

Grade 6

Historical Thinking

1 Multiple tier timelines can be used to show relationships among events and places. **SS.6.1**

Complexity a

a Arrange events in chronological order on a multiple tier timeline. **SS.6.1A**

Complexity b

b Identify a multiple tier timeline. **SS.6.1B**

Complexity c

c Identify two different events occurring at the same time. **SS.6.1C**

Learning Progression

- Understand that events happen in order (first, second, third) using a classroom schedule. **SS.6.1.LP.A**
- Engage with a ruler/yardstick to understand beginning, middle, and end. **SS.6.1.LP.B**

Early Civilizations

2 Early civilizations (e.g., India, Egypt, China, Mesopotamia) had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. **SS.6.2**

Complexity a

a Compare the key features of societies in the Eastern Hemisphere (e.g., Egypt, India, China, Mesopotamia). **SS.6.2A**

Complexity b

b Identify key features of a specific society (e.g., government, religion, agriculture). **SS.6.2B**

Complexity c

c Match a structure with its specific society (e.g., pyramid to Egypt). **SS.6.2C**

Learning Progression

- Recognize that structures built long ago look different than modern structures. [SS.6.2.LP.A](#)
 - Recognize that people in different parts of the world build different types of structures. [SS.6.2.LP.B](#)
 - Create a representation of a structure in the local community. [SS.6.2.LP.C](#)
 - Engage with interactive tools (blocks, Legos, drawing, verbal description) to represent a structure built by people. [SS.6.2.LP.D](#)
 - Spatial thinking and skills. [SS.6.2.LP.E](#)
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3 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. [SS.6.3](#)

Complexity a

- a** Use appropriate maps, globes and other geographic tools (e.g., Internet) to locate various sites or places. [SS.6.3A](#)

Complexity b

- b** Use the appropriate geographic tool to locate a specific place or piece of information. [SS.6.3B](#)

Complexity c

- c** Identify a specific map for a specific purpose. [SS.6.3C](#)

Learning Progression

- Identify the different features of maps that make them useful for different purposes. [SS.6.3.LP.A](#)
 - Identify possible uses for maps or models (e.g., building exits, navigation, weather forecast). [SS.6.3.LP.B](#)
 - Recognize that a map or model represents a real place. [SS.6.3.LP.C](#)
 - Engage with a representation of the school. [SS.6.3.LP.D](#)
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4 Latitude and longitude can be used to identify absolute location. [SS.6.4](#)

Complexity a

- a** Utilize latitude and longitude to locate a major place and/or feature using a globe or a geographical tool. [SS.6.4A](#)

Complexity b

- b** Locate a major feature and/ or landform on a globe or using a geographical tool in relation to the equator. [SS.6.4B](#)

Complexity c

- c** Locate the equator on a globe, map, or geographical tool. [SS.6.4C](#)

Learning Progression

- Use manipulatives or illustrations to create circles around a sphere (e.g., put a string(s) around a styrofoam ball, use a marker to draw circles around a ball). **SS.6.4.LP.A**
 - Engage with a sphere as a representation of the earth. **SS.6.4.LP.B**
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Places and Regions

5 Regions can be determined, classified, and compared using various criteria (e.g., landform, climate, population, culture, economy). **SS.6.5**

Complexity a

- a** Compare and contrast the physical and cultural characteristics of different regions (e.g., forest/desert, rural/suburban, plains/mountains). **SS.6.5A**

Complexity b

- b** Identify physical characteristics of a given region. **SS.6.5B**

Complexity c

- c** Identify a physical characteristic that can be used to compare regions (e.g., landforms, climate, population, culture, or economy). **SS.6.5C**

Learning Progression

- Identify physical characteristics of regions using pictures or other representations (desert, mountains, bodies of water, forest). **SS.6.5.LP.A**
 - Engage with representations of the physical environment, possibly through tactile interaction with water, soil, sand, and rocks, and hot and cold air temperature, to connect with the idea of different earth surfaces. **SS.6.5.LP.B**
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Human Systems

6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment. **SS.6.6**

Complexity a

- a** Identify both positive and negative outcomes of a man-made environmental change occurring within the Eastern Hemisphere. **SS.6.6A**

Complexity b

- b** Explain how human activities have altered physical environments (e.g., how humans contribute to pollution). **SS.6.6B**

Complexity c

- c** Identify one way the environment has been disturbed due to human activities (e.g., pollution). **SS.6.6C**

Learning Progression

- Identify examples of how human activities have modified the environment by sorting pictures or other representations. **SS.6.6.LP.A**
- Identify features of the natural environment that exists outside of the school. **SS.6.6.LP.B**
- Actively engage with the natural environment outside of the school. **SS.6.6.LP.C**

7 In the past and today, political, environmental, social, and economic factors have caused people, products, and ideas to move from place to place in the Eastern Hemisphere. SS.6.7

