

# Social Studies

At the end of the school year, students will be able to...

GRADE 6

## GOAL 14 POLITICS

*Understand political systems, with an emphasis on the United States.*

### STANDARD A

**Understand the structures and functions of the political system of Illinois, the United States, and other nations.**

- \_\_\_\_\_ Analyze how government in early city-states changed.
- \_\_\_\_\_ Summarize how the Mandate of Heaven contributed to continuity in China.
- \_\_\_\_\_ Compare and contrast the original democratic process in ancient Greece to the election process of today.
- \_\_\_\_\_ Analyze how the government, the army, and the road system helped unite people of the Roman Empire.

### STANDARD C

**Understand election processes and responsibilities of citizens.**

- \_\_\_\_\_ Describe the development of government in each of the units studied.
- \_\_\_\_\_ Compare and contrast the features of the Greek city-state.
- \_\_\_\_\_ Summarize how democracy worked in the Greek city-states.
- \_\_\_\_\_ Analyze the governmental structure of Ancient Rome.

### STANDARD D

**Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.**

- \_\_\_\_\_ Analyze the interactions among people that led to the development of separate cultures.
- \_\_\_\_\_ Analyze the changes within societies as groups interact.
- \_\_\_\_\_ Describe the relationship between national sovereignty and international interests.
- \_\_\_\_\_ Understand the role invaders played in the social classes of the units of study.
- \_\_\_\_\_ Analyze how Alexander the Great built a multicultural empire.

## GOAL 15 ECONOMICS

*Understand economic systems with emphasis on the United States.*

### STANDARD A

**Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.**

- \_\_\_\_\_ Identify the type of economy practiced for each political unit.
- \_\_\_\_\_ Analyze the positive and negative effects of the shift from food collecting to food producing.
- \_\_\_\_\_ Determine to what extent Ancient Rome's economy contained elements of traditional, market, and command systems.

### STANDARD B

**Understand that scarcity necessitates choices by consumers.**

- \_\_\_\_\_ Explain market forces.
- \_\_\_\_\_ Observe the effect of food supply on migration.
- \_\_\_\_\_ Determine the extent to which international trade existed in Ancient Rome, and if it did, the extent to which Rome's citizens benefited from it.

### STANDARD C

**Understand that scarcity necessitates choices by producers.**

- \_\_\_\_\_ Explain the need to mark trade goods very specifically, like trademarks of today.
- \_\_\_\_\_ Explain how local resources affect productions of goods in a region.
- \_\_\_\_\_ Analyze the effect of trade on the regions studied.

### STANDARD D

**Understand trade as an exchange of goods or services.**

- \_\_\_\_\_ Evaluate the cause and effect of technology on the people of each geographic area studied.
- \_\_\_\_\_ Explain the effects of international trade on consumers.
- \_\_\_\_\_ Understand the effect of the invention of coinage.
- \_\_\_\_\_ Analyze the advantages and disadvantages of China's economic system under the ancient dynasties.

## GOAL 16 HISTORY

***Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.***

### STANDARD A

**Apply skills of historical analysis and interpretation.**

- \_\_\_\_\_ Describe reactions of individuals and groups to key events associated with historical development.
- \_\_\_\_\_ Make hypothesis about the fall of city-states whose languages have not been discovered or deciphered.

### STANDARD B

**Understand the development of significant political events.**

- \_\_\_\_\_ Construct a timeline anchored in an event familiar to students.
- \_\_\_\_\_ Evaluate how the Pharaoh contributed to continuity in Egyptian life.
- \_\_\_\_\_ Analyze the causes of the Chinese peoples' sense of their importance.
- \_\_\_\_\_ Analyze the leadership styles of King Minos, Solon, Cleisthenes, Darius I, Pericles, Phillip II, and Alexander the Great.

### STANDARD C

**Understand the development of economic systems.**

- \_\_\_\_\_ Summarize the characteristics of the people of each unit of study.
- \_\_\_\_\_ Analyze the positive and negative effects of the shift for food collection to food producing.
- \_\_\_\_\_ Analyze and summarize the major influences of science, economics, religion, and politics on societies studied.

