

Lakewood City Schools Social Studies Standards-Based Course of Study 2003

Sixth Grade – Regions and People of the World

Welcome to Sixth Grade Social Studies. 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. Below is an outline of six major components of the program.

I. Lakewood City Schools Standards-Based Course of Study

- Arranged by mandated Academic Content Standards
- Each standard is coordinated with 6-8 Benchmarks and Grade 6 Level Indicators
- Lakewood City Schools Social Studies Standards-Based Course of Study is aligned with the Ohio Department of Education's Academic Social Studies Content Standards
- Provides a variety of possible strategies and resources to be used with each Benchmark

II. Pacing Chart (p. 14)

- Sixth Grade Standards-Based Course of Study is divided into six Units
- Suggested time frame included for pacing units
- Units could be sequenced in a variety of ways

III. Vocabulary List (p. 15)

- Bold type indicates student vocabulary which needs to be mastered as this grade level
- * Indicates vocabulary which has been mastered at a previous grade level and needs to be maintained at sixth grade level
- Suggested vocabulary may be used but not necessarily mastered

IV. Thinking Processes and Skills Page (p. 16)

- Strategies, techniques, and vocabulary to be reinforced throughout all units
- Includes specific strategies to be used for proficiency and/or achievement tests

V. Outline of Benchmarks and Indicators (pp. 17-22)

- Provides a cross reference of Sixth Grade Level Indicators taught or reinforced in each unit

VI. Textbook: McGraw-Hill – World Regions – Adventures in Time and Place

- Provides basic reference material for each unit
- Provides lessons and practice for a variety of geography skills
- Provides ideas for teaching, remediation, and enrichment
- Provides ideas for assessment

Lakewood City Schools Social Studies Standards-Based Course of Study – Sixth Grade

Scope and 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.

Ohio Benchmarks Grade 6 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>A) Interpret relationships between events shown on multiple-tier time lines.</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, 6)</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> 	<ol style="list-style-type: none"> 1. Students construct a time line of their lives and 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 1. <u>OPT for Success</u>, Pearson Publishing, Inc. 1. <u>Show What You Know</u>, Englefield & Arnold Publishing.
<p>2003-04 All current 6th Grade OPT Learner Outcomes are the focus until March. Begin implementing the new standards, as indicated by the “S,” for the balance of the year.</p> <p>2004-05 All current 6th Grade OPT Learner Outcomes are the focus until March. For the balance of the year, teachers must implement the new standards. This will be the first set of students to take the new 8th Grade Achievement Test.</p> <p>2005-06 March 2006 is the LAST 6th OPT. This will be the second set of students to take the new 8th Grade Achievement Test.</p> <p>2006-07 Standards are fully implemented.</p>		

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.

Ohio Benchmarks Grade 6 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>B) Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p> <p>D) Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</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 including: <i>(Unit 1)</i></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 before 1000 BC including: <i>(Units: 2, 3, 4)</i></p> <ul style="list-style-type: none"> a. location; b. government; c. religion; d. agriculture; e. cultural and scientific contributions. (S) 	<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).</p> <p>4. Huang Ho = Yellow River</p> <p>Resources: <u>The Ice Man</u> by Don Lessem Science writer Don Lessem recounts the discovery, excavation, and study of the mummified body of a 5,000 year old man, discovered by a couple hiking near the border between Austria and Italy. ISBN 0-517-59596-6</p> <p><u>Ice Mummy</u> by Cathy and Mark Dubowski This is a parallel to the Don Lessem book. It can be used for compare and contrast of historical and scientific research. ISBN: 0-679-85647-1</p>
<p>S = Indicators – totally new when compared to the 6th OPT. (April-June focus 2004-06)</p> <p>All the remaining Indicators align to both the 6th OPT and the Standards. (Sept.-March focus 2004-06)</p>		

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.

