

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

6th Grade: Regions and People of the World

ESC Suggested Pacing Guide 2005-06

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**.

Unit 1: Early Civilizations

12+ Days

(End by Sept. 6)

This is a **very brief** overview of the early advancements from the Paleolithic Era (Stone Age) to humankind progressing to the revolution of agriculture and the early formation of river societies.

Problem Solving + Patterns and Relationships

Unit 2: Middle East & North Africa

30+ Days

(End by Oct. 28)

The focus will be a geographic, cultural, and economic study of the Middle East and North Africa. A minor focus will include the early river civilizations of Mesopotamia and the Nile. Students will primarily analyze the current nations in the Middle East and North Africa to compare and contrast the cultural practices and products of the societies, as well as, an introduction to the three major religions of the world.

3 Religions + Patterns and Relationships

Unit 3: Africa South of the Sahara

30 Days

(End by December Break)

The focus will be a geographic, cultural, and economic study of Africa. Students will primarily analyze the current nations in Africa to compare and contrast the cultural practices and products of the societies to the previous units. Students will focus on the defining characteristics of government.

Government + Economics + Patterns and Relationships

Unit 4: Asia

30+ Days

(End by Feb. 24)

The focus will be a geographic, cultural, economic and political study of Asian cultures. A minor focus will include the early Huang Ho and Indus Valley civilizations. The unit will include an introduction to the remaining two major religions of the world.

2 Religions + Patterns and Relationships

Unit 5: Latin & South America

30+ Days

(Includes Diagnostic Test Week & Spring Break - End by Apr. 21)

The focus will be a geographic, cultural, economic and political study of Latin and South America. A minor focus will include the early Maya, Inca, Aztec and Mississippian civilizations. (Mexico is taught in 5th grade.)

4 Cultures + Patterns and Relationships

Unit 6: Europe

30+ Days

(Begin April 24)

The focus will be the application of geographic, cultural, economic and political principles to the study of Europe. Students will do a major research project including a bibliography and make team or individual presentations.

Major Research + Patterns and Relationships

Heritage

Unit 7: Optional – Australia

5-10+

(End the 4th Grading Period)

The focus will be the application of geographic and cultural principles to the study of Australia.

Patterns and Relationships

Note: Units 2 - 6 could be sequenced in a variety of ways. However, the total number of unit days would remain the same. If time permits, a brief overview of Australia could be added by taking two days each from Units 2-6.

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6th Grade Benchmarks (ID: Indicator: These number references will clarify the intent of Indicators in each unit.)

History

- A. Interpret relationships between events shown on multiple-tier time lines. (ID: 1, 2)
- B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. (ID: 3)
(ID: 4, 5 - **ONLY 6-7**)
- C. This is only a 7th Grade World History Indicator.
- D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries. (ID: 5)
- E.-G. These are only 8th Grade American History Indicators.

People In Societies

- A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. (ID: 1, 2 - **ONLY 6-7**)
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. (ID: 3 - **ONLY 6, 8**)
- C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government. (**ONLY 7-8**)

Geography

- A. Identify on a map the location of major physical and human features of each continent. (ID: 1, 2 - **ONLY 6-7**)
- B. Define and identify regions using human and physical characteristics. (ID: 3, 4)
- C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. (ID: 5, 6, 7)
- D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns. (ID: 8, 9)

Economics

- A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. (ID: 1, 2)
- B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. (ID: 3, 4, 5)
- C. Identify connections between government policies and the economy. (ID: 6 - **ONLY 6, 8**)

Government

- A. Explain why people institute governments, how they influence governments and how governments interact with each other. (ID: 1, 2, 3 - **ONLY 6, 8**)
- B. This is only a 8th Grade American History Indicator.
- C. Compare the defining characteristics of democracies, monarchies and dictatorships. (ID: 4 - **ONLY 6-7**)

Citizenship Rights and Responsibilities

- A. Show the relationship between civic participation and attainment of civic and public goals. (ID: 1)
- B. Identify historical origins that influenced the rights United States citizens have today. (ID: 2)

Study Skills and Methods

- A. Analyze different perspectives on a topic obtained from a variety of sources. (ID: 1 - **ONLY 6, 8**)
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. (ID: 2, 3, 4 - **ONLY 6-7**)
- C. Present a position and support it with evidence and citation of sources. (ID: 5, 6)
- D. Work effectively in a group. (ID: 7)

Continually check your alignment between the Indicators and the Benchmarks.

