

Oakwood City School District: Grade Six Social Studies

Grade Six Social Studies

Grade Six Course Description

Ohio's social studies content standards incorporate history, geography, government and economics in order to prepare students to be participating citizens.

Specifically, social studies:

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good
- Prepares students for their role as citizens and decision makers in a diverse, democratic society
- Enables students to learn about significant people, places, events and issues in the past in order to understand the present
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

Social Studies Inquiry and Application Standards

Inquiry, as theory, is a way in which people view the world. It requires critical thinking, a contribution of new ideas and reflection throughout the entire process. As such, the student is at the center of the experience with the teacher as "co-partner and guide". As teachers create inquiry curricula around students' interests and strengths, they also help students broaden the ways in which they think, question and explore. Investigation is a journey and teachers provide the guidance for the journey when they recognize that a student's experience of the inquiry process is a personal one.

Reading Standards for Literacy in History / Social Studies (6-8)

I. Key Ideas and Details

Oakwood City School District: Grade Six Social Studies

- A. Cite specific textual evidence to support analysis of primary and secondary sources.
- B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- C. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

II. Craft and Structure

- A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- B. Describe how a text presents information (e.g., sequentially, comparatively, casually).
- C. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

III. Integration of Knowledge and Ideas

- A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- B. Distinguish among fact, opinion, and reasoned judgment in a text.
- C. Analyze the relationship between a primary and secondary source on the same topic.

IV. Range of Reading and Level of Text Complexity

- A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in History / Social Studies (6-8)

I. Text Type and Purposes

- A. Write arguments focused on discipline-specific content
 - 1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
 - 2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Oakwood City School District: Grade Six Social Studies

3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
4. Establish and maintain a formal style
5. Provide a concluding statement or section that follows from and supports the argument presented.

B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
4. Use precise language and domain-specific vocabulary to inform about or explain the topic
5. Establish and maintain a formal style and objective tone.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.

II. Production and Distribution of Writing

A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

B. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

C. Use technology, including the Internet, to produce and publish writing

Oakwood City School District: Grade Six Social Studies

and present the relationships between information and ideas clearly and efficiently.

III. Research to Build and Present Knowledge

A. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

B. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

C. Draw evidence from informational texts to support analysis, reflection, and research.

IV. Range of Writing

A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

B. Range of Reading and Level of Text Complexity

Oakwood City School District: Grade Six Social Studies

Content Standards

I. Regions and People of the Eastern Hemisphere

A. History

1. Historical Thinking and Skills: Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

a) Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

2. Early Civilizations: The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

a) Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

B. Geography

1. Spatial Thinking and Skills: Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

Oakwood City School District:

Grade Six Social Studies

a) Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

b) Latitude and longitude can be used to identify absolute location.

2. Places and Regions: A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

a) Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, economic).

3. Human Systems: Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

a) Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

b) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

c) Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

Oakwood City School District: Grade Six Social Studies

C. Government

1. Civic Participation and Skills: Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

a) Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

2. Roles and Systems of Government: The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

a) Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

D. Economics

1. Economic Decision Making and Skills: Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.

a) Economists compare data sets to draw conclusions about relationships among them.

b) The choices people make have both present and future consequences. The evaluation of choices is relative and may differ

Oakwood City School District: Grade Six Social Studies

across individuals and societies.

2. Scarcity: There are not enough resources to produce all the goods and services that people desire.

a) The fundamental questions of economics include what to produce, how to produce and for whom to produce.

b) When regions and/or countries specialize, global trade occurs.

3. Markets: Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

a) The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

4. Financial Literacy: Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

a) When selecting items to buy, individuals can compare the price and quality of available goods and services.