Units & Pacing Guide The <i>italicized number</i> at the end of each Indicator aligns to the corresponding unit section immediately following the Study Skills and Methods Standard.</p>	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> 1. Students construct a time line of their lives & then create multiple-tier time lines for teams of 2-3. These are later created around river civilizations, regional changes, in the world, etc. One tier is added for each world region unit taught. 1. A multiple-tier time line utilizes two or more rows of events, with each row representing a different subject or perspective occurring during the period under study. It could be the various world regions so that students can see the simultaneous events happening in the world during given eras. The various sets of parallel lines could be by themes: significant historical individuals or events, inventors, literature, etc. 1. <u>Suggested Vocabulary</u>: time eras 2. Before the Common Era (also referred to as B.C.E). In the Common Era (also referred to as A.D.). 1-2. Construct an on-going timeline starting with either B.C. or B.C.E.
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade — History Standard (continued)

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.

<p>Ohio Benchmarks Grades 6 - 8</p> <p>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p>	<p>Grade-Level Indicators</p> <p><u>Early Civilizations</u></p> <p>3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture <u>including</u>: (Unit: 1)</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. (S) <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 <u>before 1000 B.C. including</u>: (Units: 2, 4)</p> <ul style="list-style-type: none"> a. location; b. government; c. religion; d. agriculture; e. cultural and scientific contributions. (S) <p>S = Indicators - totally new when compared to the 6th OPT.</p> <p align="center">- - - - -</p> <p align="center">Universal - Enduring Idea</p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator. The universal idea directly links to the daily use of the Problem Solving Model in the Study Skills and Methods Standard.</p>	<p>Vocabulary/Strategies</p> <p>3. The Paleolithic Era is to be a brief overview from 5,000 B.C. to 1,000 B.C. It would involve the transition from the earliest caveman lifestyle to the dawn of the river civilization as noted in Indicator 4.</p> <p>3. Field Trip: Cleveland Natural History Museum - call 1-800-317-9155</p> <p>4. Each river civilization can be a focus contained in each of the world region units.</p> <p>4. Location: both relative & absolute absolute location: a point on the Earth's surface which can be expressed by a grid reference (such as latitude and longitude). relative location: the location of a place in relation to other places (such as northwest, downstream).</p> <p>4. See Addendum B for a model lesson that introduces the compare/contrast steps that students need to master for all disciplines. Posters are provided.</p> <p>4. See the Compare/Contrast graphic organizer pages 6th – 5 and 6th - 12.</p> <p>4. Huang Ho = Yellow River</p> <p>4. See Addendum D for Cinderella stories from various cultures.</p> <p>Resources: <u>Early Humans: World History Prehistory-3000 B.C.</u> – National Geographic Westlandia – Paul Fleischman ISBN: 0-7636-1052-6 <u>The Ice Man</u> by Don Lessem Recounts the discovery, excavation, and study of the mummified body of a 5,000-year-old man between Austria and Italy. ISBN: 0-517-59596-6 <u>Ice Mummy</u> by Cathy and Mark Dubowski This is a parallel to the Don Lessem book. It can be used for compare & contrast of historical and scientific research. ISBN: 0-679-85647-1</p> <p>Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/submit/ such as: <u>Pyramids</u> (VO1423)</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade — People in Societies Standard

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.