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6th Grade: Early Civilizations

SCESC Unit 1

Classroom Days: 5-10 End by Sept. 16

History	Geography	Economics	Study Skills and Methods
<p><u>Early Civilizations</u> B 3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including: a. hunting and gathering; b. tool making; c. use of fire; d. domestication of plants and animals; e. organization societies; f. governance.</p>	<p><u>Location</u> A 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p> <p><u>Human Environmental Interaction</u> C 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. vegetations.</p>	<p>None</p>	<p><u>Obtaining Information</u> A 1. Use multiple sources to obtain information and define essential vocabulary for a research project including: c. trade books; d. periodicals; e. video tapes; f. electronic sources.</p>
<p align="center">People in Societies</p> <p><u>Cultures</u> A 1. Compare the cultural practices and products of the societies studied including: c. beliefs; d. customs and traditions.</p> <p>Note: This unit is a very brief overview of the early advancements from 15,000 B.C. to 1,000 B.C. as humans begin the formation of societies.</p>	<p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p> <p>Note: The bolded letter at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 6th – 16.</p>	<p align="center">Government</p> <p>None</p>	<p><u>Thinking and Organizing</u> B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p>
		<p align="center">Citizenship R & R</p> <p>None</p>	<p>3. Organize information using outlines and graphic organizers.</p> <p><u>Communicating Information</u> C 5. Complete a research project that includes a bibliography. (one a semester)</p>
			<p><u>Problem Solving</u> D Introduce the Problem Solving Process a. identifying a problem b. gathering information c. listing and considering options d. considering advantages and disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution.</p> <p>Note: Benchmarks C and D are only at the introduction level. As students apply these in the later units, mastery will be required.</p>

History	People in Societies	Geography	Economics	Government	C R & R
<p><u>Chronology</u> A 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.</p> <p>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.</p> <p><u>Early Civilizations</u> B 4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Nile, Tigris & Euphrates (Mesopotamia), before 1000 BC <u>including</u>: a. location; b. government; c. religion; d. agriculture; e. cultural and scientific contributions.</p>	<p><u>Cultures</u> A 1. Compare the cultural practices and products of the societies studied <u>including</u>: a. class structure; b. gender roles; c. beliefs; d. customs and traditions.</p> <p>2. Compare world religions & belief systems focusing on geographic origins, founding leaders & teachings <u>including</u>: b. Christianity; c. Judaism; e. Islam.</p> <p><u>Interaction</u> B 3. Explain factors that foster conflict or cooperation among countries: a. language; b. religion; c. types of government; d. historic relationships; e. economic interests.</p>	<p><u>Location</u> A 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p> <p>2. Use coordinates of latitude and longitude to locate points on a world map.</p> <p><u>Places and Regions</u> B 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: a. agriculture; c. fishing; b. mining; d. manufacturing.</p> <p>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.</p> <p><u>Human Environmental Interaction</u> C 5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions <u>including</u>: a. bodies of water; d. vegetations; b. landforms ; e. weathering; c. climate; f. seismic activity.</p> <p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications <u>including</u>: a. dam building; b. energy production/usage; c. agriculture.</p> <p><u>Movement</u> D 8. Explain push and pull factors that cause people to migrate from place to place <u>including</u>: a. oppression / freedom b. poverty / economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors.</p> <p>9. Identify and explain primary geographic causes for world trade <u>including</u> the uneven distribution of natural resources.</p>	<p><u>Scarcity and Resource Allocation</u> A 1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.</p> <p>2. Explain that most decisions involve trade-offs and give examples.</p> <p><u>Markets</u> B 3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost how this causes both production & consumption to increase.</p> <p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p>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.</p>	<p><u>Role of Government</u> A 1. Explain reasons for the creation of gov'ts. such as: a. protecting lives, liberty and property b. providing services that individuals cannot provide for themselves.</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.</p> <p>3. Explain the ways that countries interact with each other <u>including</u>: a. diplomacy; b. treaties; c. international meetings and exchanges such as, the United Nations; d. military conflict.</p> <p><u>Systems of Gov't.</u> C 4. Describe the defining characteristics of democracies, monarchies & dictatorships.</p> <p>Note: Continually check alignment between Indicators and their Benchmarks.</p>	<p><u>Participation</u> A 1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government.</p> <p><u>Rights and Responsibilities</u> B 2. Compare the rights and responsibilities of citizens living under various systems of gov't.</p> <hr/> <p>Study Skills and Methods</p> <p><u>Obtaining Information</u> A 1. Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.</p> <p><u>Thinking and Organizing</u> B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p> <p><u>Communicating Information</u> C 5. Complete a research project that includes a bibliography. (one a semester)</p> <p>6. Communicate a position on a topic or a support the position with evidence. Apply the Problem Solving Process</p>

