



GRADE 6
GLOBAL STUDIES: WORLD
REGIONS AND CULTURES OF THE
EASTERN HEMISPHERE (EARLY
CIVILIZATIONS – RENAISSANCE
AND REFORMATION)

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT
Approved by the Governing Board
November 21, 2022

HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 6

Through the process of inquiry, students will study the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. In addition, students will examine regions of the Eastern Hemisphere through geographic and historical lenses.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

6.SP1.1 Examine ways that historians and social scientists know about the past.

- Describe how historians and social scientists gather and weigh different kinds of evidence (*i.e., primary sources, secondary sources, oral histories, and artifacts*) and perspectives to make meaning of the past.
- Describe how historians and social scientists identify and interpret cause and effect relationships and patterns of change and/or continuity over time to make meaning of the past.

6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.

- Describe patterns across events and developments in various geographic and cultural contexts.
- Describe causal relationships among events and developments in various geographic and cultural contexts.

6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society (*e.g., Hammurabi's Code, Magna Carta, Roman Imperial expansion*).

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras (*e.g., Paleolithic, Neolithic, early civilizations, medieval Europe*).

- Describe the ways in which people's perspectives changed in different historical eras.
- Explain why people's perspectives changed in different historical eras.

6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied. (*e.g., Paleolithic, Neolithic, early civilizations, medieval Europe, Mesopotamia, Egypt, Indus River, China, the Hellenic World, Roman Republic, Roman Empire*).

11/22 – CFSD Social Studies [History & Social Science Standards] | Adopted by the Governing Board on 11/21/22

1

6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.

6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.

- Develop an evidence-based claim.
- Interpret evidence from multiple sources to support the claim.

6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

6.SP4.1 Explain the multiple causes and effects of events and developments in the past (e.g., *Imperial Chinese expansion, rise and fall of Roman Empire, dynastic cycles in Egypt and China*).

6.SP4.2 Organize applicable evidence into a coherent argument about the past.

CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.

6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied (e.g., *Universals of Culture, Hammurabi's Code, ancient Greek government structures*).

- Analyze multiple perspectives on civic issues in the time periods and regions being studied.

CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems (e.g., *Indus River / Harappan civilization collapse, struggle between empires and peripheral cultures*).

6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government (e.g., *civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building*).

- Identify that you have rights and responsibilities within the society that can be used to further the common good.

ECONOMICS – ANCHOR STANDARD E1: A financially literate individual understands how to manage income, spending, and investment.

6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied (e.g., *class structures, caste systems, job differentiation, Mesopotamia, Egypt, Indus River, China, Hellenic World, Roman Republic, Roman Empire, Medieval Europe*).

6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied (i.e., *traditional economic systems, manorialism, guilds, taxation systems, and coerced labor*).

- Describe the range of financial opportunities for individuals and households within the context of a time period and region.
- Describe the financial relationships among individuals, households, and groups (e.g., *economic hierarchies, coerced labor*).
- Describe likely threats to financial security for a time period and region (e.g., *natural disaster, war, political conflict, climate/resource fluctuation*).
- Describe how some individuals and groups lacked the resources and opportunities to be able to make financial decisions or take actions to change their economic situation.

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

6.E3.1 Describe the relationship between various costs and benefits of economic production. (e.g., *raw materials, labor, technology, wealth, agriculture, settlement, surplus*).

- Describe the costs and benefits of different kinds of economic production (e.g., *cultural, economic, political*).
- Describe the factors of production in the economies of different societies.

6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities (e.g., *land, labor, capital, and entrepreneurship* → *traditional economic systems, manorialism, guilds, taxation systems, and coerced labor*).

6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied (e.g., *specialization of labor in Mesolithic times which increases supply of goods for trade*).

7.E3.4 Explain ways in which money facilitates exchange.

ECONOMICS – ANCHOR STANDARD E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.

6.E5.1 Describe the factors that influence trade between countries or cultures (e.g., *Silk Road, imperial expansion*).

6.E5.2 Explain the effects of increasing economic interdependence within distinct groups (e.g., *social classes, dependence on others' production of material culture*).

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions (*i.e., major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns*).

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere (*e.g., hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons*).

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas (*e.g., to language, land and sea transportation, and trade routes*).

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration (*e.g., development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires*).

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

6.G4.1 Explain variations in environmental characteristics across different world regions (*e.g., how variations in latitude, elevation, landforms, location, and human factors result in different biomes*).

6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places (*e.g., disease, war, items exchanged, ideas spread along trade routes, and natural*).

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods (*e.g., Paleolithic, Neolithic, early civilizations, medieval Europe, Mesopotamia, Egypt, Indus River, China, the Hellenic World, Roman Republic, Roman Empire*).

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations (*i.e., trade, competition, warfare, slavery, serfdom, innovations, and contributions*).

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

6.H2.1 Compare the causes and effects of conflict and resolution among different societies and cultures (*e.g., control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry, Mesopotamia, Egypt, Indus River, China, the Hellenic World, Roman Republic, Roman Empire medieval Europe*).

HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

6.H3.1 Analyze the impact of religious, government, and civic groups over time.

6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity (*e.g., key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism*).

6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.

HISTORY – ANCHOR STANDARD H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time (*e.g., Roman plebeians/patricians, Greek city-states, gender in Athens and Sparta, Roman Empire, Indian caste system, classes within medieval feudalism*).