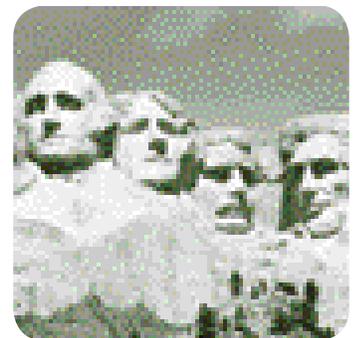
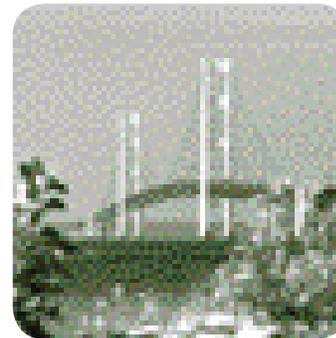


GRADE LEVEL CONTENT EXPECTATIONS

SOCIAL STUDIES



.....

6th Grade

.....

Welcome to Michigan’s Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria:

Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers’ students

Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

Focus

- prioritize facts, concepts, and skills that should be emphasized at each grade level

Progression

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

Coherence

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering social studies to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5th, 8th and 11th grades. Still others argued that this arrangement was asking very young students (e.g., 5th graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

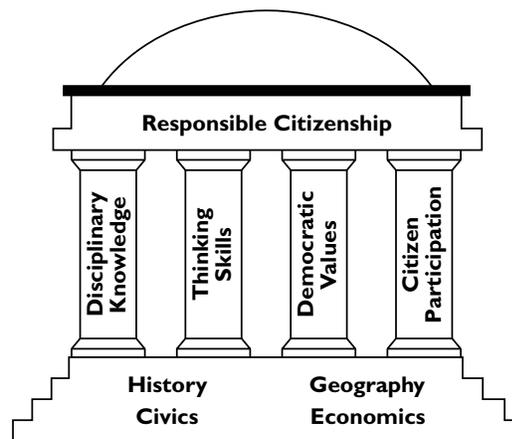
- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Michigan Social Studies

Curriculum Framework



ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —21st Century Workforce Commission National Alliance of Business

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
HI The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		G1 The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government C2 Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	E1 The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government
Themes Representing National Standards (K-4)		G2 Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	C3 Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	E2 The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
H2 Living and Working Together in Families and Communities, Now and Long Ago H3 The History of Michigan and the Great Lakes Region H4 The History of the United States H5 The History of Peoples from Many Cultures Around the World		G3 Physical Systems 3.1 Physical Processes 3.2 Ecosystems	C4 Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations	E3 International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade
Eras Representing National Standards (5-12)		G4 Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence	C5 Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions	E4 Personal Finance 4.1 Decision Making
Global Analysis of World History Eras 1-8 from three perspectives <ul style="list-style-type: none"> • Cross-temporal/Global • Interregional /Comparative • Regional 	Thematic Analysis of U.S. History Eras 1-9 U1 Beginnings to 1620 U2 Colonization and Settlement U3 Revolution and the New Nation U4 Expansion and Reform U5 Civil War and Reconstruction U6 The Development of an Industrial, Urban, and Global United States U7 The Great Depression and World War II U8 Post-World War II United States U9 America in a New Global Age (P3, P4)	G5 Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems	C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	
W1 Beginnings of Human Society W2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples W3 Classical Traditions, World Religions, and Major Empires W4 Expanding and Intensified Hemispheric Interactions W5 Emergence of the First Global Age W6 An Age of Global Revolutions W7 Global Crisis and Achievement W8 The Cold War and Its Aftermath (P3, P4)		G6 Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)		
Social Studies Knowledge, Processes, and Skills K1 General Knowledge [College-Readiness] P1 Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use] P3 Public Discourse and Decision Making P3.1 Identifying and Analyzing Public Issues P3.2 Discourse Regarding Public Issues P3.3 Persuasive Writing on a Public Issue P4 Citizen Involvement				

Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.