History	Geography	Economics	Government	C R & R	Study Skills and Methods
<p><u>Chronology A</u> 1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events.</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p><u>Location A</u> 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p> <p><u>Places and Regions B</u> 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: a. agriculture; c. fishing; b. mining; d. manufacturing.</p> <p>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.</p> <p><u>Human Environmental Interaction C</u> 5. Describe ways human settlements / activities are influenced by environmental factors and processes in different places & regions <u>including</u>: a. bodies of water; d. vegetations; b. landforms; e. weathering; c. climate; f. seismic activity.</p> <p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places <u>including</u>: a. urbanization; c. deforestation. b. desertification;</p>	<p><u>Markets B</u> 4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p>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.</p>	<p><u>Role of Gov't. A</u> 1. Explain reasons for the creation of gov'ts. such as: a. protecting lives, liberty & property b. providing services that individuals cannot provide for themselves.</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.</p> <p>3. Explain the ways that countries interact with each other <u>including</u>: a. diplomacy; b. treaties; c. international meetings & exchanges such as the U.N. ; d. military conflict.</p>	<p><u>Participation A</u> 1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government.</p> <p><u>Rights and Responsibilities B</u> 2. Compare the rights and responsibilities of citizens living under various systems of government.</p>	<p><u>Obtaining Inform. A</u> 1. Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.</p> <p><u>Thinking and Organizing B</u> 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p>
<p>People in Societies</p> <p><u>Cultures A</u> 1. Compare the cultural practices and products of the societies studied <u>including</u>: a. class structure; b. gender roles; c. beliefs; d. customs and traditions.</p> <p><u>Interaction B</u> 3. Explain factors that foster conflict or cooperation among countries: a. language; b. religion; c. types of government; d. historic relationships; e. economic interests.</p>	<p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications <u>including</u>: a. dam building; c. agriculture; b. energy production/usage; d. urban growth.</p> <p><u>Movement D</u> 8. Explain push and pull factors that cause people to migrate from place to place <u>including</u>: a. oppression / freedom; b. poverty / economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors.</p>	<p>Geography - continued</p> <p><u>Movement D</u> 9. Identify and explain primary geographic causes for world trade <u>including</u> the uneven distribution of natural resources.</p>	<p><u>Syst. of Gov't. C</u> 4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p>		<p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p> <p><u>Problem Solving D</u> Apply the Problem Solving Process page 6th – 14.</p>