<p>Ohio Benchmarks Grades 6-8</p> <p>A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p>	<p>Grade-Level Indicators</p> <p><u>Cultures</u></p> <ol style="list-style-type: none"> Compare the cultural practices and products of the societies studied <u>including</u>: (Units: 1, 2, 3, 4, 5, 6, 7) <ol style="list-style-type: none"> class structure; gender roles; beliefs; customs and traditions. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings <u>including</u>: <ol style="list-style-type: none"> Buddhism; (Unit: 4) Christianity; (Unit: 2) Judaism; (Unit: 2) Hinduism; (Unit: 4) Islam. (Unit: 2) <p><u>Interaction</u></p> <ol style="list-style-type: none"> Explain factors that foster conflict or cooperation among countries:(Units: 2, 3, 4, 5, 6, 7) <ol style="list-style-type: none"> language; religion; types of government; historic relationships; economic interests. (S) 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> Cultural practice: a pattern of behavior accepted by a society. Cultural product: a tangible (such as a painting, a mosque, or a pair of chopsticks) or intangible (such as an oral tale, a dance) aspect produced by a cultural group. <p>1. Culture Box Activity: Each student brings in 10 things in a box that represent their culture or national heritage - leads to discussion about these terms.</p> <p>1. <u>Suggested Vocabulary</u>: characteristics of world cultures, cultural groups (world), cultural heritage, ethnic groups, ethnicity</p> <p>1. Resources: Norton City Schools Cultural Boxes with artifacts. Call 330-945-5600, ext. 1271 to schedule courier delivery to your district. (China, Japan, North Africa, Africa South of the Sahara)</p> <p>1-2. <u>Faces</u> by Cobblestone: Nonfiction booklets at different cultures 1-800-821-0115. You can purchase specific previous copies or order a yearly subscription.</p> <p>1-2. History Alive: <u>Contemporary World Cultures</u> at 1-800-497-6138 or http://www.teachtci.com/. Sections can be used for 7th grade and 9th grade world history standards.</p> <p>2. Flip Books: create with a page on each religion <u>and/or</u> Word Sorts</p> <p>2. Develop research posters for each world religion.</p> <p>2. <u>Suggested Vocabulary</u>: religious ideas</p> <p>2. Complete a Venn Diagram. See pages 6th – 5 and 6th – 12..</p> <p>3. Explain = cause and effect See the graphic organizer page 6th – 9.</p> <p>3. <u>Suggested Vocabulary</u>: immigration, nationalities, racial groups</p> <p>Resource: Cobblestone Publishing: A set of books on the five “World Religions” - Code: CAL40880 (\$26.00) order at 1-800-821-0115.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade — Geography Standard (continued)

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 Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p> <p align="center">-----</p> <p>Describe: to analyze into its parts. 5-6. (cause) effect</p>	<p><u>Human Environmental Interaction</u></p> <p>5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: (Units: 1, 2, 3, 4, 5, 6, 7)</p> <ul style="list-style-type: none"> a. bodies of water; b. landforms; c. climates; d. vegetation; e. weathering; f. seismic activity. <p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: (Units: 3, 4, 5, 6, 7)</p> <ul style="list-style-type: none"> a. urbanization; b. desertification; c. deforestation. (S) <p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including: (Units: 2, 3, 4)</p> <ul style="list-style-type: none"> a. dam building; b. energy production/usage; c. agriculture; d. urban growth. (S) 	<p>5. <u>Suggested Vocabulary:</u> ecosystem, population distribution</p> <p>5e. weathering: the breaking down of the Earth's surface into smaller pieces such as wind or water shifting topsoil - eroding rocks, etc. Example: Sahara Desert, Huang Ho</p> <p>5f. reoccurring earthquakes/volcanoes Example: The Panama Canal was to be in Nicaragua, but volcanoes forced it to be built in Panama.</p> <p>6. <u>Suggested Vocabulary:</u> arable</p> <p>6b. desertification: the spread of desert conditions in arid and semiarid regions resulting from a combination of climatic changes and increasing human pressures, such as overgrazing, removal of vegetations, and cultivation of marginal land. Examples: Gobi and Sahara Deserts (growing deserts)</p> <p>6c. deforestation: the destruction and removal of forest and its undergrowth by natural or human forces. Examples: Amazon rain forests</p> <p>7a. Egypt = Aswan Dam; China = Dam on the Yangtze</p> <p>7. <u>Suggested Vocabulary:</u> agricultural, ecosystem</p> <p>7. Describe: to analyze into its parts = evaluate</p> <p>Resources: <u>Great Wall Across the Yangtze River</u> – PBS video Follow the longest river in China: Yangtze River http://www.chinavista.com/travel/yangtze/main.html</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade — Geography Standard (continued)

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.

