Colorado Social Studies

Grade 6

Adopted 2022

Prepared Graduates in Social Studies

1. **Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.** PG.1
2. **Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.** PG.2
3. **Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.** PG.3
4. **Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.** PG.4
5. **Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.** PG.5
6. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.** PG.6
7. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.** PG.7
8. **Apply economic reasoning skills to make informed personal financial decisions.** PG.8

Sixth Grade **History**

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1. Analyze and interpret primary and secondary sources to ask and research historical questions about the Western Hemisphere (including North America, South America, Central America, and the islands of the Caribbean). 6.H.1

    a. Identify ways different cultures record history in the Western Hemisphere through written and oral sources. 6.H.1.A

    b. Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. For example: Oral histories, art, artifacts, eyewitness accounts, letters, and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts. 6.H.1.B

    c. Gather, organize, synthesize, and critique information, from multiple and diverse perspectives, to determine if it is sufficient to answer historical questions about the Western Hemisphere. For example: Indigenous People, Latinos, African Americans, Asian Americans, Hawaiian/Pacific Islander, LGBTQ, and religious minorities and differing opinions within such groups. 6.H.1.C

    1. Make connections between information gathered and personal experiences to research historical questions. 6.HES.1.1

    2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and primary sources. 6.HES.1.2

    3. Respect different perspectives expressed by others. 6.HES.1.3

    4. Utilize primary and secondary sources to examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. 6.HES.1.4

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2. Investigate the historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another. 6.H.2

    a. Explain how people, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times. For example: The "Great Dying" of Indigenous Peoples in the Americas and its consequences; rapid deforestation of the Amazon; anti-colonial and nationalist movements, the Columbian Exchange, and revolutions in energy. 6.H.2.A

    b. Determine and explain the historical context of key people, events, cause and effect relationships, and ideas over time including the examination of different perspectives from people involved. For example: The complex interactions between majority and minority groups and individuals involved in European colonization in the Western hemisphere. 6.H.2.B

    c. Identify examples of the social, political, cultural, and economic development in the Western Hemisphere. For example: The extension of networks of communication, colonial empires, patterns of migration over time, and international trade. 6.H.2.C

    d. Explain the interdependence and uniqueness among Indigenous Peoples in the Western Hemisphere including the existing conflict and power dynamics between Indigenous Peoples and those in power. 6.H.2.D

    1. Make connections between information gathered and personal experiences to create, research, and revise historical questions. 6.HES.2.1

    2. Engage in novel approaches, moves, directions, ideas, and/or perspectives while using inquiry and primary sources. 6.HES.2.2

    3. Plan and evaluate complex solutions to global challenges within the Western Hemisphere using multiple disciplinary lenses such as ethnic, historical, and scientific. 6.HES.2.3

    4. Examine different historical perspectives expressed in primary and secondary sources. 6.HES.2.4

    5. Look for and find value in different perspectives expressed by others. 6.HES.2.5

Geography

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1. Use geographic tools and sources to research and make geographic inferences and predictions about the Western Hemisphere. 6.G.1
    a. Use geographic tools to identify, locate, and describe places and regions in the Western Hemisphere to investigate and solve geographic problems. For example: Farming practices in a dry climate, implications of building a dam, and deforestation. 6.G.1.A
    b. Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere. 6.G.1.B
    c. Examine geographic sources to formulate and investigate inquiry questions to understand the past, analyze the present, or plan for the future. 6.G.1.C
    d. Interpret geographic data/evidence to draw conclusions, make predictions, and justify potential solutions to problems at the local, state, national, and global levels. 6.G.1.D

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. 6.GES.1.1
2. Engage in novel approaches, directions, ideas, and/or perspectives while using the inquiry process to analyze primary and secondary sources. 6.GES.1.2
3. Collaborate with others to plan and evaluate complex solutions to global challenges within the Western Hemisphere using multiple disciplinary lenses such as ethnic, historical, and scientific. 6.GES.1.3
4. Demonstrate task management attributes associated with producing high quality products. For example: (a) Work positively and ethically; (b) Manage time and projects effectively; (c) Multi-task, and; (d) Clearly communicate with others. 6.GES.1.4
5. Apply and communicate solutions by formulating an action plan for real-world problems. 6.GES.1.5
6. Revisit, reflect on, and revise inquiry questions based on analysis of geographic data. 6.GES.1.6

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2. Evaluate how regional differences and perspectives in the Western Hemisphere impact human and environmental interactions. 6.G.2
    a. Classify and analyze the types of human and geographic connections between places and regions. 6.G.2.A
    b. Identify physical features of the Western Hemisphere and explain their effects on people who reside in those regions. 6.G.2.B
    c. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere and give examples of how people have adapted to and modified their physical environment. 6.G.2.C
    d. Use characteristics to define physical and political regions of the past and present. 6.G.2.D
    1. Look for and find value in studying different perspectives expressed by others. 6.GES.2.1
    2. Plan and evaluate complex solutions to global challenges within the Western Hemisphere that are appropriate to their contexts using multiple disciplinary lenses such as ethnic, historical, and scientific. 6.GES.2.2
    3. Apply knowledge to set goals, make informed decisions and transfer to new contexts. 6.GES.2.3