K-4 Expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten Example K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade Example 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The “0” is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

5th and 8th Grades focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

5th Grade Example 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

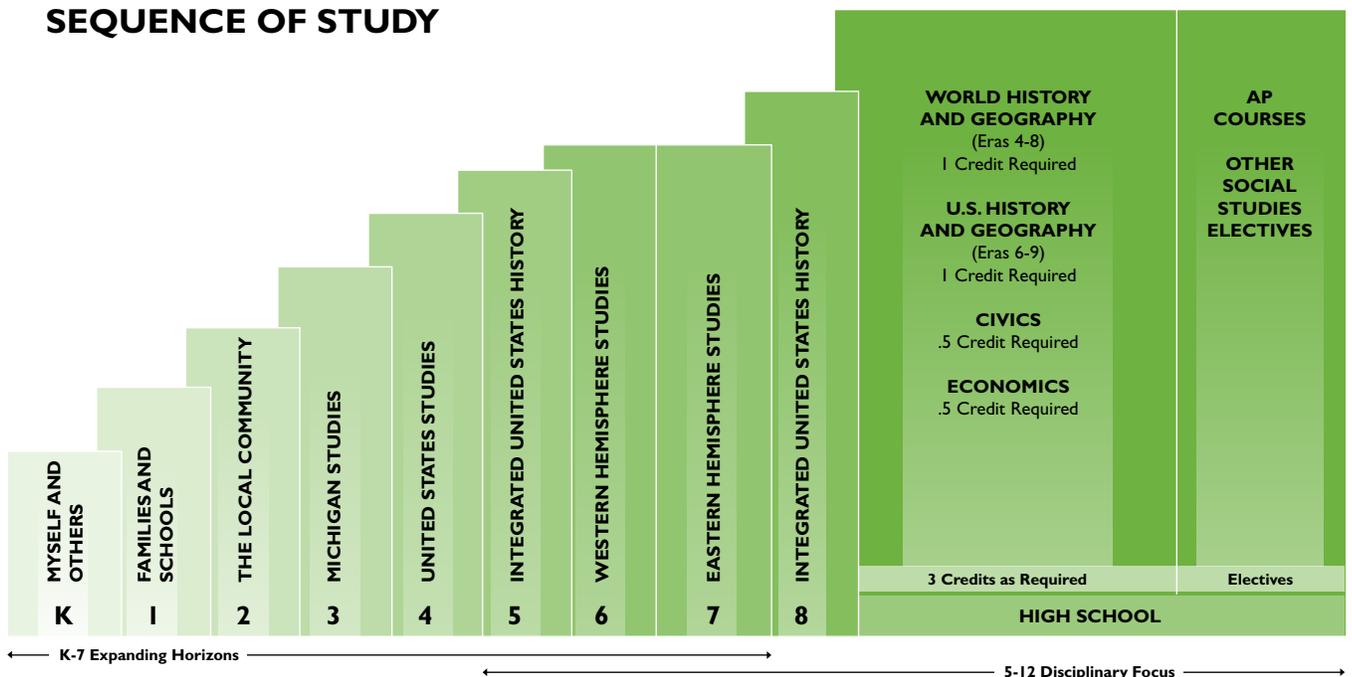
6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – E2.3.1 = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

7th Grade Example 7 – W2.2.4 = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.

SEQUENCE OF STUDY



Using the K- 8 Social Studies GLCE

Using the K-8 Social Studies GLCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, social studies inquiry** – In using social studies concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use the social studies to understand and participate in the world around us. This calls upon students to frame important social studies problems and questions; to locate and analyze appropriate evidence and data; and to apply social studies concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions. In short, social studies instruction should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historic, geographic, civic, or economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The **Grade Level Content Expectations for Grades 5-8 Social Studies** are organized by discipline and standard. The expectations emphasize the national geography and history standards, incorporate civics and economics standards, and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