Ohio Benchmarks Grade 6 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>B) Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p>	<p><u>The First Global Age</u></p> <p>5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including: (<i>Unit: 5</i>)</p> <ul style="list-style-type: none"> a. location; b. government; c. religion; d. agriculture; e. cultural and scientific contributions. <p style="text-align: right;">(S)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Reminder: Sixth Grade is primarily a geographic based course that incorporates economics and government.</p> <p>History Indicators 3-5 are only minor components of the larger geographic units.</p> </div>	<p>5. Class divided into 5 groups – (one per concept a-e) to research their concept for given civilizations. Teams present their results to the class. (2-3 day activity)</p> <p>5. See your 7th grade teachers for their old unit resources – to be used in a <u>very</u> modified time frame.</p> <p>5. History Alive – Latin America Activity 3</p> <p>4-5. <u>Suggested Vocabulary</u>: historical narrative, significant individuals/events of the world</p> <p>4-5. Apply Study Skill and Methods: main idea perspectives primary sources/secondary sources reliability of views relevant/irrelevant information supporting facts</p> <p>4-5. Videos Time Life’s Lost Civilization: Mayan</p>

Note: The Summit County ESC web page with post updates to the standards for topics such as: new web sites to incorporate into lessons, resources, sample lesson plans, and vocabulary.

Go to: <http://cybersummit.org> and click on “Staff Directory” and select Pat Clayton’s notebook symbol for options.

Lakewood City Schools Social Studies Standards-Based Course of Study – 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.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<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><u>Cultures</u></p> <ol style="list-style-type: none"> 1. Compare the cultural practices and products of the societies studied <u>including</u>: <i>(Unit: 1, 2, 3, 4, 5, 6)</i> <ol style="list-style-type: none"> a. class structure; b. gender roles; c. beliefs; d. customs and traditions. 2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings <u>including</u>: <ol style="list-style-type: none"> a. Buddhism; <i>(Unit: 4)</i> b. Christianity; <i>(Unit: 2)</i> c. Judaism; <i>(Unit: 2)</i> d. Hinduism; <i>(Unit: 4)</i> e. Islam. <i>(Unit: 2)</i> <p><u>Interaction</u></p> <ol style="list-style-type: none"> 3. Explain factors that foster conflict or cooperation among countries: <i>(Units: 2, 3, 4, 5, 6)</i> <ol style="list-style-type: none"> a. language; b. religion; c. types of government; d. historic relationships; e. economic interests. (S) 	<ol style="list-style-type: none"> 1. Cultural practice: a pattern of behavior accepted by a society. 1. 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. 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. 1. <u>Suggested Vocabulary</u>: characteristics of world cultures, cultural groups (world), cultural heritage, ethnic groups, ethnicity 1. <u>OPT for Success</u> pp. 50-65. <p><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>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> <ol style="list-style-type: none"> 2. Flip Books: create with a page on each religion. Word Sorts 2. Develop research posters for each world religion. 2. <u>Suggested Vocabulary</u>: religious ideas <p>Resource: Cobblestone Publishing: A set of booklets on the five “World Religions” – Code: CAL40880 (\$26.00) order at 1-800-821-0115.</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Sixth Grade

Sixth Grade - Geography Standard

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>A) Identify on a map the location of major physical and human features of each continent.</p> <p>B) Define and identify regions using human and physical characteristics.</p>	<p><u>Location</u></p> <ol style="list-style-type: none"> 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. <i>(Units: 1, 2, 3, 4, 5, 6)</i> 2. Use coordinates of latitude and longitude to locate points on a world map. <i>(Units: 2, 4, 5)</i> <p><u>Places and Regions</u></p> <ol style="list-style-type: none"> 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: <i>(Units: 2, 3, 4, 5, 6)</i> <ol style="list-style-type: none"> a. agriculture; b. mining; c. fishing; d. manufacturing. (S) 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. <i>(Units: 2, 3, 5)</i> 	<ol style="list-style-type: none"> 1. Use coordinate maps 1. <u>Suggested Vocabulary</u>: arable, hemisphere location 2. coordinate: one of a set of numbers that determines the location of a point in a space. 2. <u>OPT for Success</u> pp. 83-93 2. Students apply the concepts of longitude and latitude from 5th grade into 6th grade world absolute locations. 2. Absolute location: the location of a point on the Earth's surface which can be expressed by a grid reference such as longitude and latitude. 3. Brainstorm: products/technology invented in the last 100 years to establish perspective. 3-4. <u>Suggested Vocabulary</u>: population distribution, producer, thematic maps 4. Students must distinguish between relevant (necessary information) and irrelevant (unnecessary data) on maps, charts, etc. <p>Resource: http://www.maplol.com/101</p>