Economics

1. Investigate how different economic systems developed based on access to resources, societal values, and human experiences, in order to address the problem of scarcity. 6.E.1
    a. Describe how current economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) developed. 6.E.1.A
    b. Use economic reasoning to explain how specialization of production in a country can result in more interdependence. For example: International trade patterns. 6.E.1.B
    c. Explain how different societies view and use money and resources. 6.E.1.C
    d. Describe the role of competition and supply and demand in the determination of prices and wages in a market economy. 6.E.1.D
    1. Plan and evaluate complex solutions to global economic system challenges using multiple disciplinary lenses such as cultural, historical, and scientific (Civic Engagement, Global and Cultural Awareness). 6.EES.1.1
    2. Look for and find value in different economic perspectives expressed by others (Adaptability and Flexibility). 6.EES.1.2
    3. Make connections between information gathered and personal experiences to research economic questions. 6.EES.1.3

Civics

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1. Examine civic participation within different governmental systems of the Western Hemisphere. 6.C.1

    a. Examine changes and connections in ideas about citizenship in different times and places in the Western Hemisphere. For example: Indigenous Peoples are either denied citizenship or citizenship is not always desired; immigration and a nation's quota preferences; and the changes in naturalization requirements change over time. 6.C.1.A

    b. Explain how political ideas of significant people and groups interact, are interconnected, and influence nations and regions in the Western Hemisphere, both in the past and today. 6.C.1.B

    c. Analyze political issues from national and global perspectives over time in North America, South America, and the Caribbean. 6.C.1.C

    d. Identify historical examples illustrating how people from diverse backgrounds such as African American, Latino, Asian American, and Indigenous Peoples in the Western Hemisphere perceived, reacted to, and influenced national and international policies and issues. 6.C.1.D

    1. Examine how individuals in the Western Hemisphere interpret messages differently, and how values and points of view are included or excluded. 6.CES.1.1

    2. Analyze how a specific problem can manifest itself at local, regional, and global levels, and how media can influence beliefs and behaviors. 6.CES.1.2

    3. Plan and evaluate complex solutions to global challenges in the Western Hemisphere, using multiple disciplinary lenses such as ethnic, historical, and scientific. 6.CES.1.3

    4. Look for and find value in different perspectives expressed by others. 6.CES.1.4

    5. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. 6.CES.1.5

    6. Participate in social or community activities. 6.CES.1.6

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2. Explain how the development and features of systems of government in the Western Hemisphere relate to their citizens. 6.C.2
    a. Examine and explain the development of foundational principles of government systems in the Western Hemisphere. 6.C.2.A
    b. Describe structures and functions of different systems of government in the Western Hemisphere. 6.C.2.B
    c. Identify how different systems of government relate to their citizens in the Western Hemisphere and how systems of government create advantages for some of their citizens and disadvantages for others. 6.C.2.C
    d. Compare the economic components of the different systems of government in the Western Hemisphere. 6.C.2.D
    e. Explain the value each nation and/or culture places on economic prosperity, individual liberty, human rights, freedom of the press, freedom of religion, equal rights, and respect for neighbors. 6.C.2.E
    f. Investigate the historical, social, and cultural influences of minorities on civil governments of the United States, and the rest of the Western Hemisphere. 6.C.2.F

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. 6.CES.2.1
2. Plan and evaluate complex solutions to global challenges, in the Western Hemisphere, which are appropriate to their contexts, using multiple disciplinary perspectives such as ethnic, historical, and scientific. 6.CES.2.2
3. Look for and find value in different perspectives expressed by others in the Western Hemisphere. 6.CES.2.3
4. Apply ethical perspectives/concepts to an ethical question/situation/scenario. 6.CES.2.4

Personal Financial Literacy

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1. Investigate the role of consumers and businesses within the Western Hemisphere. 6.PF.1
    a. Explain the roles of buyers and sellers in product, labor, and financial markets. 6.PF.1.A
    b. Explore how consumer spending decisions and demand impact market economies. 6.PF.1.B
    c. Analyze how external factors might influence spending decisions for different individuals. 6.PF.1.C
    d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer. 6.PF.1.D
    1. Demonstrate an understanding of cause and effect related to personal financial decisions. 6.PFES.1.1
    2. Identify and explain multiple perspectives (cultural and global) when exploring economic events, ideas, and issues within the Western Hemisphere. 6.PFES.1.2
    3. Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset. 6.PFES.1.3