Grades 5-8 Social Studies Organizational Chart

GRADE 5 Integrated U.S. History	GRADE 6 Western Hemisphere Studies	GRADE 7 Eastern Hemisphere Studies	GRADE 8 Integrated U.S. History
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation
Grade Level Focus	Grade Level Focus	Grade Level Focus	Grade Level Focus
Thematic Analysis of U.S. History Eras 1-3 U1 USHG Era 1 <i>Beginnings to 1620</i> U2 USHG Era 2 <i>Colonization and Settlement 1585-1763</i> U3 USHG Era 3 <i>Revolution and the New Nation 1754-1800</i> EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Physical Systems Human Systems Environment and Society C Civic Perspective <ul style="list-style-type: none"> Purposes of Government Role and Functions of Government Values and Principles of American Democracy Role of the Citizen in American Democracy E Economic Perspective <ul style="list-style-type: none"> Individual, Business, and Government Choices Economic Systems P Public Discourse, Decision Making, and Citizen Involvement	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Western Hemisphere HISTORY H1 <i>The World in Temporal Terms</i> W1 WHG Era 1 <i>The Beginnings of Human Society</i> W2 WHG Era 2 <i>Early Civilizations and the Emergence of Pastoral Peoples</i> W3 WHG Era 3 <i>Classical Traditions, World Religions, and Major Empires</i> GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE AND DECISION MAKING	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Eastern Hemisphere HISTORY H1 <i>The World in Temporal Terms</i> W1 WHG Era 1 <i>The Beginnings of Human Society</i> W2 WHG Era 2 <i>Early Civilizations and the Emergence of Pastoral Peoples</i> W3 WHG Era 3 <i>Classical Traditions, World Religions, and Major Empires</i> GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE AND DECISION MAKING	Thematic Analysis of U.S. History Eras 3-5 U3 USHG Era 3 <i>Revolution and the New Nation 1754-1800</i> U4 USHG Era 4 <i>Expansion and Reform 1792-1861</i> U5 USHG Era 5 <i>Civil War and Reconstruction 1850-1877</i> U6 USHG Era 6 <i>1870-1898 in Grade 8</i> EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Human Systems Environment and Society C Civic Perspective <ul style="list-style-type: none"> Conceptual Foundations Role and Functions of Government Values and Principles of American Democracy Role of the Citizen in American Democracy E Economic Perspective <ul style="list-style-type: none"> Individual, Business, and Government Choices Competitive Markets Prices, Supply, and Demand Role of Government Economic Interdependence P Public Discourse, Decision Making, and Citizen Involvement

General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

Embedded in Grades 5- 8 standards and expectations

KI General Knowledge

- KI.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.
- KI.2 Understand historical, geographical, political, and economic perspectives.
- KI.3 Understand the diversity of human beings and human cultures.
- KI.4 Analyze events and circumstances from the vantage point of others.
- KI.5 Understand social problems, social structure, institutions, class, groups, and interaction.
- KI.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.7 Integrate concepts from at least two different social studies disciplines.
- KI.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

PI Reading and Communication – *read and communicate effectively.*

- PI.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

Organization of Western and Eastern Hemisphere Studies in Grades Six and Seven

The study of the Western and Eastern Hemispheres during ancient and modern times, is the content of grades six and seven. Instruction over these two years includes geography, economics, government, inquiry, public discourse and decision making, citizen involvement, and World History and Geography - Eras 1, 2, and 3. These components may be arranged over the two years with the understanding that all grade level content expectations for 6 and 7 must be included in the plan for instruction.

An approach which integrates the study of the ancient world and a present day context for geography, economics, and government of both hemispheres requires careful planning. As of the writing of this document, grade level testing is not currently planned for social studies, therefore, districts are afforded flexibility on the organizational delivery models for the content in grades 6 and 7. The charts below illustrate organizational options for how those studies might be scheduled for delivery to students.

The first chart illustrates options for an integrated course of study, called Western and Eastern Hemisphere Studies, in the sixth and seventh grades. This model infuses ancient world history into a regional Western and Eastern Hemisphere organization. The difference between the options shown in this chart is the number of weeks devoted to specific topics. Notice that the shaded columns show the number of weeks used in the first year to supplement the teaching of Eastern Hemisphere Studies. **The three options shown are only examples.** A local school district may adopt another, such as spending 27 weeks on Western Hemisphere Studies. It should also be noted that a district may wish to offer the Eastern Hemisphere Studies in sixth grade and Western Hemisphere Studies in seventh grade.

Examples of Organization for Grades Six and Seven by Hemisphere

Western Hemisphere Studies					Eastern Hemisphere Studies					
Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Western Hemisphere	The World in Spatial Terms Overview and Geography of Western Hemisphere	Contemporary Civics and Economics of the Western Hemisphere	Global Issues Past and Present	Number of Weeks Remaining to Begin Teaching the Eastern Hemisphere	Number of Weeks of Study	The World in Temporal Terms Overview and History of Ancient Civilizations of Eastern Hemisphere	The World in Spatial Terms Overview and Geography of Eastern Hemisphere	Contemporary Civics and Economics of the Eastern Hemisphere	Global Issues Past and Present
1 year = 36 weeks	7 weeks	19 weeks	5 weeks	5 weeks	0 weeks	1 year = 36 weeks	12 weeks	16 weeks	3 weeks	5 weeks
24 weeks	7 weeks	11 weeks	2 weeks	4 weeks	12 weeks	48 weeks (36 weeks + 12 weeks from Grade 6)	17 weeks	22 weeks	3 weeks	6 weeks
28 weeks	7 weeks	14 weeks	3 weeks	4 weeks	8 weeks	44 weeks (36 weeks + 8 weeks from Grade 6)	15 weeks	20 weeks	3 weeks	6 weeks

This next chart shows an example of how a local district might decide to divide the content by discipline with one year of ancient world history and one year of world geography. Again, all 6th and 7th Grade Level Content Expectations must be included in this discipline-based organizational delivery model.