<p>Ohio Benchmarks Grades 6-8</p> <p>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.</p>	<p>Grade-Level Indicators</p> <p><u>Movement</u></p> <p>8. Explain push and pull factors that cause people to migrate from place to place <u>including</u>: (Units: 2, 3, 4, 5, 6, 7)</p> <ul style="list-style-type: none"> a. oppression / freedom; b. poverty / economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors. <p align="right">(S)</p> <p>9. Identify and explain primary geographic causes for world trade <u>including</u> the uneven distribution of natural resources. (Units: 2, 4, 5, 6, 7)</p>	<p>Vocabulary/Strategies</p> <p>8. push factor: a social, political, economic or environmental force that drove people from their previous location to search for a new one.</p> <p>8. pull factor: a social, political, economic or environmental attraction of a new area that drew people away from their previous location.</p> <p>8. Use current events (newspaper / magazine articles) for current discussion examples.</p> <p>8-9. Explain = cause and effect (Cues: influenced / impacted by)</p> <table border="1" style="width:100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: center;">Cue Words for Cause:</th> <th style="text-align: center;">Cue Words for Effect:</th> </tr> </thead> <tbody> <tr> <td>caused</td> <td>as a result of</td> </tr> <tr> <td>due to</td> <td>outcome</td> </tr> <tr> <td>brought about</td> <td>therefore</td> </tr> <tr> <td>led to</td> <td>thus</td> </tr> <tr> <td>on account of</td> <td>so</td> </tr> <tr> <td>resulted in</td> <td></td> </tr> </tbody> </table> <p>8-9. Apply the Study Skills Problem Solving Model page 6th – 14. Sample lead questions such as:</p> <ul style="list-style-type: none"> - What caused ____ Rwanda to execute the Tutsi? - Why did Rwanda decide on genocide rather than other options? - Is there a reasonable connection between the cause and the effect? <p>8a. & 8d. The Rwanda government's deliberate genocide of Tutsi caused 2 million to flee to Zaire. (1994)</p> <p>8a. & 8d. In the Balkans the Serbs forced hundreds of thousands ethnic Albania out of Kosovo and into refugee camps.</p> <p>8e. Such as long term droughts in Senegal, Somalia, and Ethiopia</p> <p>8. <u>Suggested Vocabulary</u>: unity</p> <p>9. natural resource: a productive resource supplied by nature such as ores, trees, arable land.</p>	Cue Words for Cause:	Cue Words for Effect:	caused	as a result of	due to	outcome	brought about	therefore	led to	thus	on account of	so	resulted in	
Cue Words for Cause:	Cue Words for Effect:															
caused	as a result of															
due to	outcome															
brought about	therefore															
led to	thus															
on account of	so															
resulted in																

Cause and Effect		
Cause (The Why)	So	Effect (What Happened)
Rwanda gov't. hated the Tutsi people	→	deliberately organized mass executions of Tutsi
	→	the Tutsi fled Rwanda

The Big Idea is:

Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade — Economics Standard

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.