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><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: (<i>Units: 1, 2, 3, 4, 5, 6</i>)</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: (<i>Units: 3, 4, 5, 6</i>)</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: (<i>Units: 3, 4</i>)</p> <ul style="list-style-type: none"> a. dam building; b. energy production/usage; c. agriculture; d. urban growth. (S) 	<p>5. <u>Suggest 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>: ecosystem</p> <p>Follow the longest river in China: Yangtze River http://www.chinavista.com/travel/yangtze/main.html</p>

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>D) Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.</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)</p> <ul style="list-style-type: none"> a. oppression/freedom; b. poverty/economic opportunity; c. cultural ties; d. political conflicts; e. environmental factors. (S) <p>9. Identify and explain primary geographic causes for world trade <u>including</u> the uneven distribution of natural resources. (Units: 2, 3, 4, 5, 6)</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>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 of ethnic Albanians 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>

Lakewood City Schools Social Studies Standards-Based Course of Study – Sixth Grade

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.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<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><u>Scarcity and Resource Allocation</u></p> <p>1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions. <i>(Units: 2, 4, 6)</i></p> <p>2. Explain that most decisions involve trade-offs and give examples. <i>(Units: 4, 6)</i></p> <p><u>Markets</u></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. <i>(Units: 4, 5, 6)</i></p> <p>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></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. <i>(Units: 2, 3, 4, 5)</i></p> <p><u>Government and the Economy</u></p> <p>6. Distinguish between goods and services typically produced by the private sector and the public sector. <i>(Units: 4, 6)</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Students will need factors of production through March 2006 for the 6th OPT but also productive resources for the OGT beginning Spring 2004.</p> </div>	<p>1. Productive resources = factors of production</p> <p>1. Design a product that would help 6th graders and have them market and sell it.</p> <p>1-4. – 5. <u>Suggested Vocabulary</u>: disparity of resources, distribution of resources, economic activity, impact of global economy, international trade, market place (international)</p> <p>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.</p> <p>3. specialization: the concentration of production on fewer kinds of goods and service than are consumed.</p> <p>3. <u>Suggested Vocabulary</u>: advantages/disadvantages of competition (world), comparative advantage, consumer</p> <p>5. Resource: Jarrett Publishing Company <u>Ohio: Its Neighbors Near and Far</u> – the supply and demand game activity. Call 1-516-981-4248</p> <p>6. private sector: the part of the economy that involves transitions of individuals & businesses.</p> <p>6. public sector: the part of the economy that involves the transition of the government.</p> <p>Resource: <u>A Global Adventure: The Iguana</u> by EconomicsAmerica at John Carroll 1-216-397-4384 (designed for the 6th OPT) Junior Achievement</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Sixth Grade

Sixth Grade - Government Standard

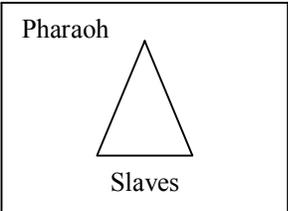
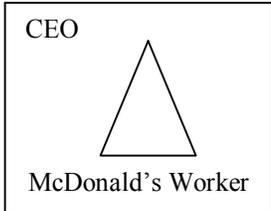
Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general 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><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Explain reasons for the creation of governments such as: (Units: 3, 4) <ol style="list-style-type: none"> a. protecting lives, liberty and property; b. providing services that individuals cannot provide for themselves. (S) 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, 6) (S) 3. Explain the ways that countries interact with each other <u>including</u>: (Units: 2, 3, 6) <ol style="list-style-type: none"> a. diplomacy; b. treaties; c. international meetings and exchanges such as the United Nations; d. military conflict. (S) 	<ol style="list-style-type: none"> 1. Liberty Acrostic: Student created poem. L – Living in harmony with others I – Individual choice is valued B – Being free to pursue your dreams E – Educational opportunities R – Rights are respected T – Thoughts can be expressed Y – You can be you. 1. Students write an essay: “What is Liberty to Me?” 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 Chinese families were at the mercy of Chairman Mao. 3. Current events 4. Groups create posters for each type of government. 4. democracy: a system of government in which political control is exercised by all the people, either directly or through their elected representatives. 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. 4. monarchy: a system of government headed by a monarch, such as a king, queen, shah or sultan whose position is inherited. 4. <u>Suggested Vocabulary</u>: <table style="width: 100%; border: none;"> <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/</td> </tr> <tr> <td>elected officials</td> <td>responsibility</td> </tr> <tr> <td>heredity, inherited powers</td> <td>representative</td> </tr> </table> 	characteristics of government types	monarchal government	democratic republic	political system	dictatorial government	primary function/	elected officials	responsibility	heredity, inherited powers	representative
characteristics of government types	monarchal government											
democratic republic	political system											
dictatorial government	primary function/											
elected officials	responsibility											
heredity, inherited powers	representative											
<p>C) Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	<p><u>Systems of Government</u></p> <ol style="list-style-type: none"> 4. Describe the defining characteristics of democracies, monarchies and dictatorships. (Units: 2, 3, 4, 5, 6) 											