History	People in S.	Geography	Economics	Government	Study S & M
<p><u>Chronology</u> A</p> <p>1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events.</p> <p>2. Arrange dates in order on a time line using the conventions of B.C. & A.D. or B.C.E. & C.E.</p> <p><u>Early Civilizations</u> B</p> <p>4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Huang Ho & Indus valleys before 1000 <u>B.C. including:</u></p> <p>a. location; b. gov't.; c. religion; d. agriculture; e. cultural and scientific contributions.</p>	<p><u>Cultures</u> A</p> <p>1. Compare the cultural practices and products of the societies studied <u>including:</u></p> <p>a. class structure; b. gender roles c. beliefs; d. customs and traditions.</p> <p>2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings <u>including:</u></p> <p>a. Buddhism; d. Hinduism.</p> <p><u>Interaction</u> B</p> <p>3. Explain factors that foster conflict or cooperation among countries:</p> <p>a. language; b. religion; c. types of government; d. historic relationships; e. economic interests.</p> <p>Note: Continually check alignment between Indicators and their Benchmarks goals page 6th – 16.</p>	<p><u>Location</u> A</p> <p>1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p> <p>2. Use coordinates of latitude and longitude to locate points on a world map.</p> <p><u>Places and Regions</u> B</p> <p>3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including:</u></p> <p>a. agriculture; c. fishing; b. mining; d. manufacturing.</p> <p><u>Human Environmental Interaction</u> C</p> <p>5. Describe ways human settlements / activities are influenced by environmental factors and processes in different places & regions <u>including:</u></p> <p>a. bodies of water; d. vegetations; b. landforms; e. weathering; c. climate; f. seismic activity.</p> <p>6. Describe ways in which human migration has an impact on the physical & human characteristics of places <u>including:</u></p> <p>a. urbanization; b. desertification; c. deforestation.</p> <p>7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications <u>including:</u></p> <p>a. dam building; c. agriculture; b. energy production/usage; d. urban growth.</p> <p><u>Movement</u> D</p> <p>8. Explain push and pull factors that cause people to migrate from place to place <u>including:</u></p> <p>a. oppression / freedom; b. poverty / economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors.</p> <p>9. Identify and explain primary geographic causes for world trade <u>including</u> the uneven distribution of natural resources.</p>	<p><u>Scarcity and Resource Allocation</u> A</p> <p>1. Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions.</p> <p>2. Explain that most decisions involve trade-offs and give examples.</p> <p><u>Markets</u> B</p> <p>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.</p> <p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p>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.</p> <p><u>Government and the Economy</u> C</p> <p>6. Distinguish between goods and services typically produced by the private sector and the public sector.</p>	<p><u>Role of Gov't.</u> A</p> <p>1. Explain reasons for the creation of gov'ts. such as:</p> <p>a. protecting lives, liberty & property; b. providing services that individuals cannot provide for themselves.</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.</p> <p><u>Systems of Gov't.</u> C</p> <p>4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p> <p>C R & R</p> <p><u>Participation</u> A</p> <p>1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of gov't.</p> <p>B</p> <p><u>Rights & Responsibilities</u></p> <p>2. Compare the rights and responsibility of citizens living under various systems of gov't.</p>	<p><u>Obtaining Inform.</u> A</p> <p>1. Use multiple sources to obtain information and define essential vocabulary for a research project <u>including:</u></p> <p>a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.</p> <p><u>Thinking & Organizing</u> B</p> <p>2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables, and flow charts.</p> <p><u>Communicating</u> C</p> <p>6. Communicate a position on a topic orally or in writing and support the position with evidence.</p> <p><u>Problem Solving</u> D</p> <p>7. Working effectively to achieve group goals.</p> <p>a. engage in active listening; b. provide feedback in a constructive manner; c. help establish group goals.</p> <p>Apply the Problem Solving Process page 6th – 14.</p>

History	Geography	Economics	Study Skills & Methods
<p><u>Chronology</u> A 1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events.</p> <p><u>The First Global Age</u> D 5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations <u>including</u>: a. location; b. government; c. religion; d. agriculture; e. cultural and scientific contributions.</p>	<p><u>Location</u> A 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.</p> <p><u>Places and Regions</u> B 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: a. agriculture; c. fishing; b. mining; d. manufacturing.</p> <p>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.</p>	<p><u>Markets</u> B 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.</p> <p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p>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</p>	<p><u>Obtaining Information</u> A 1. Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.</p> <p><u>Thinking and Organizing</u> B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables, and flow charts.</p>
<p>People in Societies</p> <p><u>Cultures</u> A 1. Compare the cultural practices and products of the societies studied <u>including</u>: a. class structure; b. gender roles; c. beliefs; d. customs and traditions.</p> <p><u>Interaction</u> B 3. Explain factors that foster conflict or cooperation among countries: a. language; b. religion; c. types of government; d. historic relationships; e. economic interests.</p> <p>Note: Continually check alignment between Indicators and their Benchmarks goals page 6th - 16.</p>	<p><u>Human Environmental Interaction</u> C 5. Describe ways human settlements / activities are influenced by environmental factors and processes in different places and regions <u>including</u>: a. bodies of water; d. vegetations; b. landforms; e. weathering; c. climate; f. seismic activity.</p> <p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places <u>including</u>: a. urbanization; b. desertification; c. deforestation.</p> <p><u>Movement</u> D 8. Explain push and pull factors that cause people to migrate from place to place <u>including</u>: a. oppression / freedom; b. poverty / economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors.</p> <p>9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.</p>	<p>Government</p> <p><u>Role of Gov't.</u> A 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.</p> <p><u>Systems of Gov't.</u> C 4. Describe the defining characteristics of democracies, monarchies & dictatorships.</p> <p>Citizenship R & R - None</p>	<p><u>Communicating Information</u> C 5. Complete a research project that includes a bibliography. (one a semester)</p> <p>6. Communicate a position on a topic orally or in writing & support the position with evidence.</p> <p><u>Problem Solving</u> D a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluating the effectiveness of the solution.</p> <p>Apply the Problem Solving Process page 6th 14.</p>