<p>Ohio Benchmarks Grades 6-8</p> <p>A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.</p> <p>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.</p> <p>C. Identify connections between government policies and the economy.</p>	<p>Grade-Level Indicators</p> <p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> 1. Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions. <i>(Units: 2, 4, 6)</i> 2. Explain that most decisions involve trade-offs & give examples. <i>(Units: 2, 4, 6)</i> <p><u>Markets</u></p> <ol style="list-style-type: none"> 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. <i>(Units: 2, 4, 5, 6, 7)</i> 4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent. <i>(Units: 2, 3, 4, 5, 6)</i> 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. <i>(Units: 2, 3, 4, 5)</i> <p><u>Government and the Economy</u></p> <ol style="list-style-type: none"> 6. Distinguish between goods and services typically produced by the private sector and the public sector. <i>(Units: 4, 6)</i> <p style="text-align: center;">- - - - -</p> <p>Note: In order for students to master the economic concepts in the Indicators, they must first have a strong understanding of <u>cause and effect relationships</u>. These Indicators require students to explain (link and support) their understandings and to go beyond reciting definitions and recognizing examples.</p>	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> 1. Productive resources = factors of production 1. Design a product that would help 6th graders and have them market and sell it. 1 - 3. <u>Suggested Vocabulary:</u> disparity of resources, distribution of resources, economic activity, impact of global economy, international trade, market place (international) 2. trade-off: the sacrifice of one option for another when a decision is made. Closely related to opportunity cost: the value of the next best alternative given up when a choice is made. 2. Explain = compare / analyze 3. specialization: the concentration of production on fewer kinds of goods and service than are consumed. 3. <u>Suggested Vocabulary:</u> advantages/disadvantages of competition (world), comparative advantage, consumer 3. Explain = cause and effect 5. Resource: Jarrett Publishing Company <u>Ohio: Its Neighbors Near and Far</u> - the supply and demand game activity. Call 1- 516-981-4248 6. private sector: the part of the economy that involves transitions of individuals & businesses. 6. public sector: the part of the economy that involves the transition of the government. <p>Resource: <u>Chocolate: The Story of an Industry</u> – Newbridge at 1-800-929-6446 <u>A Global Adventure: The Iguana</u> by EconomicsAmerica at John Carroll 1-216-397-4384 (designed for the 6th OPT)</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

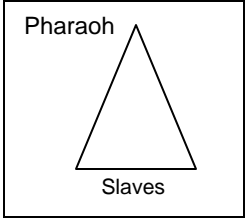
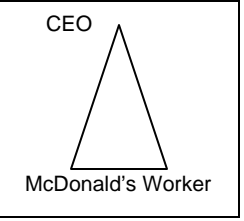
Sixth Grade – Government Standard

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 Grades 6-8	Grade-Level Indicators	Vocabulary/Strategies										
<p>A. Explain why people institute governments, how they influence governments and how governments interact with each other.</p> <p>C. Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	<p>Grade-Level Indicators</p> <p><u>Role of Government</u></p> <p>1. Explain reasons for the creation of governments such as: (Units: 2, 3, 4)</p> <p style="padding-left: 40px;">a. protecting lives, liberty and property;</p> <p style="padding-left: 40px;">b. providing services that individuals cannot provide for themselves. (S)</p> <p>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. (Units: 2, 3, 4, 5, 6) (S)</p> <p>3. Explain the ways that countries interact with each other <u>including</u>: (Units: 2, 3, 6)</p> <p style="padding-left: 40px;">a. diplomacy;</p> <p style="padding-left: 40px;">b. treaties;</p> <p style="padding-left: 40px;">c. international meetings and exchanges such as the United Nations;</p> <p style="padding-left: 40px;">d. military conflict. (S)</p> <p><u>Systems of Government</u></p> <p>4. Describe the defining characteristics of democracies, monarchies and dictatorships. (Units: 2, 3, 4, 5, 6)</p>	<p>Vocabulary/Strategies</p> <p>1. Liberty Acrostic: Student created poem.</p> <p>L - Living in harmony with others</p> <p>I - Individual choice is valued</p> <p>B - Being free to pursue your dreams</p> <p>E - Educational opportunities</p> <p>R - Rights are respected</p> <p>T - Thoughts can be expressed</p> <p>Y - You can be you.</p> <p>1. Students write an essay: "What is Liberty to Me?"</p> <p>1. Explain = causes</p> <p>1. Resource: Select excerpts from: <u>China's Son</u> by Da Chen. A colorful, painful, sometimes humorous picture of life during the 1960s and '70s, when formerly privileged families were at the mercy of Chairman Mao.</p> <p>3. Current events: Students brainstorm solutions to a problem.</p> <p>3. Explain = compare / analyze</p> <p>4. Groups create posters for each type of government.</p> <p>4. democracy: a system of government in which political control is exercised by all the people, either directly or through their elected representatives.</p> <p>4. dictatorship: a system of government in which those who rule usually acquire and maintain authority by force and cannot be held responsible to the will of the people.</p> <p>4. monarchy: a system of government headed by a monarch, such as a king, queen, shah or sultan whose position is inherited.</p> <p>4. <u>Suggested Vocabulary</u>:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">characteristics of government types</td> <td style="width: 50%;">monarchal government</td> </tr> <tr> <td>democratic republic</td> <td>political system</td> </tr> <tr> <td>dictatorial government</td> <td>primary function / responsibility</td> </tr> <tr> <td>elected officials</td> <td>representative</td> </tr> <tr> <td>heredity, inherited powers</td> <td></td> </tr> </table>	characteristics of government types	monarchal government	democratic republic	political system	dictatorial government	primary function / responsibility	elected officials	representative	heredity, inherited powers	
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Sixth Grade – Citizenship Rights and Responsibilities Standard