Lakewood City Schools Social Studies Standards-Based Course of Study – Sixth Grade

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.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<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 United States citizens have today.</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>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 or an ancient politician.</p> <p>1. Apply Study Skill and Methods: criteria for evaluating, reliability or information</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="border: 1px solid black; padding: 5px; text-align: center;"> <p>Pharaoh</p>  <p>Slaves</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>CEO</p>  <p>McDonald's Worker</p> </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. See: Government Indicator 4.</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Sixth Grade

Sixth Grade - Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<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)</i></p> <ul style="list-style-type: none"> a. almanacs; b. gazetteers; c. trade books; d. periodicals; e. video tapes; f. electronic sources. <p><u>Thinking and Organizing</u></p> <p>2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions. <i>(Units: 2, 3, 4, 5, 6)</i></p> <p>3. Organize information using outlines and graphic organizers. <i>(Units: 2, 3, 4, 5, 6)</i></p> <p>4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts. <i>(Unit: 2, 3, 4, 5, 6)</i></p>	<p>See pg. 16 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 <u>extensive modeling</u> 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>4. Students must identify relationships 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>

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

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>C) Present a position and support it with evidence and citation of sources.</p> <p>D) Work effectively in a group.</p>	<p><u>Communicating Information</u></p> <p>5. Complete a research project that includes a bibliography. (Unit: 5) (S)</p> <p>6. Communicate a position on a topic orally or in writing and support the position with evidence. (Units: 1, 2, 3, 4, 5, 6)</p> <p><u>Problem Solving</u></p> <p>7. Work effectively to achieve group goals:</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. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Problem Solving Model for <u>5-12</u> (S)</p> <p>Use a problem-solving/decision-making process which includes:</p> <ul style="list-style-type: none"> 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. </div>	<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 style="text-align: right; margin-top: 20px;">It is essential to apply this on a daily basis.</p>

Lakewood City Schools Social Studies Standards-Based Course of Study 2003

Sixth Grade: Regions and People of the World

Lakewood City Schools – Suggested Pacing Guide

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 have 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

1 Week

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 societies.

Unit 2: Middle East & North Africa

7 Weeks (Chapters 17, 18, 19)

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.

Unit 3: Africa South of the Sahara

6 Weeks (Chapters 20, 21, 22, 23)

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.

Unit 4: Asia

7 Weeks (Chapters 24, 25, 26, 27, 28)

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 in the world.

Unit 5: Latin & South America

6 Weeks (Chapters 4, 6, 7)

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.)

Unit 6: Europe

5 Weeks (Chapters 8, 9, 10, 11, 12, 13)

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.

Note: Units 2 – 3 – 4 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.