History	Geography	Economics	Government	Study Skills & M
<p><u>Chronology A</u> 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.</p> <p>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.</p>	<p><u>Location A</u> 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p> <p><u>Places and Regions B</u> 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: a. agriculture; c. fishing; b. mining; d. manufacturing.</p>	<p><u>Scarcity and Resource Allocation A</u> 1. Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions.</p> <p>2. Explain that most decisions involve trade-offs and give examples.</p>	<p><u>Role of Government A</u> 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.</p> <p>3. Explain the ways that countries interact with each other <u>including</u>: a. diplomacy; b. treaties; c. international meetings & exchanges such as the United Nations; d. military conflict.</p>	<p><u>Obtaining Information A</u> 1. Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.</p>
<p>People in Societies</p> <p><u>Cultures A</u> 1. Compare the cultural practices and products of the societies studied <u>including</u>: a. class structure; b. gender roles; c. beliefs; d. customs and traditions.</p> <p><u>Interaction B</u> 3. Explain factors that foster conflict or cooperation among countries: a. language; b. religion; c. types of government; d. historic relationships; e. economic interests.</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p><u>Human Environmental Interaction C</u> 5. Describe ways human settlements / activities are influenced by environmental factors and processes in different places and regions <u>including</u>: a. bodies of water; d. vegetations; b. landforms; e. weathering; c. climate; f. seismic activity.</p> <p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places <u>including</u>: a. urbanization; c. deforestation.</p> <p><u>Movement D</u> 8. Explain push and pull factors that cause people to migrate from place to place <u>including</u>: a. oppression / freedom; b. poverty / economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors.</p> <p>9. Identify and explain primary geographic causes for world trade <u>including</u> the uneven distribution of natural resources.</p>	<p><u>Markets B</u> 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.</p> <p>4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.</p> <p><u>Government and the Economy C</u> 6. Distinguish between goods and services typically produced by the private sector and the public sector.</p>	<p><u>Systems of Government C</u> 4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p> <p>Citizenship Rights and Responsibilities</p> <p><u>Participation A</u> 1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of gov't.</p> <p><u>Rights and Responsibilities B</u> 2. Compare the rights & responsibility of citizens living under various systems of government.</p> <p>Note: Strategies & Resources: Continually check alignment between Indicators and their Benchmarks goals page 6th - 16.</p>	<p><u>Thinking & Organizing B</u> 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations & draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables, and flow charts.</p> <p><u>Communicating Info. C</u> 6. Communicate a position on a topic orally or in writing and support the position with evidence.</p> <p><u>Problem Solving D</u> 7. Working effectively to achieve group goals. 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> <p>Apply the Problem Solving Process page 6th – 14.</p>

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

6th Grade: Optional - Australia/Antarctica

SCESC Unit 7

Classroom Days: 5-10

End the Semester

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> A</p> <p>1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events. (optional)</p>	<p><u>Location</u> A</p> <p>1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.</p> <p>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.</p> <p><u>Human Environmental Interaction</u> C</p> <p>5. Describe ways human settlements / activities are influenced by environmental factors and processes in different places & regions including:</p> <p>a. bodies of water; d. vegetations; b. landforms; e. weathering; c. climate; f. seismic activity.</p> <p>6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:</p> <p>a. urbanization; b. desertification; c. deforestation.</p> <p><u>Movement</u> D</p> <p>8. Explain push and pull factors that cause people to migrate from place to place including:</p> <p>a. oppression / freedom; b. poverty / economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors.</p> <p><u>Movement</u> D</p> <p>9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p><u>Markets</u> B</p> <p>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.</p>	<p><u>Obtaining Inform.</u> A</p> <p>1. Use multiple sources to obtain information and define essential vocabulary for a research project including:</p> <p>a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.</p> <p><u>Thinking/Organizing</u> B</p> <p>2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.</p> <p>3. Organize information using outlines and graphic organizers.</p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.</p> <p><u>Communicating</u> C</p> <p>6. Communicate a position on a topic orally or in writing and support the position with evidence</p> <p><u>Problem Solving</u> D</p> <p>7. Working effectively to achieve group goals.</p> <p>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> <p><u>Problem Solving</u></p> <p>a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluating the effectiveness of the solution.</p>
<p>People in Societies</p> <p><u>Cultures</u> A</p> <p>1. Compare the cultural practices and products of the societies studied including:</p> <p>a. class structure; b. gender roles; c. beliefs; d. customs and traditions.</p> <p><u>Interaction</u> B</p> <p>3. Explain factors that foster conflict or cooperation among countries:</p> <p>a. language; b. religion; c. types of government; d. historic relationships; e. economic interests.</p>			