

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Pacing Second Semester
Content Statement 1. <i>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</i> Learning Targets: <ul style="list-style-type: none"> I can arrange dates and place them in the order they occurred using B.C. and A.D. or B.C.E. and C.E. 	Content Elaborations Building on skills learned in grade five, including the use of single and multiple-tier timelines, grade-six students become familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order. Arranging events in chronological order on single and multiple-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).
Content Vocabulary <ul style="list-style-type: none"> B.C. A.D. B.C.E. C.E. era chronological 	Academic Vocabulary <ul style="list-style-type: none"> arrange
Formative Assessments	Summative Assessments
Resources <ul style="list-style-type: none"> TimeLiner Program (district) 	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>When introducing this content, discuss why some historians might use C.E. and B.C.E. instead of B.C. and A.D. <i>What are the origins of these four terms? Which ones are used most often and in which situations?</i></p> <p>As a kinesthetic learning activity, have students create a human timeline. Distribute event cards with dates in the Common Era and before the Common Era, and instruct students to organize themselves chronologically.</p>
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Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>History</i>	
Topic <i>Early Civilizations</i> The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works, and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.	Pacing Second Semester, 16 weeks <ul style="list-style-type: none"> • Mesopotamia • Egypt • China • India
Content Statement 2. Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. Learning Targets: <ul style="list-style-type: none"> • I can compare the cultures of early civilizations in Mesopotamia, Egypt, China, and India. • I can understand why the first civilizations in Mesopotamia, Egypt, China, and India developed in protected river valleys. • I can provide examples of early accomplishments from Mesopotamia, Egypt, China, and India that influence the Eastern Hemisphere today. 	Content Elaborations Understanding how civilizations developed in the Eastern Hemisphere will help students recognize the enduring contributions of those civilizations. Students should understand how favorable geographic characteristics, including location in protected river valleys, promoted the growth of early civilizations. River valleys provided a water source or sources for drinking and irrigation, availability of wild animals and plants, a means of transportation, protection from invasions, and access to natural resources. Students will investigate the development of unique civilizations in India, Egypt, China, and Mesopotamia. Students will then study the enduring impacts of these civilizations as seen in the cultural practices and products of the modern Eastern Hemisphere. Students should be encouraged to look for examples of the enduring influence of these civilizations in their daily experiences as well. Examples of Egypt’s enduring influence include: <ul style="list-style-type: none"> • <u>Government</u> – The pharaoh served as both religious and political leader, with government considered a theocracy during multiple eras. • <u>Economic system</u> – Trade was centrally organized and controlled by the government, with standardized bartering values. • <u>Social structures</u> – Surplus agricultural production allowed complex cultural practices to develop including art (e.g., sculpture, painting, jewelry), architecture (e.g., pyramids, tombs, temples), leisure activities (e.g., games, music), and a stratified social system (government officials, scribes, noblemen, artists and craftsmen, farmers, slaves).

	<ul style="list-style-type: none"> • <u>Religion</u> – Religious beliefs changed over time, eternal life was an essential belief, pharaohs were believed to be divine, and there was belief in multiple gods with power over nature. • <u>Technology</u> – Egyptians are known for advances in technology in multiple areas including literacy, irrigation, medicine, architecture, mathematics, shipbuilding, and metalworking. • <u>Agricultural practices and products</u> – The Nile River served as a source of rich fertile soil that was replenished annually by the flooding of the river. Farmers used irrigation canals, crops included grains and flax, and domesticated animals included oxen, cows, goats, sheep, and poultry. • <u>Enduring influence</u> – The influence of Egyptian art and architecture can be seen in a wide variety of formats including modern architecture (e.g., the entrance to the Louvre is a pyramid, obelisks can be found throughout Europe), film (e.g., The Mummy, Cleopatra), and Japanese popular culture (e.g., manga, anime).
Content Vocabulary <ul style="list-style-type: none"> • agriculture • agricultural revolution • civilization • society • social classes/structures • culture • fertile • irrigation • technology • empire • economic system 	Academic Vocabulary <ul style="list-style-type: none"> • classify • arrange • assess • conclude • predict • understand • compare/contrast • apply • analyze
Formative Assessments	Summative Assessments
Resources <ul style="list-style-type: none"> • TimeLiner Program (district) 	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on

