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

ESC Suggested Pacing Guide 2005-06

6th Grade: Regions and People of the World

The sixth grade year focuses on the study of world regions. The concentration is **<u>geographic</u>** 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 **<u>present-day</u>** world regions including characteristics of **governments** and **economic interactions**.

Unit 1: Early Civilizations

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

(End by Sept. 6)

(End by December Break)

(End the 4th Grading Period)

Unit 2: Middle East & North Africa 30+ Days (End by Oct. 28)

12+ Days

30 Davs

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

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: Asia30+ 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 America30+ 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.Mississippian civilizations.(Mexico is taught in 5th grade.)A cultures + Patterns and Relationships

Unit 6: Europe30+ Days(Begin April 24)The focus will be the application of geographic, cultural, economic and political principles to the study of
including a bibliography and make team or individual presentations.Europe.Students will do a major research project
Major Research + Patterns and Relationships
Heritage

Unit 7: Optional – Australia 5-10+

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.

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

History	Economics
 A. Interpret relationships between events shown on multiple-tier time lines. (ID: 1, 2) 	A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.
 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 Indictor. D. Describe the effects of interactions among civilizations during the 14th 	 (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)
through the 18 th centuries. (ID: 5)	Government
EG. These are only 8 th Grade American History Indicators.	 A. Explain why people institute governments, how they influence governments and how governments interact with each other. (ID: 1, 2, 3 - ONLY 6, 8)
People In Socities	B. This is only a 8 th Grade American History Indicator.
 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) 	C. Compare the defining characteristics of democracies, monarchies and dictatorships. (ID: 4 - 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 	 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)
government. (ONLY 7-8)	Study Skills and Methods
 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) 	 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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6 th Grade: Early Civilizations	8	SCESC Un	it 1 Classroom Days: 5-10 End by Sept. 16
History	Geography	Economics	Study Skills and Methods
Early Civilizations B 3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:	Location A 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.	None	Obtaining Information A Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: trade books; periodicals; video tapes;
 a. hunting and gathering; b. tool making; c. use of fire; d. domestication of plants and animals; e. organization societies; 	Human Environmental Interaction C 5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions <u>including</u> :	Government None	 f. electronic sources. <u>Thinking and Organizing</u> B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw
f. governance.	a. bodies of water;b. landforms;c. climates;d. vegetations.	Citizenship R & R None	 conclusions. 3. Organize information using outlines and graphic organizers. Communicating Information C
People in Societies			5. Complete a research project that includes a bibliography . (one a semester)
CulturesA1. Compare the cultural practices and products of the societies studied including: c. beliefs; d. customs and traditions.	Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.		 <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.
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.	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 $6^{th} - 16$.		Note: Benchmarks C and D are only at the introduction level. As students apply these in the later units, mastery will be required.

