



Grade 6 Social Studies Content Connectors



Social Studies Grade 6

GRADE 6: Peoples, Places and Cultures in Europe and the Americas

Course 0470-06 (SOC ST 06)

Students in sixth grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for sixth grade students include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.

Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 6 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

CONTENT STANDARDS

Standard 1 — History

Students explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Standard 2 — Civics and Government

Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Standard 3 — Geography

Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

Standard 4 — Economics

Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.



Standard 1 History

Students explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

Indiana Academic Standards	Content Connector
6.1.1: Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.	6.1.1.a.1: Identify the cultural achievements of ancient civilizations in Europe and Mesoamerica. Examples: Greek, Roman, Mayan, Inca, and Aztec civilizations
6.1.2: Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.	6.1.2.a.1: Describe and compare the beliefs of religions throughout Europe and Mesoamerica.
	6.1.2.a.2: Describe and compare the spread and influence of religions throughout Europe and Mesoamerica.
6.1.3: Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.	6.1.3.a.1: Explain the contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.
6.1.4: Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.	6.1.4.a.1: Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.
6.1.5: Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.	6.1.5.a.1: Identify examples of the changes brought about by the Crusades.
	6.1.5.a.2: Analyze the diverse points of view and interests of those involved in the Crusades.
6.1.6: Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica	6.1.6.a.1: Identify how trade routes impacted Europe and Mesoamerica.
6.1.7: Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society	6.1.7.a.1: Describe how the Black Death impacted the medieval society.
6.1.8: Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.	6.1.8.a.1: Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.
6.1.9: Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.	6.1.9.a.1: Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest
6.1.10: Examine and explain the outcomes of European colonization on the Americas and the rest of the world.	6.1.10.a.1: Examine and explain the outcomes of European colonization on the Americas and the rest of the world.
6.1.11: Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.	6.1.11.a.1: Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.



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<p>6.1.12: Describe the Reformations and their effects on European and American society.</p>	<p>6.1.12.a.1: Describe the Reformations.</p> <p>6.1.12.a.2: Explain the effects of Reformations on European and American society.</p>
<p>6.1.13: Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.</p>	<p>6.1.13.a.1: Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.</p>
<p>Indiana Academic Standards</p>	<p>Content Connector</p>
<p>6.1.14: Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about.</p>	<p>6.1.14.a.1: Describe the origins, developments and innovations of the Industrial Revolution</p> <p>6.1.14.a.2: Explain the impact and changes brought about by the Industrial Revolution</p>
<p>6.1.15: Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.</p>	<p>6.1.15.a.1: Identify industrialization and urbanization.</p> <p>6.1.15.a.2: Describe the impact of industrialization and urbanization on the lives of individuals in Europe, the Americas and the rest of the world.</p> <p>6.1.15.a.3: Describe the impact of industrialization and urbanization and on trade and cultural exchange between Europe and the Americas and the rest of the world.</p>
<p>6.1.16: Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance.</p>	<p>6.1.16.a.1: Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's.</p>
<p>6.1.17: Discuss the benefits and challenges related to the development of a highly technological society</p>	<p>6.1.17.a.1: Discuss the benefits and challenges related to the development of a highly technological society.</p>
<p>6.1.18: Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</p>	<p>6.1.18.a.1: Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</p>
<p>6.1.19: Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.</p>	<p>6.1.19.a.1: Define and use the terms decade, century, and millennium.</p>
<p>6.1.20: Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.</p>	<p>6.1.20.a.1: Analyze cause-and-effect relationships of individuals, ideas, human interests, beliefs and chance in history.</p>
<p>6.1.21: Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.</p>	<p>6.1.21.a.1: Differentiate between fact and interpretation in historical accounts by identifying the facts and connecting to outcomes.</p>
<p>6.1.22: Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.</p>	<p>6.1.22.a.1: Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.</p>



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6.1.23: Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.	6.1.23.a.1: Identify issues related to an historical event in Europe or the Americas.
	6.1.23.a.2: Create basic arguments for and against issues related to an historical event in Europe or the Americas utilizing the perspectives, interests and values of those involved

Standard 2 Civics and Government

Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Indiana Academic Standards	Content Connector
6.2.1: Compare and contrast major forms of governments in Europe and the Americas throughout history.	6.2.1.a.1: Compare and contrast major forms of governments in Europe and the Americas throughout history.
6.2.2: Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.	6.2.2.a.1: Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.
6.2.3: Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.	6.2.3.a.1: Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.
6.2.4: Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700	6.2.4.a.1: Define the term nation-state.
6.2.5: Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.	6.2.5.a.1: Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.
6.2.6: Identify and describe the functions of international political organizations in the world today.	6.2.6.a.1: Identify and describe the functions of international political organizations in the world today.
6.2.7: Define and compare citizenship and the citizen's role throughout history in Europe and the Americas	6.2.7.a.1: Define citizen and citizenship.
	6.2.7.a.2: Compare the citizen's role throughout history in Europe and the Americas

Standard 3 Geography

Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

Indiana Academic Standards	Content Connector
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6.3.1: Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.	6.3.1.a.1: Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.
6.3.2: Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.	6.3.2.a.1: Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology.
6.3.3: Describe and compare major physical characteristics of regions in Europe and the Americas.	6.3.3.a.1: Describe and compare major physical characteristics of regions in Europe and the Americas
6.3.4: Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.	6.3.4.a.1: Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.
6.3.5: Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.	6.3.5.a.1: Identify river deltas, mountains and bodies of water in Europe and the Americas.
6.3.6: Explain how ocean currents and winds influence climate differences on Europe and the Americas.	
Indiana Academic Standards	Content Connector
6.3.7: Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.	6.3.7.a.1: Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.
6.3.8: Identify major biomes of Europe and the Americas and explain how these are influenced by climate.	6.3.8.a.1: Identify major biomes of Europe and the Americas
6.3.9: Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations.	6.3.9.a.1: Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations.
6.3.10: Explain the ways cultural diffusion, invention, and innovation change culture.	6.3.10.a.1: Explain the ways cultural diffusion, invention, and innovation change culture.
6.3.11: Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.	6.3.11.a.1: Define the terms anthropology and archeology.
6.3.12: Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.	6.3.12.a.1: Identify natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas
6.3.13: Explain the impact of humans on the physical environment in Europe and the Americas.	6.3.13.a.1: Explain the impact of humans on the physical environment in Europe and the Americas.
6.3.14: Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.	6.3.14.a.1: Explain and give examples of how natural disasters has impacted the physical environment and human populations in specific areas of Europe and the Americas.

Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

Indiana Academic Standards	Content Connector
6.4.2: Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.	6.4.2.a.1: Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.



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<p>6.4.3: Explain why international trade requires a system for exchanging currency between various countries.</p>	
<p>6.4.4: Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.</p>	
<p>6.4.5: Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.</p>	<p>6.4.5.a.1: Define Gross Domestic Product (GDP).</p>
<p>6.4.6: Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.</p>	<p>6.4.6.a.1: Discuss current economic issues in the countries of Europe or the Americas.</p>
<p>6.4.7: Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p>	
<p>6.4.8: Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Europe or the Americas.*externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party</p>	
<p>6.4.9: Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.</p>	<p>6.4.9.a.1: Explain how saving and investing help increase productivity and economic growth</p>
	<p>6.4.9.a.2: Compare and contrast individual saving and investing options.</p>