



INDIANA
DEPARTMENT of
EDUCATION

2024 INDIANA CONTENT CONNECTORS SOCIAL STUDIES

GRADE 6



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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Grade 6 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana's K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

Grade 6 Social Studies

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.”

Indiana Academic Standards	Content Connectors
History	
<p>6.H.1: Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. (E)</p> <ul style="list-style-type: none"> ● Examples: Greek, Roman, Mayan, Incan, and Aztec. 	<p>6.H.1a: Identify important cultural achievements of ancient European and/or Mesoamerican civilizations. (E)</p> <ul style="list-style-type: none"> ● Examples: Greece, Rome, Maya, Inca, and Aztec.
<p>6.H.2: Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.</p> <ul style="list-style-type: none"> ● Examples: Judaism, Christianity, Islam, native practices in Mesoamerica and Europe. 	<p>6.H.2a: Identify or describe religious beliefs in Europe and Mesoamerica.</p> <ul style="list-style-type: none"> ● Examples: Judaism, Christianity, Islam, and native beliefs.
<p>6.H.3: Explain the continuation and contributions of the Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire. (E)</p> <ul style="list-style-type: none"> ● Examples: influence of the spread of Christianity in Russia and Eastern Europe. 	<p>6.H.3a: Identify or explain the cultural contributions of the Byzantine Empire.</p> <ul style="list-style-type: none"> ● Examples: law, religion, art, and architecture.
<p>6.H.4: Identify and explain the development and organization of political, cultural, social, and economic systems in Europe and the Americas.</p> <ul style="list-style-type: none"> ● Examples: feudal system, manorial system, rise of kingdoms and empires, and religious institutions. 	<p>6.H.4a: Identify the organization of political, social, cultural, and/or economic systems in medieval societies of Europe and the Americas.</p> <ul style="list-style-type: none"> ● Examples: feudal system, manorial system, kingdoms, empires, and religious institutions.

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<p>6.H.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. (E)</p> <ul style="list-style-type: none"> ● Examples: increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power. 	<p>6.H.5a: Identify the main results of the Crusades.</p> <ul style="list-style-type: none"> ● Examples: religion, technology, and centralized power.
<p>6.H.6: Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.</p> <ul style="list-style-type: none"> ● Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Picchu, and Teotihuacan. 	<p>6.H.6a: Identify the relationship between medieval trade routes and the rise of cities in Europe and Mesoamerica.</p> <ul style="list-style-type: none"> ● Examples: Venice and Tenochtitlan.
<p>6.H.7: Describe how the Black Death, along with economic, environmental, and social factors, led to the decline of medieval society. (E)</p>	<p>6.H.7a: Identify or explain the economic and/or social effects and the Black Death on medieval society. (E)</p>
<p>6.H.8: 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. (E)</p>	<p>6.H.8a: Identify or describe how important people, places, and/or events during the European Renaissance led to the Scientific Revolution. (E)</p> <ul style="list-style-type: none"> ● Examples: voyages of discovery, empires, and conquests.
<p>6.H.9: Describe the Reformations and their effects on European and American society.</p> <ul style="list-style-type: none"> ● Examples: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII’s break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent. 	<p>6.H.9a: Identify or describe effects of reformations on European and American societies.</p>

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<p>6.H.10: Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason. (E)</p> <ul style="list-style-type: none"> ● Examples: American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups. 	<p>6.H.10a: Identify the origin of political ideas associated with the Age of Enlightenment/Age of Reason and identify how it led to the expansion of democracy.</p>
<p>6.H.11: Describe the origins, developments, and innovations of the Industrial Revolution, and explain how the impact of these changes brought about urbanization, changing role of women and child labor. (E)</p>	<p>6.H.11a: Identify social changes caused by the industrial revolution and urbanization. (E)</p>
<p>6.H.12: 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.H.12a: Identify effects of the Industrial Revolution on trade and cultural exchange between Europe and the Americas.</p>
<p>6.H.13: Discuss the benefits and challenges related to the development of a highly technological society.</p> <ul style="list-style-type: none"> ● Examples: atomic energy, computers, and environmental change. 	<p>6.H.13a: Identify benefits and challenges of technological developments during the twentieth century.</p>
<p>6.H.14: 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.H.14a: Define the terms decade, century, and millennium and describe alternative ways of classifying historical periods.</p>
<p>6.H.15: 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.H.15a: Identify important facts in historical accounts that can be used to describe events and outcomes.</p> <ul style="list-style-type: none"> ● Examples: who was involved, what happened, where.

