

## Sixth Grade Social Studies Content Standards and Objectives

<b>Standard 1:</b>	Citizenship	
SS.S.06.01	Students will <ul style="list-style-type: none"> <li>• characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>• model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>• develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>• develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>• recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
SS.O.06.01.01	explain the ways in which nations interact with one another and try to resolve problems.	
SS.O.06.01.02	evaluate, take and defend positions on the purposes that government should serve	
SS.O.06.01.03	explain how nations benefit when they resolve conflicts peacefully.	
SS.O.06.01.04	compare and contrast the role of American citizens with citizens of selected nations and states: <ul style="list-style-type: none"> <li>• responsibilities</li> <li>• rights</li> <li>• privileges</li> <li>• duties</li> </ul>	
SS.O.06.01.05	analyze citizen actions (e.g., petitions, lobbying, demonstrations, civil disobedience) and public opinion (expressed through various media and meetings) and evaluate these influences on public policy and decision-making	
<b>Standard 2:</b>	Civics/Government	

SS.S.06.02	<p>Students will</p> <ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
SS.O.06.02.01	evaluate competing ideas about the purposes government should serve (e.g., promoting the common good, protecting individual rights, providing economic security).	#19 Viewpoints on the Line p. 89
SS.O.06.02.02	analyze and explain how various types of government meet the needs and wants of citizens, manage conflict and establish security.	
SS.O.06.02.03	analyze the impact of strong leadership on historic world events.	
SS.O.06.02.04	debate the purposes of political parties and special interest groups and their influence on the political process.	
SS.O.06.02.05	identify, explain and give examples of the political divisions of nations.	
SS.O.06.02.06	describe, provide examples and classify different forms of government as either limited (having established and respected restraints of their power) or unlimited (having no effective means of restraining their power) governments.	
SS.O.06.02.07	compare and contrast governmental and nongovernmental international organizations and critique their functions.	
<b>Standard 3:</b>	<b>Economics</b>	
SS.S.06.03	<p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>	

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SS.O.06.03.01	infer the economic reasons for immigration and migration worldwide throughout history.	#17 People Of The Forest p. 82
SS.O.06.03.02	summarize and give examples of the interactive relationship of global marketing principles: <ul style="list-style-type: none"> <li>• production/consumption of goods and services</li> <li>• competition</li> <li>• supply and demand</li> </ul>	#15 A Few Of My Favorite Things p. 75 #17 People Of The Forest p. 82
SS.O.06.03.03	compare and contrast the basic characteristics of communism, socialism and capitalism.	
SS.O.06.03.04	assess the economic impact of technology on world regions throughout history (e.g., internet, telecommunications, printing press).	
SS.O.06.03.05	explain how trade cartels affect the world economy (e.g., Organization of Petroleum Exporting Countries), trace the development of treaties and organizations related to trade and evaluate their influence on trade	
<b>Standard 4:</b>	<b>Geography</b>	
SS.S.06.04	Students will <ul style="list-style-type: none"> <li>• interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	
Objectives	Students will	PLT Activity and Page
SS.O.06.04.01	determine the time of various world locations using a world time zone map.	
SS.O.06.04.02	use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).	

SS.O.06.04.03	locate and identify the continents, major climates, major bodies of water, natural resources and landforms and analyze the relationship of people with their environment regarding population demographics, settlement and trade.	#17 People Of The Forest p. 82 #32 A Forest of Many Uses p.135 #38 Every Drop Counts p.163 #55 Planning the Ideal Community p.239
SS.O.06.04.04	locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on exploration, settlement, transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of New York City).	
SS.O.06.04.05	evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and population density/distribution.	
SS.O.06.04.06	interpret information on a population growth graph and a population pyramid (e.g., discuss the age of the population, growth potential, life expectancy) and apply it to explain the economics, education and movement of a selected region.	
SS.O.06.04.07	examine and illustrate changes in the commercial form and function of urban areas in selected regions as they moved from agricultural centers to trade centers to industrial centers, and evaluate the shifts in population that occurred due to these changes	
<b>Standard 5:</b>	<b>History</b>	
SS.S.06.05	Students will <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>

SS.O.06.05.01	identify and evaluate contributions of past civilizations and show reasons for their rise and fall.	
SS.O.06.05.02	examine the defining characteristics of monotheistic religions and analyze the impact of Arab/Islamic society and Judeo-Christian societies on western civilizations	
SS.O.06.05.03	determine the causes and consequences of the Protestant Reformation.	
SS.O.06.05.04	analyze how Europeans benefited by expansion in the New World in the following: <ul style="list-style-type: none"> <li>• economics</li> <li>• culture</li> <li>• trade</li> <li>• new agricultural products.</li> </ul>	
SS.O.06.05.05	examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world.	
SS.O.06.05.06	research and describe major historical events in the development of transportation systems (e.g., water, rail, motor vehicles, aviation).	
SS.O.06.05.07	illustrate the influx of ethnic groups into North America by interpreting timelines, charts and tables.	
SS.O.06.05.08	examine the Industrial Revolution and explain the effects it had on the lives of people throughout the world and assume the role of a person who lived in that era.	
SS.O.06.05.09	analyze and trace the development of democracy using a variety of credible sources.	
SS.O.06.05.10	compare and contrast the worth of the individual in different societies over time and assume the role of one of these individuals.	
SS.O.06.05.11	examine the causes and effects of the Great Depression and analyze the political responses of governments to this crisis (e.g., rise of Hitler, Fascism, militarism in Japan, New Deal in the United States).	
SS.O.06.05.12	cite the global tensions that led to the outbreak of WW I and WW II and give examples of the impact each war had on selected regions of the world.	
SS.O.06.05.13	point out the key figures, philosophies and events in the Civil Rights movements including minority rights and the rights of women (e.g., apartheid, Mandela, Martin Luther King Jr., ).	
SS.O.06.05.14	debate the pros and cons of the impact of nuclear power and analyze how it might relates to the issue of atomic weapons.	