Example of Organization for Grades Six and Seven by Content Discipline

Ancient World Studies						World Geography Studies				
Number of Weeks of Study	The World in Temporal Terms	Ancient History of Eastern Hemisphere	Ancient History of Western Hemisphere	Contemporary Civics/ Government and Economics	Global Issues Past and Present	Number of Weeks of Study	The World in Spatial Terms	Geography of the Eastern Hemisphere	Geography of the Western Hemisphere	Global Issues Past and Present
36 weeks	2 weeks	15 weeks	9 weeks	4 weeks	6 weeks	36 weeks	2 weeks	19 weeks	9 weeks	6 weeks

An Overview of Western and Eastern Hemisphere Studies

The World in Temporal Terms – Historical Habits of Mind

(Included in Grade 6 as a foundation for Grade 7)

Students will identify the conceptual devices to organize their study of the world. They will compare cultural and historical interpretation. They will use the process of reasoning based on evidence from the past and interpret a variety of historical documents recognizing fact from opinion and seeking multiple historical perspectives and will evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

Students will explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Students will describe and differentiate defining characteristics of early civilizations.

WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

(Grades six and seven includes World History to 300 C.E./A.D.)

Students will analyze the innovations and social, political, and economic changes that occurred through emergence of classical civilizations in the major regions of the world, including the establishment of five major world religions.

The World in Spatial Terms – Geographical Habits of Mind

(Included in Grade 6 as a foundation for Grade 7)

Students will study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. They will engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. They will identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Students will explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

Places and Regions

Students will describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. They will analyze the physical and human characteristics of places and regions.

Physical Systems

Students will describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. They will identify and analyze the patterns and characteristics of the major ecosystems on Earth.

Human Systems

Students will explain that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. They will study human populations, cultural mosaics, economic interdependence, human settlement, and cooperation.

Environment and Society

Students will explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. They will explain how human action modifies the physical environment and how physical systems affect human systems.

Global Issues Past and Present (Capstone Projects, G6)

The challenges of the 21st century require students to be globally literate regarding major global issues and the processes necessary to inquire about issues, gather information, and make decisions that arise during their lifetimes. They will need to practice responsible citizenship and make informed and reasoned decisions for the public good in a pluralistic, democratic society and an interdependent world.

Throughout the school year, the students will be introduced to topics that address global issues that integrate time and place. The topics are important for understanding contemporary global issues that affect countries and regions. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

A capstone project entails the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. Students use technology and traditional sources to collect data that they develop into a product or performance that clearly demonstrates their proficiency in applying content from the core disciplines. They use public discourse, decision making, and citizen involvement in completing and presenting the capstone. The students demonstrate inquiry methods and compose persuasive civic essays using reasoned arguments. The capstone project proposes a plan for the future based on the evidence researched. At least three global issues should be used in capstone projects at each grade level.

Purposes of Government

Students will analyze how people identify, organize, and accomplish the purposes of government.

Structure and Functions of Government

Students will describe the major activities of government including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

Relationship of United States to Other Nations and World Affairs

Students will explain that the world is organized politically into nation-states, and how nation-states interact with one another.

The Market Economy

Students will describe the market economy in terms of relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

The National Economy

Students will use economic concepts, terminology, and data to identify and describe how a national economy functions. They will study the role of government as a provider of goods and services within a national economy.

The International Economy

Students will analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

Public Discourse, Decision Making, Citizen Involvement

Students will identify and analyze public policy issues, express and justify decisions, and develop an action plan to inform others.

Sixth grade students will explore the tools and mental constructs used by historians and geographers. They will develop an understanding of Ancient World History, Eras 1 – 3, of the Western Hemisphere and will study contemporary geography of the Western Hemisphere. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future. As part of the inquiry, they compose civic, persuasive essays using reasoned argument.