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.

<p>Ohio Benchmarks Grades 6-8</p> <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>Grade-Level Indicators</p> <p><u>Participation</u></p> <p>1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government. <i>(Units: 2, 3, 4, 6)</i></p> <p><u>Rights and Responsibilities</u></p> <p>2. Compare the rights and responsibilities of citizens living under various systems of government. <i>(Units: 2, 3, 4, 6)</i></p>	<p>Vocabulary/Strategies</p> <p>1. <u>Suggested Vocabulary</u>: citizenship participation traits, civic goals, participatory citizenship, public good</p> <p>1. Write letters to a Congressman / principal about an issue</p> <p>1. Apply Previous Study Skill and Methods processes: criteria for evaluating, reliability of information</p> <p>1. Explain = compare / contrast</p> <p>2. Pyramid Activity to compare and contrast ancient Egyptian citizens to U.S.:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>2. responsibilities: the conditions or tasks for which a person is accountable or answerable.</p> <p>2. rights: just claims that belong to a person by law, nature or tradition.</p> <p>2. <u>Suggested Vocabulary</u>: principles of fairness, principles of justice, public issues</p> <p>2. Students will need an understanding of the characteristics of various government types.</p> <p>2. Apply to: Government Indicator 4.</p>															
<p>Block Venn: Compare and Contrast</p> <table border="1" style="margin: auto; border-collapse: collapse; width: 80%;"> <thead> <tr> <th style="width: 33%; text-align: center;">A</th> <th style="width: 34%; text-align: center;">Both A & B</th> <th style="width: 33%; text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td style="background-color: #e0e0e0; height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> <tr> <td style="height: 40px;"> </td> <td style="background-color: #e0e0e0; height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> <tr> <td style="height: 40px;"> </td> <td style="background-color: #e0e0e0; height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> <tr> <td style="height: 40px;"> </td> <td style="background-color: #e0e0e0; height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>The Big Idea is: (It is essential for students to complete this final conclusion from their diagram.)</p> </div>			A	Both A & B	B												
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade – Social Studies Skills and Methods Standard

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.

<p>Ohio Benchmarks Grades 6-8</p> <p>A. Analyze different perspectives on a topic obtained from a variety of sources.</p> <p>B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <p>1. Use multiple sources to define essential vocabulary and obtain information for a research project <u>including</u>: <i>(Units: 1, 2, 3, 4, 5, 6, 7)</i></p> <ul style="list-style-type: none"> a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Not necessarily one large project, rather it could be the process of researching evidence throughout the year.</p> </div> <p><u>Thinking and Organizing</u></p> <p>2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions. <i>(Units: 1, 2, 3, 4, 5, 6, 7)</i></p> <p>3. Organize information using outlines and graphic organizers. <i>(Units: 1, 2, 3, 4, 5, 6, 7)</i></p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts. <i>(Units: 2, 3, 4, 5, 6, 7)</i></p>	<p>Vocabulary/Strategies</p> <p>See page 6th – 2 for the extensive number of Thinking Processes and Skills</p> <p>1. Students analyze perspectives from a variety of sources.</p> <p>1. Students must establish their criteria for evaluating each source of information.</p> <p>1b. A. gazetteer is a geographic dictionary that pronounces and locates the term in a book. The longitude and latitude of cities are usually given.</p> <p>2. Students will need extensive modeling of how to create a quality summary, generalization and the steps for drawing conclusions.</p> <p>2. <u>Suggested Vocabulary</u>: credibility of sources, perspective of the author, relevant / irrelevant information, reliability of views</p> <p>3. <u>Suggested Vocabulary</u>: examine patterns, main idea, organize data, reconstruct a sequence, supporting facts</p> <p>3. See sample graphic organizers: pages 6th – 5, 6th – 9, and 6th – 12</p> <p>4. Students must <u>identify relationships</u> between the data on the given chart, table, etc.</p> <p>4. pictograph: a diagram or graph using pictured objects to convey ideas or information.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Sixth Grade – Social Studies Skills and Methods Standard (continued)

