



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
SOCIAL STUDIES

GRADE 6



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 6 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards 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 standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards 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 Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard 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 standards 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 standards.

Content-Specific Considerations

The Indiana Academic Standards for Grade 6 Social Studies consist of four domains: History, Civics and Government, Geography, and Economics. The skills listed in each domain indicate

what students should know and be able to do in Social Studies by the end of the grade level. Examples, when provided within the context of a standard, are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

Pursuant to (IC) 20-19-2-14.7, IDOE defined standards for a middle school civics course to begin during the 2023-2024 school year. In accordance with (IC) 20-30-5-7.3, the semester-long civics course will be completed by all Indiana students during the second semester of grade six. The standards for the required grade 6 middle school civics course are in a separate document on IDOE's standards website.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. 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 standards designed to prepare Indiana students for success after graduation.

Grade 6 Social Studies

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

History	
Learning Outcome: 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.	
6.H.1	Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. (E) <ul style="list-style-type: none"> ● Examples: Greek, Roman, Mayan, Incan, and Aztec.
6.H.2	Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica. <ul style="list-style-type: none"> ● Examples: Judaism, Christianity, Islam, native practices in Mesoamerica and Europe.
6.H.3	Explain the continuation and contributions of the Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire. (E) <ul style="list-style-type: none"> ● Examples: influence of the spread of Christianity in Russia and Eastern Europe.
6.H.4	Identify and explain the development and organization of political, cultural, social, and economic systems in Europe and the Americas. <ul style="list-style-type: none"> ● Examples: feudal system, manorial system, rise of kingdoms and empires, and religious institutions.
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) <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.
6.H.6	Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica. <ul style="list-style-type: none"> ● Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Picchu, and Teotihuacan.
6.H.7	Describe how the Black Death, along with economic, environmental, and social factors, led to the decline of medieval society. (E)
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)
6.H.9	Describe the Reformations and their effects on European and American society.

	<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.
6.H.10	<p>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.
6.H.11	<p>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>
6.H.12	<p>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>
6.H.13	<p>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.
6.H.14	<p>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>
6.H.15	<p>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>
6.H.16	<p>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.
Civics and Government	
<p>Learning Outcome: 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.</p>	
6.C.1	<p>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.
6.C.2	<p>Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government. (E)</p>
6.C.3	<p>Explain how the elements and foundations of Roman representative democracy are present in modern systems of government. (E)</p>
6.C.4	<p>Examine key ideas of the Magna Carta (1215), the Petition of Right (1628), and the English</p>

	Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments. (E)
6.C.5	Define the term <i>nation-state</i> and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.
6.C.6	Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.
6.C.7	Define and compare citizenship and the citizen’s role throughout history in Europe and the Americas. <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	
Learning Outcome: 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.	
6.G.1	Demonstrate a broad understanding of the countries and capitals of Europe and the Americas. (E)
6.G.2	Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.
6.G.3	Locate and describe the climate regions of Europe and the Americas and explain how and why they differ. <ul style="list-style-type: none"> ● Examples: Gulf Stream and North Atlantic Current (NAC).
6.G.4	Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas. (E) <ul style="list-style-type: none"> ● Examples: rainforests, mountain ranges, rivers, woodlands, deserts.
Economics	
Learning Outcome: Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.	
6.E.1	Give examples of how trade related to key developments in the history of Europe and the Americas. (E) <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.
6.E.2	Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. (E) <ul style="list-style-type: none"> ● Examples: increased production and consumption and lower prices.
6.E.3	Explain why international trade requires a system for exchanging currency between various countries.

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)
6.E.5	Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options. <ul style="list-style-type: none">● Examples: Savings accounts, certificates of deposit (CDs), and stocks.