6 th Grade: Middle East & North Africa (Include Early River Civilizations) SCESC Unit 2 Classroom Days: 35 End Oct. 28					
History	People in	Geography	Economics	Government	C R & R
	Societies				
Chronology A	Cultures A	Location A	Scarcity and	Role of Government A	Participation A
1. Construct a	 Compare the 	1. Place countries, cities, deserts, mountain	Resource	1. Explain reasons for	1. Explain how opportunities for
multiple-tier	cultural practices	ranges and bodies of water on the continents on	Allocation A	the creation of gov'ts.	citizens to participate in & influence
time line from a	and products of	which they are located.	1. Explain how the	such as:	the political process differ under
list of events	the societies	2. Use exercises of latitude and longitude to	availability of productive	a. protecting lives,	various systems of government.
and interpret the	studied including:	2. Use coordinates of latitude and longitude to	resources and	liberty and property	
relationships	a. class structure;	locate points on a world map.	entrepreneurship	b. providing services	Rights and Responsibilities B
between the	 b. gender roles; c. beliefs; 	Places and Regions B	affects the	that individuals cannot	2. Compare the rights and
events.	d. customs and	3. Explain the distribution patterns of economic	production of goods	provide for themselves.	responsibilities of citizens living
2. Arrange	traditions.	activities and how changes in technology,	and services in different world	2. Describe how the	under various systems of gov't.
dates in order	trautions.	transportation, communication and resources	regions.	world is divided into	
on a time line	2. Compare world	affect those patterns including:	rogiono.	countries that claim	
using the	religions & belief	a. agriculture; c. fishing;	2. Explain that most	sovereignty over	Study Skills and Methods
conventions of	systems focusing	b. mining; d. manufacturing.	decisions involve	territory, and countries	_
B.C. and A.D. or	on geographic	5,	trade-offs and give	may be further divided	Obtaining Information A
B.C.E. and C.E.	origins, founding	4. Identify and describe a variety of physical and	examples.	into states or provinces	1. Use multiple sources to obtain
	leaders & teachings	human regions by analyzing maps, charts and	Markets B	that contain cities and	information and define essential
Early	including:	graphs that show patterns of characteristics	3. Explain why trade	towns.	vocabulary for a research project
Civilizations B	b. Christianity;	that define regions.	occurs when		<u>including</u> : a. almanacs;
4. Compare the	c. Judaism;		individuals, regions	3. Explain the ways	b. gazetteers;
geographic,	e. Islam.	Human Environmental Interaction C	and countries	that countries interact	c. trade books;
political,		5. Describe ways human settlements and	specialize in what	with each other	d. periodicals;
economic and	Interaction B	activities are influenced by environmental factors	they can produce at the lowest opportunity	including:	e. video tapes;
social	Explain factors	and processes in different places and regions	cost how this causes	a. diplomacy;	f. electronic sources.
characteristics	that foster conflict	including:	both production &	b. treaties;	
of the river	or cooperation	a. bodies of water; d. vegetations;	consumption to	c. international	Thinking and Organizing B
civilizations in	among countries:	b. landforms ; e. weathering;	increase.	meetings and	2. Analyzing information from primary
the Nile, Tigris &	a. language;	c. climate; f. seismic activity.	4. Identify goods and	exchanges such as, the United Nations;	and secondary sources in order to summarize, make generalizations
Euphrates (Mesopotamia),	b. religion;	7. Describe ways humans depend on and	services that are	d. military conflict.	and draw conclusions.
before 1000 BC	c. types of	modify the environment and the positive and	imported and	d. mintary connet.	
including:	government; d. historic	negative consequences of the modifications	exported and explain	Systems of Gov't. C	3. Organize information using
a. location;	relationships;	including: a. dam building;	how this trade makes	4. Describe the defining	outlines and graphic organizers.
b. government;	e. economic	b. energy production/usage; c. agriculture.	countries	characteristics of	
c. religion;	interests.		interdependent.	democracies,	4. Read and interpret pictographs ,
d. agriculture;		Movement D	5. Describe how	monarchies &	bar graphs, line graphs, circle
e. cultural and		8. Explain push and pull factors that cause	supply and demand	dictatorships.	graphs, tables and flow charts.
scientific		people to migrate from place to place including:	help to set the market	•• -	Communicating Information C
contributions.		a. oppression / freedom	clearing price for		5. Complete a research project that
		 b. poverty / economic opportunity; 	goods and services and how prices reflect		includes a bibliography .
		c. cultural ties;	the relative scarcity of		(one a semester)
		d. political conflicts; e. environmental factors.	goods and services.	Note: Continually	
		9. Identify and explain primary geographic		check alignment	6. Communicate a position on a topic
		causes for world trade including the uneven		between Indicators	or a support the position with
		distribution of natural resources.		and their Benchmarks.	evidence.
					Apply the Problem Solving Process