### STANDARD D

**Understand Illinois, United States, and world social history.**

- \_\_\_\_\_ Evaluate the effect of the change in food supply had on early people.
- \_\_\_\_\_ Observe the effects on power caused by violent conflicts in each unit of study.
- \_\_\_\_\_ Explain the unique role of women in each of the major societies studied.
- \_\_\_\_\_ Evaluate the cultural and social effects of Homer, Thucydides, Herodotus, Sophocles, Hippocrates, Socrates, Plato, Aristotle, Euclid, Archimedes and Aristarchus.
- \_\_\_\_\_ Compare and contrast Athenian and Spartan ways of life.
- \_\_\_\_\_ Analyze the development of Greek mythology as an explanation of natural and supernatural influences.
- \_\_\_\_\_ Explain how individuals, groups, and events can change the course of history.

### STANDARD E

**Understand Illinois, United States, and environmental history.**

- \_\_\_\_\_ Analyze the positive and negative effects of the shift from food collecting to food producing.

## GOAL 17 GEOGRAPHY

***Understand world geography and the effects of geography on society, with an emphasis on the United States.***

### STANDARD A

**Locate, describe, and explain places, regions, and features on the Earth.**

- \_\_\_\_\_ Evaluate the impact of the major rivers of the world on their respective societies.

### STANDARD B

**Analyze and explain the characteristics of the Earth's physical systems.**

- \_\_\_\_\_ Explain how people of ancient societies used physical resources to their advantage.

### STANDARD C

**Understand relationships between geographical factors and society.**

- \_\_\_\_\_ Explain how human activity is affected by geographic factors for each unit.
- \_\_\_\_\_ Analyze how human processes influence settlement patterns.
- \_\_\_\_\_ Compare the development of calendars with the cycles of the regions' major rivers and or other natural phenomenon.
- \_\_\_\_\_ Explain how the topography and location of Rome influenced society.
- \_\_\_\_\_ Show how settlement, conquest, and migration were influenced by the natural world.

**STANDARD D****Understand the historical significance of geography.**

- \_\_\_\_\_ Explain how the search for food and rise in population caused migration.
- \_\_\_\_\_ Explain how and why spatial patterns of settlement change over time.
- \_\_\_\_\_ Explain the effect of the major rivers and weather systems on food production.
- \_\_\_\_\_ Explain how geographic forces change settlement patterns.

**GOAL 18 CULTURE*****Understand social systems, with an emphasis on the United States.*****STANDARD A****Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.**

- \_\_\_\_\_ Explain how language, literature, the arts, architecture, other artifacts, and traditions contribute to the development and transmission of culture for each unit of study.
- \_\_\_\_\_ Identify the primary tenets of the world's major religions and their effect on cultures.
- \_\_\_\_\_ Know how writing developed and its effect on the societies studied.
- \_\_\_\_\_ Explain how sarcophagi, paddle dolls, hieroglyphics, and the pyramids contribute to the development and transmission of culture.
- \_\_\_\_\_ Evaluate the role of oracle bones as a link between past, present, and future for the Chinese.
- \_\_\_\_\_ Explain the significance of the number systems used by the cultures and the invention of zero.
- \_\_\_\_\_ Master Roman numerals.

**STANDARD B****Understand the roles and interactions of individuals and groups in society.**

- \_\_\_\_\_ Analyze the interactions among people that led to the development of separate cultures.
- \_\_\_\_\_ Understand the role social classes played in each of the units of study.
- \_\_\_\_\_ Explain how Confucianism was a response to the conflict and disorder in Chinese society.
- \_\_\_\_\_ Summarize Roman myths.

**STANDARD C****Understand how social systems form and develop over time.**

- \_\_\_\_\_ Interpret how the rise and spread of Christianity changed Rome.
- \_\_\_\_\_ Evaluate military life and its effects on the cultures studied.