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.

<p>Ohio Benchmarks Grades 6-8</p> <p>C. Present a position and support it with evidence and citation of sources.</p> <p>D. Work effectively in a group.</p> <p align="center">-----</p> <p>It is essential to apply the problem solving model on a daily basis.</p>	<p>Grade-Level Indicators</p> <p><u>Communicating Information</u></p> <p>5. Complete a research project that includes a bibliography. (S) <i>(Unit: 1, 2, 5)</i></p> <p>6. Communicate a position on a topic orally or in writing and support the position with evidence. <i>(Units: 2, 3, 4, 5, 6, 7)</i> <i>(This can be all short and extended format questions.)</i></p> <p><u>Problem Solving</u></p> <p>7. Working effectively to achieve group goals: <i>(Units: 4, 6, 7)</i></p> <ul style="list-style-type: none"> a. engage in active listening; b. provide feedback in a constructive manner; c. help establish group goals; d. take various roles within the group; e. recognize contributions of others. <p>Problem Solving Model for Grades 5-12 Required (S) Use a problem-solving / decision-making process which <u>includes</u>: <i>(Units: 1, 2, 3, 4, 5, 6, 7)</i></p> <ul style="list-style-type: none"> a. identifying a problem b. gathering information c. listing and considering options d. considering advantages & disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution. 	<p>Vocabulary/Strategies</p> <p>5. Student could complete a research project for an assigned country. The class would complete a book for the continent. For example in Europe, each student would complete a one-page summary for the following topics: size, population, climate, flag, government, landforms, significant individual, religion and two interesting facts. The bibliography would be included on the back of the page.</p> <p>7. Students will need experience with how to <u>set criteria</u> for making judgments.</p> <p>7. The Problem Solving sequence applies daily as students refer to the Universal - Enduring Idea: There is an innate desire in humans to know and to be free.</p> <p>As people face political, cultural, financial, and environmental problems, they seek answers to free themselves from these barriers. In an attempt to better their lives or to reduce their problems, people fight wars, design buildings, create inventions, write books, change the land, etc.</p> <table border="1" data-bbox="1312 1193 2009 1404"> <thead> <tr> <th>Previous Sample Vocab.</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>credentials of the source</td> <td>3</td> </tr> <tr> <td>criteria for evaluating sources</td> <td>4</td> </tr> <tr> <td>cross-references</td> <td>5</td> </tr> <tr> <td>fact vs. opinion</td> <td>5</td> </tr> <tr> <td>main idea/question</td> <td>5</td> </tr> <tr> <td>paraphrase</td> <td></td> </tr> <tr> <td>parts of the source</td> <td>3</td> </tr> <tr> <td>primary & secondary sources</td> <td>4</td> </tr> <tr> <td>relevant inferences</td> <td>5</td> </tr> <tr> <td>supporting facts</td> <td>5</td> </tr> </tbody> </table>	Previous Sample Vocab.	Grade	credentials of the source	3	criteria for evaluating sources	4	cross-references	5	fact vs. opinion	5	main idea/question	5	paraphrase		parts of the source	3	primary & secondary sources	4	relevant inferences	5	supporting facts	5
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