HISTORY

HI The World in Temporal Terms: Historical Habits of Mind (Foundational for Grade 7)

- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

WI WHG Era 1 – The Beginnings of Human Society

- 1.1 Peopling of the Earth
- 1.2 Agricultural Revolution

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples

- 2.1 Early Civilizations and Early Pastoral Societies

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires

- 3.1 Classical Traditions and Major Empires in the Western Hemisphere

GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)

- 1.1 Spatial Thinking
- 1.2 Geographical Inquiry and Analysis
- 1.3 Geographical Understanding

G2 Places and Regions

- 2.1 Physical Characteristics of Place
- 2.2 Human Characteristics of Place

G3 Physical Systems

- 3.1 Physical Processes
- 3.2 Ecosystems

G4 Human Systems

- 4.1 Cultural Mosaic
- 4.2 Technology Patterns and Networks
- 4.3 Patterns of Human Settlement
- 4.4 Forces of Cooperation and Conflict

G5 Environment and Society

- 5.1 Humans and the Environment
- 5.2 Physical and Human Systems

G6 Global Issues Past and Present

- 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

C1 Purposes of Government

- 1.1 Nature of Civic Life, Politics, and Government

C3 Structure and Functions of Government

- 3.6 Characteristics of Nation-States

C4 Relationship of United States to Other Nations and World Affairs

- 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

E1 The Market Economy

- 1.1 Individual, Business, and Government Choices

E2 The National Economy

- 2.3 Role of Government

E3 International Economy

- 3.1 Economic Systems
- 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

6TH GRADE WESTERN HEMISPHERE STUDIES

Sixth Grade includes North America, Central America, the Caribbean, and South America. Europe and Russia are listed in the document in grade 7, but may be included with either Western or Eastern Hemisphere Studies. World History Eras 1, 2, and 3 are included in Grades 6 and 7 as a foundation for High School World History and Geography.

Note: The World in Temporal Terms and The World in Spatial Terms become foundational expectations for the 7th Grade study of the Eastern Hemisphere.

HISTORY

HI THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (WAYS OF THINKING)

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

HI.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

- 6 – HI.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – HI.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).

HI.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.

- 6 – HI.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – HI.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 – HI.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 – HI.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 6 – HI.2.5 Identify the role of the individual in history and the significance of one person's ideas.

HI.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 6 – HI.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 6 – HI.4.2 Describe and use themes of history to study patterns of change and continuity.
- 6 – HI.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

WI WHG ERA I – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

WI.1 Peopling of the Earth

Describe the spread of people in the Western Hemisphere in Era I.

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas.

- 6 – WI.1.1 Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).
- 6 – WI.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

WI.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it is a turning point in history.

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 6 – WI.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
- 6 – WI.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6 – WI.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

W2 WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Early Pastoral Societies

Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.

During this era early agrarian civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America.

- 6 – W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
- 6 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).
- 6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

W3 WHG ERA 3 – CLASSICAL TRADITIONS AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.

(Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.)

Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment.

Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)

W3.1 Classical Traditions and Major Empires in the Western Hemisphere

Describe empires and agrarian civilizations in Mesoamerica and South America.

Civilizations and empires that emerged during this era were noted for their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.

- 6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
- 6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

GEOGRAPHY

GI THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

GI.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions “Where is something located?” and “Why is it located there?” Students will begin with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific place.

- 6 – GI.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.
- 6 – GI.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

GI.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results of the inquiry.

- 6 – GI.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – GI.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – GI.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – GI.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

- 6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

- 6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2 PLACES AND REGIONS

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

- 6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

- 6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth's surface.

- 6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

- 6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

G4 HUMAN SYSTEMS

Explain that human activities may be seen on Earth's surface.

Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

G4.1 Cultural Mosaic

Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

- 6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

- 6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

- 6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
- 6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.

G5 ENVIRONMENT AND SOCIETY

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

- 6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- 6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
- 6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

- 6 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

G6 GLOBAL ISSUES PAST AND PRESENT (HI.4.3, GI.2.6)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

G6.1 Global Topic Investigation and Issue Analysis (P2)

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (*National Geography Standards 17 and 18, p. 179 and 181*)

6 – G6.1.1 **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

Contemporary Investigation Topics

Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.

Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.

Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.

Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.

Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.

6 – G6.1.2 **Investigations Designed for Ancient World History Eras** – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (HI.4.3, GI.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

WHG Era 1

Population Growth and Resources – Investigate how population growth affects resource availability.

Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

WHG Era 2

Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

WHG Era 3

Development – Investigate economic effects on development in a region and its ecosystems and societies.

CIVICS AND GOVERNMENT

C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe Civic Life, Politics, and Government and explain their relationships.

- 6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

- 6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
- 6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.

C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

- 6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
- 6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
- 6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

ECONOMICS

E1 THE MARKET ECONOMY

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy .

- 6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy

- 6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

- 6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.
- 6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

- 6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
 - Identify the causes and consequences and analyze the impact, both positive and negative.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).