	<p>the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Extend learning by having students write a persuasive essay evaluating why they would choose to live in one of the civilizations studied rather than the others.</p>
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Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Spatial Thinking and Skills</i> Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.	Pacing First Quarter
Content Statement 3. <i>Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include and how it is displayed.</i> Learning Targets: <ul style="list-style-type: none"> I can use geographic tools such as maps, globes, and online resources to gain and share information about people, places, and environments. I can understand that cartographers create maps for specific purposes: to show the time, place, and culture in which they were created. 	Content Elaborations Geographic information is compiled, organized, manipulated, stored, and made available in a variety of representations. Students need to acquire the skills associated with using globes and other geographic tools (e.g., aerial photographs and digital satellite images) to communicate information from a spatial perspective. Sixth-grade students need to apply their understanding of the basic properties of maps, globes, diagrams, and aerial and other photographs to gather, process, and report information about people, places, and environments. Students should become familiar with the tools of modern cartographers, including computer-assisted mapping and geographic information systems (GIS). If available, students should gain experience using these tools. Cartographers create maps for specific purposes and represent the context in which they were created (e.g., time, place, culture).
Content Vocabulary <ul style="list-style-type: none"> geographic tools cartographer Geographic Information System (GIS) 	Academic Vocabulary <ul style="list-style-type: none"> demonstrate examine reconstruct evaluate
Formative Assessments	Summative Assessments

Resources <ul style="list-style-type: none"> • Stratalogica • Google Earth 	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org . Help students understand the structure and purpose of maps by asking them to create and label a map of their neighborhood on paper. As an extension activity, have students look for evidence of perspective or bias in historical and contemporary maps.

Grade Six Social Studies

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Strand <i>Geography</i>	
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Content Statement 4. <i>Latitude and longitude can be used to identify absolute location.</i> Learning Targets: <ul style="list-style-type: none"> I can use latitude and longitude to identify absolute location. 	Content Elaborations Latitude and longitude are imaginary lines used to identify absolute location on the earth's surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates. Students in grade five become familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location. Latitude measures distance north and south of the earth's equator, while longitude measures distance east and west of the prime meridian. Students should be able to use coordinates of latitude (including degrees north or south) and longitude (including degrees east and west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map. Longitude describes a point's position on Earth's surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South poles. Latitude describes a point's position on Earth's surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.
Content Vocabulary <ul style="list-style-type: none"> latitude longitude 	Academic Vocabulary <ul style="list-style-type: none"> relate compile

<ul style="list-style-type: none"> • absolute location • relative location • prime meridian • equator • arctic circle • Tropic of Cancer • Tropic of Capricorn • International Date Line 	<ul style="list-style-type: none"> • organize • interpret • create • analyze
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Use balloons or playground balls to provide three-dimensional representations of the Earth, equator, and prime meridian. Have students mark the equator, prime meridian, and lines of latitude and longitude in two different colors using markers and pencils. Alternatively, students can use strings to signify the equator and prime meridian.</p> <p>The game Battleship can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version.</p>

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Places and Regions</i> A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	Pacing First Semester Second Semester
Content Statement 5. <i>Regions can be determined, classified, and compared using various criteria (e.g., landform, climate, population, cultural, economic).</i> Learning Targets: <ul style="list-style-type: none"> I can identify ways regions are classified and determined and compare their criteria. 	Content Elaborations Building on student understanding of regions from grade five, students in grade six will use multiple criteria to determine, classify, and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time. Regions are human constructs used to identify and organize areas of the Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria: <ul style="list-style-type: none"> <u>Landform</u> refers to the shape, form, or nature of physical features of earth's surface (e.g., plains, hills, plateaus, mountains). <u>Climate</u> includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall). <u>Population</u> includes data about the people who live in a selected area (e.g., population density, birth rates). <u>Culture</u> is the learned behavior of people, including belief systems and languages. <u>Economics</u> refers to the set of principles by which a society decides and organizes the ownership, allocation, and use of resources. Economic characteristics include natural resources, agricultural products, and levels of income.
Content Vocabulary <ul style="list-style-type: none"> region homogeneity 	Academic Vocabulary <ul style="list-style-type: none"> conclude determine