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<u>6th Grade: Africa Sout</u> History	Geography	Economics	Government	CR&R	Study Skills
includy	Coography				•
Chronology A 1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events. Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships. People in Societies Cultures A 1. Compare the cultural practices and products of the societies studied including: a. class structure; b. gender roles; c. beliefs;	 Location A Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. Places and Regions B Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: a. agriculture; c. fishing; mining; manufacturing. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions. Human Environmental Interaction C Describe ways human settlements / activities are influenced by environmental factors and processes in different places & regions; landforms; weathering; c. climate; f. seismic activity. 	Markets B 4. Identify goods and services that are imported and explain how this trade makes countries interdependent. 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.	Role of Gov't.A1. Explain reasons for the creation of gov'ts. such as: a. protecting lives, liberty & property b. providing services that individuals cannot provide for themselves.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.3. Explain the ways that countries interact with each	Participation A 1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government. <u>Rights and B</u> <u>Responsibilities</u> 2. Compare the rights and responsibilities of citizens living under various systems of government.	and Methods Obtaining Inform. A 1. Use multiple sources to obtain information and define essential vocabulary for a research project including: a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources. Thinking and Organizing B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
 d. customs and traditions. <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. 	 places <u>including</u>: a. urbanization; b. desertification; c. deforestation. 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. Movement 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. 	Geography - continued Movement D 9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.	other <u>including</u> : a. diplomacy; b. treaties; c. international meetings & exchanges such as the U.N. ; d. military conflict. <u>Syst. of Gov't.</u> C 4. Describe the defining characteristics of democracies, monarchies and dictatorships.		 Organize information using outlines and graphic organizers Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts. Problem Solving D Apply the Problem Solving Process page 6th – 14.

	6 th Grade: Asia (Including Early River Civilizations) SCESC Unit 4 Classroom Days: 35 End by Feb. 2				
History	People in S.	Geography	Economics	Government	Study S & M
Chronology A	Cultures A	Location A	Scarcity and Resource	Role of Gov't. A	Obtaining Inform. A
1. Construct a	1. Compare the	1. Place countries, cities, deserts, mountain	Allocation A	1. Explain reasons for	1. Use multiple sources
multiple-tier	cultural practices	ranges and bodies of water on the continents on	1. Explain how the	the creation of gov'ts.	to obtain information and
	and products of	which they are located.	availability of productive	such as:	define essential
list of events &	the societies		resources & entrepreneur-	a. protecting lives,	vocabulary for a research project including:
	studied including:	2. Use coordinates of latitude and longitude to	ship affects the production	liberty & property;	a. almanacs;
	a. class	locate points on a world map.	of goods and services in	 b. providing services 	b. gazetteers;
between the	structure;		different world regions.	that individuals	c. trade books;
	b. gender roles	Places and Regions B		cannot provide for	d. periodicals;
	c. beliefs;	3. Explain the distribution patterns of economic	2. Explain that most	themselves.	e. video tapes;
2. Arrange	d. customs and	activities and how changes in technology,	decisions involve trade-offs	2. Deceribe how the	f. electronic sources.
dates in order	traditions.	transportation, communication and resources	and give examples.	2. Describe how the	This bis a 8 Osma sizia a B
on a time line		affect those patterns including:		world is divided into	Thinking & Organizing B 2. Analyzing information
	2. Compare world	a. agriculture; c. fishing;	Markets B	countries that claim	from primary and
	religions and belief	b. mining; d. manufacturing.	3. Explain why trade occurs	sovereignty over territory, and countries	secondary sources in
	systems focusing	Human Environmental Interaction	when individuals, regions	may be further divided	order to summarize, make
	on geographic	Human Environmental Interaction C	and countries specialize in	into states or provinces	generalizations and draw
	origins, founding leaders and	5. Describe ways human settlements / activities are influenced by environmental factors and	what they can produce at	that contain cities and	conclusions.
Fork	teachings including:	processes in different places & regions including:	the lowest opportunity cost	towns.	
	a. Buddhism ;	a. bodies of water; d. vegetations;	and how this causes both		3. Organize information
	d. Hinduism.	b. landforms; e. weathering;	production and	Systems of Gov't. C	using outlines and graphic organizers.
n oomparo mo	u. minuuisin.	c. climate; f. seismic activity.	consumption to increase.	4. Describe the defining	graphic organizers.
geographic,	Interaction B		4. Identify goods and	characteristics of	4. Read and interpret
,	3. Explain factors	6. Describe ways in which human migration has	services that are imported	democracies,	pictographs,
	that foster conflict	an impact on the physical & human characteristics	and exported and explain	monarchies and	bar graphs,
	or cooperation	of places including: a. urbanization;	how this trade makes	dictatorships.	line graphs,
	among countries:	b. desertification; c. deforestation.	countries interdependent.		circle graphs, tables, and flow charts.
	a. language;				now charts.
	b. religion;	7. Describe ways humans depend on and modify	5. Describe how supply		Communicating C
	c. types of	the environment and the positive and negative	and demand help to set the		6. Communicate a position
before 1000	government;	consequences of the modifications including:	market clearing price for		on a topic orally or in
	d. historic	a. dam building; c. agriculture;	goods and services and how	C R & R	writing and support the
a. location;	relationships;	b. energy production/usage; d. urban growth.	prices reflect the relative	Dortigination A	position with evidence.
	e. economic		scarcity of goods and	Participation A	
c. religion;	interests.	Movement D	services.	1. Explain how opportunities for	Problem Solving D
d. agriculture;		8. Explain push and pull factors that cause		citizens to participate in	7. Working effectively to
e. cultural and		people to migrate from place to place including:	Government and the C	& influence the	achieve group goals.
scientific		a. oppression / freedom;	<u>Economy</u>	political process differ	a. engage in active
contributions.		 b. poverty / economic opportunity; autural tion; 	6. Distinguish between	under various systems	listening;
		c. cultural ties;	goods and services typically	of gov't.	b. provide feedback in a
	Note: Continually	d. political conflicts; e. environmental factors.	produced by the private	B	constructive manner;
	check alignment	9. Identify and explain primary geographic	sector and the public	Rights & Responsibilities	 c. help establish group goals.
	between		sector.	2. Compare the rights	yuais.
	Indicators and their	causes for world trade including the uneven		and responsibility of	Apply the Problem Solving
	Benchmarks goals	distribution of natural resources.		citizens living under	Process page 6 th – 14.
		distribution of natural resources.		citizens living under various systems of	Process page 6 th – 14.