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<p>6.H.16: Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved.</p> <ul style="list-style-type: none"> ● Examples: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights. 	<p>6.H.16a: Identify opposing perspectives on a historical event in Europe or in the Americas.</p>
<p>Civics and Government</p>	
<p>6.C.1: Compare and contrast major forms of governments in Europe and the Americas throughout history.</p> <ul style="list-style-type: none"> ● Examples: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, totalitarianism. 	<p>6.C.1a: Compare and contrast major forms of government in Europe and the Americas throughout history.</p> <ul style="list-style-type: none"> ● Examples: direct democracy in ancient Greece, Roman republic, limited monarchy in England, totalitarianism.
<p>6.C.2: Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government. (E)</p>	<p>6.C.2a: Identify or explain the elements and foundations of modern governments including Greek direct democracy as a foundation of democracy.</p>
<p>6.C.3: Explain how the elements and foundations of Roman representative democracy are present in modern systems of government. (E)</p>	<p>6.C.3a: Identify or explain the elements and foundations of modern governments including the Roman republic as a foundation of representative democracy.</p>
<p>6.C.4: Examine key ideas of the 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. (E)</p>	<p>6.C.4a: Identify or describe how the Magna Carta (1215) and the English Bill of Rights (1689) limited government powers in England and influenced other governments.</p>
<p>6.C.5: Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.</p>	<p>6.C.5a: Define nation-state and identify examples of nation-states headed by European monarchs between 1500 and 1700.</p>
<p>6.C.6: Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.</p>	<p>6.C.6a: Identify effects of major forms of government in Europe and the Americas upon civil and human rights.</p>
<p>6.C.7: Define and compare citizenship and the citizen’s role throughout history in Europe and the Americas.</p>	<p>6.C.7a: Define citizenship and list two or more examples of changing roles of citizens over time in Europe and the Americas.</p>

<ul style="list-style-type: none"> ● Examples: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico, and Canada. 	
Geography	
<p>6.G.1: Demonstrate a broad understanding of the countries and capitals of Europe and the Americas. (E)</p>	<p>6.G.1a: Identify examples of well-known countries and their capital cities in Europe and the Americas and understand that every country has a capital city where the government's central meeting place and offices are located. (E)</p> <ul style="list-style-type: none"> ● Examples: England (London), France (Paris), Japan (Tokyo), the United States (Washington, D.C.), and Canada (Ottawa).
<p>6.G.2: Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.</p>	<p>6.G.2a: Identify and/or compare major cultural characteristics of regions in Europe and the Western Hemisphere.</p>
<p>6.G.3: Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.</p> <ul style="list-style-type: none"> ● Examples: Gulf Stream and North Atlantic Current (NAC). 	<p>6.G.3a: Locate climate regions of Europe and the Americas and identify how they differ.</p>
<p>6.G.4: Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas. (E)</p> <ul style="list-style-type: none"> ● Examples: rainforests, mountain ranges, rivers, woodlands, deserts. 	<p>6.G.4a: Identify and compare two or more major physical characteristics of regions (biomes) of Europe or the Americas. (E)</p> <ul style="list-style-type: none"> ● Examples: rainforests, mountain ranges, rivers, woodlands, deserts.

Economics	
<p>6.E.1: Give examples of how trade related to key developments in the history of Europe and the Americas. (E)</p> <ul style="list-style-type: none"> ● Examples: The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art. 	<p>6.E.1a: Identify examples of trade's impact upon medieval Europe and the Americas.</p> <ul style="list-style-type: none"> ● Examples: medieval Europe's trading towns and cities, competition among European monarchs in voyages of exploration, Mayan trade and colonization in Mesoamerica and diffusion of art in Mesoamerica.
<p>6.E.2: Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. (E)</p> <ul style="list-style-type: none"> ● Examples: increased production and consumption and lower prices. 	<p>6.E.2a: Identify how countries in Europe and the Americas have been influenced by trade.</p> <ul style="list-style-type: none"> ● Examples: role of increased production in lower consumer prices.
<p>6.E.3: Explain why international trade requires a system for exchanging currency between various countries.</p>	<p>6.E.3a: Understand that countries have different types of money and trade values. (E)</p>
<p>6.E.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. (E)</p>	<p>6.E.4a: Identify how a specific economic system helps determine what to produce, how to produce, and for whom to produce. (E)</p> <ul style="list-style-type: none"> ● Examples: Traditional economy, command economy, market economy, and mixed economy.
<p>6.E.5: Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.</p> <ul style="list-style-type: none"> ● Examples: Savings accounts, certificates of deposit (CDs), and stocks. 	<p>6.E.5a: Identify how saving and investing help to increase productivity and economic growth. (E)</p>