<ul style="list-style-type: none"> • landform • climate • population • cultural • economics 	<ul style="list-style-type: none"> • classify • compare
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Have students create posters using images from magazines or Web-based sources to create posters that show characteristics of different regions.</p>

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Geography</i>	
Topic <i>Human Systems</i> Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	Pacing Second Semester
Content Statement 6. <i>Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</i> Learning Targets: <ul style="list-style-type: none"> I can describe how environments influence human activities in the Eastern Hemisphere. I can describe how people's modifications to the environment have intended and unintended consequences. 	Content Elaborations Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated. When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals. Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.
Content Vocabulary <ul style="list-style-type: none"> environment modifications consequences migration diffusion 	Academic Vocabulary <ul style="list-style-type: none"> describe adapt result conclude compare
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>
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Content Statement 7. Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today. Learning Targets: <ul style="list-style-type: none"> I can identify political, environmental, social, and economic reasons why people, products, and ideas move from place to place in the Eastern Hemisphere. 	Content Elaborations People, products, and ideas move from place to place in the Eastern Hemisphere for political, environmental, social, and economic reasons. Students should be familiar with these factors from their study of the Western Hemisphere in grade five. During grade six, students will study some of the political, environmental, social, and economic factors that cause movement and learn more about how these factors have influenced the diffusion of cultures in the past and today. <ul style="list-style-type: none"> <u>Political factors</u> include changes in political leadership, citizen rights, etc. <u>Environmental factors</u> include climate, natural disasters, etc. <u>Social factors</u> include discrimination, intolerance, religious freedom, etc. <u>Economic factors</u> include the availability of resources, changes in trade patterns, employment opportunities, etc. The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of Economic factors, including international trade. Historically, the spread of Islam can be traced from the Middle East throughout the Eastern Hemisphere as a result of trade.
Content Vocabulary <ul style="list-style-type: none"> eastern hemisphere political factors 	Academic Vocabulary <ul style="list-style-type: none"> identify describe

<ul style="list-style-type: none"> • environmental factors • social factors • economic factors • distribution • cultural diffusion • discrimination • intolerance • religious • trade patterns 	<ul style="list-style-type: none"> • explain • show • write
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

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Topic <i>Human Systems</i> Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	Pacing Second Semester
Content Statement 8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism). Learning Targets: <ul style="list-style-type: none"> I can describe how systems of trade and transportation developed and spread products and culture across continents which influence us today. I can compare and contrast the beliefs of major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism). 	Content Elaborations Modern cultural practices and products in the Eastern Hemisphere have been influenced by both cultural tradition and diffusion. As systems of trade and transportation developed, people traveled and migrated across continents, spreading their cultural practices and products. As sixth-grade students study the cultural practices and products of the river valley civilizations, they can look for evidence of their influence on modern cultural practices and products (e.g., silk was a prized commodity in Ancient China and continues to be a <u>luxury product</u> today). Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify the <u>geographic origins</u> , founding leaders, and teachings of Buddhism, Christianity, Hinduism, Islam, and Judaism. As students study these religions, they should look for evidence of the lasting influence of religious diffusion in the modern world. Diffusion can be defined as the spread of people, ideas, technology, and products among places.
Content Vocabulary <ul style="list-style-type: none"> culture cultural practice cultural groups religion Buddhism 	Academic Vocabulary <ul style="list-style-type: none"> describe compare contrast define write

<ul style="list-style-type: none"> • Christianity • Islam • Judaism • Hinduism • human processes • geographic origins • luxury product • commodity 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Extend student learning by having students choose a nearby house of worship other than their own and have them research the symbolism of the different features of the building. If possible, students can talk with religious leaders to learn more about their beliefs and practices. Then have students create a chart or write a report that describes what they learned.</p>