Sixth Grade: Regions and People of the World

Lakewood City Schools 2003

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><u>Suggested Vocabulary</u> 1. time eras 2. relative and absolute 4-5. historical narrative significant individuals / events</p> <p><u>Apply Study Skills</u> 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><u>Suggested Vocabulary</u> 1. characteristics of world cultures cultural groups (world) cultural heritage ethnic groups ethnicity 2. religious ideas 3. immigration nationalities racial groups</p> <p>*MEPCV – Maintain and Enhance Previous Content Vocabulary. Bold indicates student student vocabulary needed to be mastered at this grade level</p>	<p>*communication consequences (positive and negative) coordinates distribution environmental influences *human migration *human settlements migration modifying *oppression patterns of characteristics *physical/human features positive/negative consequences primary geographic causes push/pull factors *regions *resources *transportation uneven distribution of natural resources urbanization world trade *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. arable, hemisphere location 3-4. producer, population distribution, thematic maps 5. ecosystem 6. arable 7. ecosystem</p>	<p>*economic decisions *economy endowment *entrepreneurship global interactions *goods/services imported/exported *interdependence *markets market clearing price policies private/public sector *production vs. consumption *production of goods and services productive resources = factors of production *scarcity & resource allocation *specialization *supply/demand trade-offs *opportunity cost *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. disparity of resources distribution of resources economic activity impact of global economy international trade market place (international) 2. opportunity cost 3. advantages and disadvantages of competition (world) comparative advantage competitive market (expand concept) consumer</p>	<p>*democracy dictatorship diplomacy institute interact liberty monarchy provinces sovereignty territory treaties *MEPCV</p> <p><u>Suggested Vocabulary</u> 4. characteristics of government types democratic republic dictatorial government elected officials heredity inherited powers monarchal government political system primary function representative</p> <p>The last 6th Grade Proficiency Test will be given: March 2006. However, there is a necessary transition between the 6th Grade Ohio Proficiency Test Learner Outcomes and the new 8th Grade Indicators needed for 6th graders during 2004-05.</p>	<p>attainment of civic & public goals *citizens *civic participation historical origins influence political process opportunities political process principles of fairness *rights/responsibilities systems of gov't. *MEPCV</p> <p><u>Suggested Vocabulary</u> 1. citizenship participation traits, civic goals participatory citizenship public goods 2. principles of fairness principles of justice public issues</p> <p><u>Apply Study Skills</u> criteria for evaluating reliability of information</p>	<p>bar graphs bibliography circle graphs citation of sources constructive manner contribution essential vocabulary evidence feedback flow charts gazetteers generalizations graphic organizers inferences line graphs multiple sources options outlines pictographs *primary/secondary sources tables *MEPCV</p> <p><u>Suggested Vocabulary</u> 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 See the extensive number of Thinking Processes and Skills on the next page.</p>

Sixth Grade: Regions and People of the World

Lakewood City Schools 2003

Stated Thinking Processes and Skills from the Indicators		“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations
<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 of 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>interpret: a student must 1st analyze and then make an inference; this is more</p>	<p>acquire apply arrange classify communicate construct create define differentiate distinguish draw conclusions draw inferences engage facilitate identify inquire interpret itemize locate obtain organize place predict recognize reconstruct sequence summarize use utilize</p>	<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 prior knowledge.</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” is in a prompt, student must cross out the word and replace it with – Give Details. This raises the first awareness of what is required.</p> <p>Note: The 6th Grade World Regions Standards include “explain” in 10 of the 36 Indicators.</p>	<p>Awareness Plan:</p> <ul style="list-style-type: none"> Identify the problem What do I know? What do I need to know? How will I find out? What will help or hinder me? <p>Action Plan:</p> <ul style="list-style-type: none"> Plan Check Evaluate Revise Reevaluate <p>This universal model is the basis for all problem solving and decision making. It is the functions 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 source?</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 which report the same data, information or knowledge?</p> <p>P = Is it a public or private statement?</p> <p><i>O’Reilly, Kevin. <u>Evaluating Viewpoints in United States History</u>. Critical Thinking Books and Software, 1990.</i></p>

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History	People in Societies	Geography	Economics	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
<p><u>Early Civilizations</u></p> <p>3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:</p> <p>a. hunting and gathering</p> <p>b. tool making</p> <p>c. use of fire</p> <p>d. domestication</p> <p>e. organization societies</p> <p>f. governance.</p>	<p><u>Cultures</u></p> <p>1. Compare the cultural practices and products of the societies studied including:</p> <p>a. class structure</p> <p>b. gender roles</p> <p>c. beliefs</p> <p>d. customs and traditions.</p>	<p><u>Location</u></p> <p>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></p> <p>5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:</p> <p>a. bodies of water</p> <p>b. landforms</p> <p>c. climates</p> <p>d. vegetations</p>			<p>Only an Introduction</p>	<p><u>Obtaining Information</u></p> <p>1. Use multiple sources to obtain information and define essential vocabulary for a research project including:</p> <p>a. almanacs</p> <p>b. gazetteers</p> <p>c. trade books</p> <p>d. periodicals</p> <p>e. video tapes</p> <p>f. electronic sources.</p> <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.</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>This is a very brief overview of the early advancements from 5,000 to 1, 000 B.C. as humans begin the formation of societies.</p>						