6 th Grade: Latin and South America (Including Four Civilizations) SCESC Unit 5 Classroom Days: 30 End April 21					
History	Geography	Economics	Study Skills & Methods		
<u>Chronology</u> A 1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events.	 <u>Location</u> A Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. Use coordinates of latitude and longitude to locate points on a world map. 	<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	Obtaining Information A 1. Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u> : a. almanacs; b. gazetteers;		
The First Global AgeD5. Describe the characteristics ofMaya, Inca, Aztec and Mississippian civilizations including: a. location; b. government; c. religion; d. agriculture;	Places and RegionsB3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: a. agriculture; b. mining;c. fishing; d. manufacturing.	 causes both production and consumption to increase. 4. Identify goods and services that are imported and exported and explain how this trade makes countries 	b. gazetteers, c. trade books; d. periodicals; e. video tapes; f. electronic sources. <u>Thinking and Organizing</u> B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and		
e. cultural and scientific contributions. People in Societies Cultures A	 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. Human Environmental Interaction C 5. Describe ways human settlements / activities are influenced by environmental factors and processes in different places and regions including: 	 interdependent. 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 	 draw conclusions. 3. Organize information using outlines and graphic organizers. 4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables, and flow charts. 		
 Compare the cultural practices and products of the societies studied <u>including</u>: a. class structure; b. gender relea: 	a. bodies of water;d. vegetations;b. landforms;e. weathering;c. climate;f. seismic activity.	Government	<u>Communicating Information</u> C 5. Complete a research project that includes a bibliography . (one a semester)		
 b. gender roles; c. beliefs; d. customs and traditions. 	 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. 	 <u>Role of Gov't.</u> A 2. Describe how the world is divided into countries that claim sovereignty over territory, and 	6. Communicate a position on a topic orally or in writing & support the position with evidence .		
 3. Explain factors that foster conflict or cooperation among countries: a. language; b. religion; c. types of government; d. historic relationships; e. economic interests. 	Movement 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.	 Sovereighty over territory, and countries may be further divided into states or provinces that contain cities and towns. Systems of Gov't. C Describe the defining characteristics of democracies, monarchies & dictatorships. 	 <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. 		
Note: Continually check alignment between Indicators and their Benchmarks goals page 6 th - 16.	 Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources. 	Citizenship R & R - None	Apply the Problem Solving Process page 6 th 14.		