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Government</i>	
Topic <i>Civic Participation and Skills</i> Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	Pacing First Semester Second Semester
Content Statement 9. <i>Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</i> Learning Targets: <ul style="list-style-type: none"> • I can gather and interpret different perspectives on a topic from a variety of sources. • I can examine sources for accuracy and bias. 	Content Elaborations Sixth-grade students continue developing civic participation skills by using a variety of historic and contemporary sources for information. Each source reflects a specific viewpoint or perspective on a topic. Students should understand the importance of examining the accuracy of a source by considering the following: <ul style="list-style-type: none"> • Can the information be verified in other sources? • What are the author’s sources of information? • Is the information original or reprinted/excerpted from another source? • How does the source compare with others on the same topic? In grade seven, students will learn about historical perspective (the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today’s norms and values).
Content Vocabulary <ul style="list-style-type: none"> • accuracy • bias • primary source • secondary source • civic • civil • collaboration • compromise 	Academic Vocabulary <ul style="list-style-type: none"> • interpret • compare • contrast • defend • predict • analyze • write • verify

<ul style="list-style-type: none"> • negotiation 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Government</i>	
Topic <i>Roles and Systems of Government</i> The purpose of government in the United States is to establish order, protect the rights of individuals, and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	Pacing First Semester Second Semester
Content Statement 10. Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. Learning Targets: <ul style="list-style-type: none"> I can compare and contrast the characteristics of monarchies, theocracies, dictatorships, and democracies. I can connect the practices of a government with the amount of freedom and responsibilities allowed to its citizens. 	Content Elaborations The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships, and democracies in grade six. The study of theocracies is introduced at this grade level. Students should understand the basic characteristics of each type of government listed, including how power is attained and held, and the relationship between those governing and those being governed. <ul style="list-style-type: none"> In a democracy, the power of those in authority is limited because the people retain the supreme power. In a dictatorship, a ruler or small group with absolute power over the people (e.g., North Korea) holds power, often through force. Monarchy is a government in which authority over the people is retained through a tradition of allegiance (e.g., Saudi Arabia). Theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran). Students should recognize that actual systems of government are not always easily categorized and can be misrepresented. Though we use the labels of monarchy, theocracy, dictatorship, or democracy, government characteristics often overlap and are inconsistent. For example, governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People's Republic of Korea (North Korea), which in reality is a communist state led by a dictator. Some countries may use a combination of two governmental systems. For

	<p>instance, the United Kingdom has a royal family, which suggests a monarchy, but as a constitutional monarchy is in practice much closer to a democracy.</p> <p>As students develop understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities.</p>
Content Vocabulary <ul style="list-style-type: none"> • monarchy • theocracy • dictatorship • democracy • citizen 	Academic Vocabulary <ul style="list-style-type: none"> • compare • contrast • recognize • categorize • conclude • defend • evaluate • write
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Economic Decision Making and Skills</i> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	Pacing I & A First Semester
Content Statement 11. Economists compare data sets to draw conclusions about relationships among them. Learning Targets: <ul style="list-style-type: none"> I can compare sets of data to draw conclusions about relationships. 	Content Elaborations Sixth-grade students begin to think like economists as they practice comparing sets of data to draw conclusions. These data sets may include information related to international trade (e.g., exports and imports), availability of natural resources (e.g., oil reserves, mineral deposits), or population (e.g., birth rate, income). Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them (e.g., looking at the relationship between trade patterns and the availability of natural resources).
Content Vocabulary <ul style="list-style-type: none"> economics economist consumers producers savers investors cost-benefit analysis import, export port = door natural resources international trade 	Academic Vocabulary <ul style="list-style-type: none"> conclude differentiate distinguish justify interpret
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>
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Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Economic Decision Making and Skills</i> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	Pacing First Semester
Content Statement 12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies. Learning Targets: <ul style="list-style-type: none"> • I can understand that the choices people make have both present and future consequences. • I can predict present and future economic consequences based on individual and societal choices. 	Content Elaborations This content statement builds on foundational understanding of economic choices and their consequences begun in kindergarten. Students will understand and be able to predict the present and future consequences of personal and collective economic choices. Sixth-grade students will look at how the way people make and evaluate choices and consequences is relative and differs across individuals and societies.
Content Vocabulary <ul style="list-style-type: none"> • economic decision making 	Academic Vocabulary <ul style="list-style-type: none"> • understand • evaluate • predict • write
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