History	People in Societies	Geography	Economics	Government	CR & R	Study Skills and Methods
<p><u>Chronology</u></p> <ol style="list-style-type: none"> Construct a multiple-tier time line from a list of events and interpret the relationship between the events. 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><u>Early Civilizations</u></p> <ol style="list-style-type: none"> Compare the geographic, political, economic and social characteristics of the river civilizations in the Nile, Tigris & Euphrates (Mesopotamia), <u>before 1000 BC</u> <u>including</u>: <ol style="list-style-type: none"> location government religion agriculture cultural and scientific contributions. 	<p><u>Cultures</u></p> <ol style="list-style-type: none"> Compare the cultural practices and products of the societies studied <u>including</u>: <ol style="list-style-type: none"> class structure gender roles beliefs customs and traditions. Compare world religions & belief systems focusing on geographic origins, founding leaders & teaching <u>including</u>: <ol style="list-style-type: none"> Christianity Judaism Islam. <p><u>Interaction</u></p> <ol style="list-style-type: none"> Explain factors that foster conflict or cooperation among countries: <ol style="list-style-type: none"> language religion types of government historic relationships economic interests. 	<p><u>Location</u></p> <ol style="list-style-type: none"> 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. <p><u>Places and Regions</u></p> <ol style="list-style-type: none"> Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: <ol style="list-style-type: none"> agriculture mining fishery 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. <p><u>Human Environmental Interaction</u></p> <ol style="list-style-type: none"> Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions <u>including</u>: <ol style="list-style-type: none"> bodies of water landforms climate vegetations weathering seismic activity. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications <u>including</u>: <ol style="list-style-type: none"> dam building energy production/usage agriculture. <p><u>Movement</u></p> <ol style="list-style-type: none"> Explain push and pull factors that cause people to migrate from place to place <u>including</u>: <ol style="list-style-type: none"> oppression/freedom poverty/economic opportunity cultural ties political conflicts environmental factors. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources. 	<p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions. Explain that most decisions involve trade-offs and give examples. <p><u>Markets</u></p> <ol style="list-style-type: none"> 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 & consumption to increase. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent. 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><u>Role of Government</u></p> <ol style="list-style-type: none"> Explain reasons for the creation of gov'ts. such as: <ol style="list-style-type: none"> protecting lives, liberty and property providing services that individuals cannot provide for themselves. 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. Explain the ways that countries interact with each other <u>including</u>: <ol style="list-style-type: none"> diplomacy treaties international meetings and exchanges such as the United Nations military conflict. <p><u>Systems of Gov't.</u></p> <ol style="list-style-type: none"> Describe the defining characteristics of democracies, monarchies & dictatorships. 	<p><u>Participation</u></p> <ol style="list-style-type: none"> Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government. <p><u>Rights and Responsibilities</u></p> <ol style="list-style-type: none"> Compare the rights and responsibilities of citizens living under various systems of government. 	<p><u>Obtaining Information</u></p> <ol style="list-style-type: none"> Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: <ol style="list-style-type: none"> almanacs gazetteers trade books periodicals video tapes electronic sources. <p><u>Thinking and Organizing</u></p> <ol style="list-style-type: none"> Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions. Organize information using outlines and graphic organizers. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts. <p><u>Communication</u></p> <p><u>Information</u></p> <ol style="list-style-type: none"> Communicate a position on a topic or support the position with evidence.

History	Geography	Economics	Government	CR & R	Study Skills and Methods
<u>Chronology</u> 1. Construct a multi-tier time line from a list of events & interpret the relationships between the events.	<u>Location</u> 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. <u>Places and Regions</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.	<u>Markets</u> 4. Identify goods and services that are imported and exported 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.	<u>Role of Gov't.</u> 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. 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 other <u>including</u> : a. diplomacy b. treaties c. international meetings & exchanges such as the U.N. d. military conflict.	<u>Participation</u> 1. Explain how opportunities for citizens to participate in & influence the political process differ under various systems of government. <u>Rights and Responsibilities</u> 2. Compare the rights and responsibilities of citizens living under various systems of government.	<u>Obtaining Information</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. <u>Thinking & Organizing</u> 2. Analyzing information from primary and secondary sources in order to summarize, make generalizations and 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 .
People in Societies	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. <u>Human Environmental Interaction</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. 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. 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.	Geography 9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources .	<u>Systems of Gov't.</u> 4. Describe the defining characteristics of democracies, monarchies and dictatorships .		
<u>Cultures</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 . <u>Interaction</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 .	<u>Movement</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.				