6 th Grade: Europe	SCESC	Unit 6 Cl	assroom Days: 20 End the	e 4 th Grading Period
History	Geography	Economics	Government	Study Skills & M
ChronologyA1. Construct a multiple- tier time line from a list of events and interpret the relationships between the events.2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E.	Location A 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. Places and Regions B 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: a. agriculture; c. fishing;	Scarcity and Resource Allocation A 1. Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions. 2. Explain that most	Role of GovernmentA2. 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.3. Explain the ways that countries interact with each other including: a. diplomacy; b. treaties; c. international meetings & exchanges such	Study Skills & M Obtaining Information A 1. Use multiple sources to obtain information and define essential vocabulary for a research project including: a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.
and C.E. People in Societies Cultures A 1. Compare the cultural practices and products of	 b. mining; d. manufacturing. Human Environmental Interaction C 5. Describe ways human settlements / activities are influenced by environmental factors and processes in different places and regions including: a. bodies of water; d. vegetations; b. landforms; e. weathering; 	decisions involve trade-offs and give examples. <u>Markets</u> B 3. Explain why trade occurs when individuals, regions and countries specialize in	as the United Nations; d. military conflict. <u>Systems of Government</u> C 4. Describe the defining characteristics of democracies, monarchies and dictatorships .	Thinking & Organizing B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations & draw conclusions.
the societies studied <u>including</u> : a. class structure; b. gender roles; c. beliefs; d. customs and traditions.	 c. climate; f. seismic activity. 6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: a. urbanization; c. deforestation. 	what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.	Citizenship Rights and Responsibilities	 Organize information using outlines and graphic organizers. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables, and flow charts.
Interaction 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.	Movement 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. 9. Identify and explain primary geographic	4. Identify goods and services that are imported and exported and exported and explain how this trade makes countries interdependent. <u>Government and the</u> <u>Economy</u> C 6. Distinguish between	ParticipationA1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of gov't.Rights and ResponsibilitiesB2. Compare the rights & responsibility of citizens living under various systems of government.	Communicating Info. C 6. Communicate a position on a topic orally or in writing and support the position with evidence. Problem Solving D 7. Working effectively to achieve group goals. a. engage in active listening; b. provide feedback in a constructive manner;
Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.	causes for world trade <u>including</u> the uneven distribution of natural resources.	goods and services typically produced by the private sector and the public sector .	Note: Strategies & Resources: Continually check alignment between Indicators and their Benchmarks goals page 6 th - 16.	 c. help establish group goals; d. take various roles within the group; e. recognize contributions of others. Apply the Problem Solving Process page 6th – 14.

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6 th Grade: Optiona	al - Australia/Antarctica SCESC Unit 7	Classroom Days: 5	5-10 End the Semester
History	Geography	Economics	Study Skills and Methods
Chronology A 1. Construct a multiple-tier time line from a list of events & interpret the relationships between the events. (optional)	 Location A Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions. Human Environmental Interaction C Describe ways human settlements / activities are influenced by 	Markets 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	Obtaining Inform. A 1. Use multiple sources to obtain information and define essential vocabulary for a research project including: a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources.
People in Societies	environmental factors and processes in different places & regions including: a. bodies of water; d. vegetations; b. landforms; e. weathering; c. climate; f. seismic activity.	causes both production and consumption to increase.	Thinking/Organizing B 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
<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 . <u>Interaction</u> B 3. Explain factors that foster conflict or cooperation among countries:	 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. Movement 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. Movement D 9. Identify and explain primary geographic causes for world trade 		 Organize information using outlines and graphic organizers. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts. <u>Communicating</u> C Communicate a position on a topic orally or in writing and support the position with evidence <u>Problem Solving</u> D 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;
 a. language; b. religion; c. types of government; d. historic relationships; e. economic interests. 	including the uneven distribution of natural resources. Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.		 e. recognize contributions of others. <u>Problem Solving</u> 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.