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Strand <i>Economics</i>	
Topic <i>Scarcity</i> There are not enough resources to produce all the goods and services that people desire.	Pacing First Semester
Content Statement 13. The fundamental questions of economics include what to produce, how to produce, and for whom to produce. Learning Targets: <ul style="list-style-type: none"> I can define supply, demand, and scarcity. 	Content Elaborations Students in sixth grade are introduced to the fundamental questions of economics: what to produce, how to produce it, and for whom to produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions. Societies make decisions about what to produce and how to produce it based on the availability of productive resources (human resources, capital goods, and natural resources). Decisions about for whom to produce often are based on demand and means of distribution.
Content Vocabulary <ul style="list-style-type: none"> supply demand scarcity capital goods human resources natural resources 	Academic Vocabulary <ul style="list-style-type: none"> define label explain write
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Scarcity</i> There are not enough resources to produce all the goods and services that people desire.	Pacing First Semester Second Semester
Content Statement 14. When regions and/or countries specialize, global trade occurs. Learning Targets: <ul style="list-style-type: none"> I can understand when regions and/or countries specialize, global trade occurs. 	Content Elaborations Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services. Sixth-grade students build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale. When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services they want but do not or cannot produce. Students can investigate examples of trade within the Eastern Hemisphere and globally, tracking the production and sale of goods and services using economic data. For example, students can use economic data to discuss the production and consumption of oil, agricultural products (e.g., coffee, soybeans), or manufactured items (e.g., toys, clothing).
Content Vocabulary <ul style="list-style-type: none"> global trade specialize/specialization limited availability 	Academic Vocabulary <ul style="list-style-type: none"> explain understand predict summarize
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>
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Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Markets</i> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods, and services.	Pacing First Semester
Content Statement <i>15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources, and capital) used.</i> Learning Targets: <ul style="list-style-type: none"> • I can understand how market price is determined. • I can understand that supply, competition, and demand influence the quantities of goods and services produced and used. 	Content Elaborations Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and inputs and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades. <i>Interaction of supply and demand:</i> The availability of a good or service and the demand for that good or service interact to determine price. For instance, if demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, prices for gasoline will rise. When refinery production exceeds demand, producers will drop prices for gasoline in an attempt to get car owners to purchase more gasoline. <i>Influence of competition:</i> Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For instance, when several stores sell the same video game system, they are in competition with one another and often choose to lower prices to attract consumers. <i>Quantities of outputs produced and inputs used:</i> The interaction of supply, demand, and competition influences the quantities of goods and services produced (outputs) and therefore the quantities of productive resources used (inputs). As supply, demand, and competition interact to determine the price of a product, the number of products created also is affected. For example, video

	game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their outputs (copies of the game) as well as their use of inputs (productive resources like plastic to create discs and workers to package them).
Content Vocabulary <ul style="list-style-type: none"> • market price • competition • goods and services • supply and demand • market price 	Academic Vocabulary <ul style="list-style-type: none"> • define • discuss • predict • question • conclude • summarize • write
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Six Social Studies

Theme <i>Regions and People of the Eastern Hemisphere</i>	
Strand <i>Economics</i>	
Topic <i>Financial Literacy</i> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	Pacing I & A First Semester
Content Statement 16. When selecting items to buy, individuals can compare the price and quality of available goods and services. Learning Targets: <ul style="list-style-type: none"> I can understand that people compare price and quality when making purchases. 	Content Elaborations Financial literacy in grade six is related to the Economics Content Statements 13-15, in the topics of scarcity and markets. Students should understand how individuals compare the price and quality of goods and services when selecting items to buy. Students should discuss how consumers can gather information on price and quality, including print and Web-based advertising, personal recommendations, and independent reviews. Many consumer products currently are produced and/or assembled in Asia. Students can explore reasons why items manufactured in Asia (e.g., clothing, toys, electronics) might have lower prices than those produced in the United States. They can discuss the pros and cons of purchasing foreign-made products, including price and quality.
Content Vocabulary <ul style="list-style-type: none"> financial literacy foreign made domestic price quality products input output 	Academic Vocabulary <ul style="list-style-type: none"> explore discuss explain
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

<p>Integrations</p>	<p>Intervention Strategies</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p>
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