History	People in Societies	Geography	Economics	Government	Study Skills and Methods
<p><u>Chronology</u></p> <ol style="list-style-type: none"> Construct a multiple-tier time line from a list of events & interpret the relationships between the events. Arrange dates in order on a time line using the conventions of B.C. & A.D. or B.C.E. & C.E. <p><u>Early Civilizations</u></p> <ol style="list-style-type: none"> Compare the geographic, political, economic and social characteristics of the river civilizations in the Huang Ho & Indus valleys <u>before 1000 BC</u> <u>including</u>: <ol style="list-style-type: none"> location government religion agriculture cultural and scientific contributions. 	<p><u>Cultures</u></p> <ol style="list-style-type: none"> Compare the cultural practices and products of the societies studied <u>including</u>: <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 Hinduism. <p><u>Interaction</u></p> <ol style="list-style-type: none"> Explain factors that foster conflict or cooperation among countries: <ol style="list-style-type: none"> language religion types of government historic relationships economic interests. 	<p><u>Location</u></p> <ol style="list-style-type: none"> 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. <p><u>Places and Regions</u></p> <ol style="list-style-type: none"> Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: <ol style="list-style-type: none"> agriculture mining fishing manufacturing. <p><u>Human Environmental Interaction</u></p> <ol style="list-style-type: none"> Describe ways human settlements/activities are influenced by environmental factors and processes in different places & regions <u>including</u>: <ol style="list-style-type: none"> bodies of water landforms climate vegetations weathering seismic activity. Describe ways in which human migration has an impact on the physical and human characteristics of places <u>including</u>: <ol style="list-style-type: none"> urbanization desertification deforestation. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications <u>including</u>: <ol style="list-style-type: none"> dam building energy production/usage agriculture. <p><u>Movement</u></p> <ol style="list-style-type: none"> Explain push and pull factors that cause people to migrate from place to place <u>including</u>: <ol style="list-style-type: none"> oppression/freedom poverty/economic opportunity cultural ties political conflicts environmental factors Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources. 	<p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions. Explain that most decisions involve trade-offs and give examples. <p><u>Markets</u></p> <ol style="list-style-type: none"> 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. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent. 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><u>Government and the Economy</u></p> <ol style="list-style-type: none"> Distinguish between goods and services typically produced by the private sector and the public sector. 	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> Explain reasons for the creation of gov'ts. such as: <ol style="list-style-type: none"> protecting lives, liberty & property providing services that individuals cannot provide for themselves. 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><u>Systems of Gov't</u></p> <ol style="list-style-type: none"> Describe the defining characteristics of democracies, monarchies and dictatorships. <p>CR & R</p> <p><u>Participation</u></p> <ol style="list-style-type: none"> Explain how opportunities for citizens to participate in & influence the political process differ under various systems of gov't. <p><u>Rights and Responsibilities</u></p> <ol style="list-style-type: none"> Compare the rights & responsibility of citizens living under various systems of gov't. 	<p><u>Obtaining Information</u></p> <ol style="list-style-type: none"> Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: <ol style="list-style-type: none"> almanacs gazetteers trade books periodicals video tapes electronic sources. <p><u>Thinking & Organizing</u></p> <ol style="list-style-type: none"> Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions. Organize information using outlines and graphic organizers. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts. Communicate a position on a topic orally or in writing and support the position with evidence. Working effectively to achieve group goals. <ol style="list-style-type: none"> engage in active listening; provide feedback in a constructive manner; help establish group goals.

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u></p> <p>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></p> <p>5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations <u>including</u>:</p> <p>a. location b. government c. religion d. agriculture e. cultural and scientific contributions.</p>	<p><u>Location</u></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></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>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></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 and human characteristics of places <u>including</u>:</p> <p>a. urbanization b. desertification c. deforestation.</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>:</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 including the uneven distribution of natural resources.</p>	<p><u>Markets</u></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>Obtaining Information</u></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></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 Information</u></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></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>Government</p>	<p>Citizenship R & R - None</p>
<p><u>Cultures</u></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><u>Interaction</u></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><u>Role of Government</u></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 Government</u></p> <p>4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p>	

History	Geography	Economics	Government	Study Skills and Methods
<p><u>Chronology</u></p> <ol style="list-style-type: none"> Construct a multiple-tier time line from a list of events and interpret the relationship between the events. 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><u>Location</u></p> <ol style="list-style-type: none"> Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located. <p><u>Places and Regions</u></p> <ol style="list-style-type: none"> Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns <u>including</u>: <ol style="list-style-type: none"> agriculture mining fishing manufacturing. 	<p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> Explain how the availability of productive resources & entrepreneurship affects the production of goods and services in different world regions. Explain that most decisions involve trade-offs and give examples. <p><u>Markets</u></p> <ol style="list-style-type: none"> 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><u>Role of Government</u></p> <ol style="list-style-type: none"> 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. Explain the ways that countries interact with each other <u>including</u>: <ol style="list-style-type: none"> diplomacy treaties international meetings & exchanges such as the United Nations military conflict. <p><u>Systems of Government</u></p> <ol style="list-style-type: none"> Describe the defining characteristics of democracies, monarchies and dictatorships. 	<ol style="list-style-type: none"> Use multiple sources to obtain information and define essential vocabulary for a research project <u>including</u>: <ol style="list-style-type: none"> almanacs gazetteers trade books periodicals video tapes electronic sources. <p><u>Thinking & Organizing</u></p> <ol style="list-style-type: none"> Analyzing information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
<p>People in Societies</p>	<p><u>Human Environmental Interaction</u></p> <ol style="list-style-type: none"> Describe ways human settlements/activities are influenced by environmental factors and processes in different places & regions <u>including</u>: <ol style="list-style-type: none"> bodies of water landforms climate vegetations weathering seismic activity. 	<p><u>Markets</u></p> <ol style="list-style-type: none"> Identify goods and services that are imported and exported and explain how this trade makes countries interdependent. 	<p>Citizenship Rights and Responsibilities</p>	<ol style="list-style-type: none"> Organize information using outlines and graphic organizers.
<p><u>Cultures</u></p> <ol style="list-style-type: none"> Compare the cultural practices and products of the societies studied <u>including</u>: <ol style="list-style-type: none"> class structure gender roles beliefs customs and traditions. 	<p><u>Human Environmental Interaction</u></p> <ol style="list-style-type: none"> Describe ways in which human migration has an impact on the physical and human characteristics of places <u>including</u>: <ol style="list-style-type: none"> urbanization desertification deforestation urbanization. 	<p><u>Government and the Economy</u></p> <ol style="list-style-type: none"> Distinguish between goods and services typically produced by the private sector and the public sector. 	<p><u>Participation</u></p> <ol style="list-style-type: none"> Explain how opportunities for citizens to participate in & influence the political process differ under various systems of gov't. <p><u>Rights and Responsibilities</u></p> <ol style="list-style-type: none"> Compare the rights & responsibility of citizens living under various systems of gov't. 	<ol style="list-style-type: none"> Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts. Communicate a position on a topic orally or in writing and support the position with evidence.
<p><u>Interaction</u></p> <ol style="list-style-type: none"> Explain factors that foster conflict or cooperation among countries: <ol style="list-style-type: none"> language religion types of government historic relationships economic interests. 	<p><u>Movement</u></p> <ol style="list-style-type: none"> Explain push and pull factors that cause people to migrate from place to place <u>including</u>: <ol style="list-style-type: none"> oppression/freedom poverty/economic opportunity cultural ties political conflicts environmental factors. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources. 	<p><u>Government and the Economy</u></p> <ol style="list-style-type: none"> Distinguish between goods and services typically produced by the private sector and the public sector. 	<p><u>Rights and Responsibilities</u></p> <ol style="list-style-type: none"> Compare the rights & responsibility of citizens living under various systems of gov't. 	<p><u>Problem Solving</u></p> <ol style="list-style-type: none"> Working effectively to achieve group goals. <ol style="list-style-type: none"> engage in active listening; provide feedback in a constructive manner; help establish group goals; take various roles within the group; recognize contributions of others.