Complexity a

- a** Compare and contrast the movement in the past and today of products and people from place to place in the Eastern Hemisphere. **SS.6.7A**

Complexity b

- b** Describe factors that cause people to move away from or to an area. **SS.6.7B**

Complexity c

- c** Identify ways people move from one place to another. **SS.6.7C**

Learning Progression

- Sort models or representations of forms of transportation into “today” and “long ago.” **SS.6.7.LP.A**
- Engage with models or representations of current forms of transportation (e.g., cars, school buses, airplanes). **SS.6.7.LP.B**

8 Diffusion of agricultural practices and products, technologies, cultural practices, and major world religions (e.g., Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere. SS.6.8

Complexity a

- a** Determine one influence or impact that religion has had in the Eastern Hemisphere. **SS.6.8A**

Complexity b

- b** Focusing on the Eastern Hemisphere, identify one characteristic of the major world religions. **SS.6.8B**

Complexity c

- c** Identify different religions that have impacted the Eastern Hemisphere. **SS.6.8C**

Learning Progression

- Understand that people of different religions may have different beliefs. **SS.6.8.LP.A**
 - Identify or match images of symbols with corresponding religions. **SS.6.8.LP.B**
 - Engage with images of symbols representative of major religions in the Eastern Hemisphere. **SS.6.8.LP.C**
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Civic Participation and Skills

9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend an evidence-based claim. Sources should be examined for accuracy and credibility. **SS.6.9**

Complexity a

- a** Identify that different sources can have different perspectives on an issue (e.g., media sources, historical vs. contemporary, individual vs. group). **SS.6.9A**

Complexity b

- b** Provide examples of differences of opinion on an issue between individuals or within a group. **SS.6.9B**

Complexity c

- c** Identify an opinion. **SS.6.9C**

Learning Progression

- Understand that opinions may differ from one person to another. **SS.6.9.LP.A**
 - Share opinions, both likes and dislikes, within a category (e.g., colors, foods, games). **SS.6.9.LP.B**
 - Build understanding of “opinion” by sharing stories of things students enjoy. **SS.6.9.LP.C**
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Roles and Systems of Government

6 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 **SS.6.10**

Complexity a

- a** Compare and contrast two of the four types of government (e.g., monarchy, theocracy, dictatorship, democracy). **SS.6.10A**

Complexity b

- b** Match various types of government (e.g., monarchy, theocracy, dictatorship, democracy) with their definitions. **SS.6.10B**

Complexity c

- c** Recognize characteristics of a democracy (e.g., citizens elect leaders, citizens hold the power in decision-making). **SS.6.10C**

Learning Progression

- Understand that citizens in a democracy vote for their leaders. [SS.6.10.LP.A](#)
- Participate in “voting” on a class decision (e.g., which book to read, game to play) where each student has an equal say. [SS.6.10.LP.B](#)
- Engage with the concept of choice by selecting one item from a given set (e.g., books, games). [SS.6.10.LP.C](#)

Economic Decision-Making and Skills

11 Economists compare data sets to draw conclusions about relationships among them. [SS.6.11](#)

Complexity a

- a** Compare different sets of data to draw a conclusion. [SS.6.11A](#)

Complexity b

- b** Identify a similarity between two sets of data. [SS.6.11B](#)

Complexity c

- c** Identify what a data set is representing. [SS.6.11C](#)

Learning Progression

- Create a data set by counting and grouping items based on given characteristics (e.g., color, size). [SS.6.11.LP.A](#)
- Create a single data point by counting the number of items in a group. [SS.6.11.LP.B](#)
- Engage with objects that can be sorted. [SS.6.11.LP.C](#)

12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies. [SS.6.12](#)

Complexity a

- a** Identify the short- and long-term consequences of a personal economic decision. [SS.6.12A](#)

Complexity b

- b** Use multiple sources to make an informed economic decision (e.g., advertisements, price comparisons). [SS.6.12B](#)

Complexity c

- c** Identify an item that may have a different cost at another store. [SS.6.12C](#)

Learning Progression

- Match items with the stores at which they can be purchased. [SS.6.12.LP.A](#)
- Engage with representations of different types of stores. [SS.6.12.LP.B](#)

Scarcity

13 The fundamental questions of economics include what to produce, how to produce, and for whom to produce. [SS.6.13](#)

Complexity a

- a** Describe how the wants of people determine what goods and services are produced. **SS.6.13A**

Complexity b

- b** Identify different methods of production for given goods (e.g., single item vs. mass production). **SS.6.13B**

Complexity c

- c** Match products to the intended consumer. **SS.6.13C**

Learning Progression

- Sort items from a set into categories of consumer (e.g., cook, student, athlete, teacher). **SS.6.13.LP.A**
- Engage with products in an advertisement by selecting items the student is interested in purchasing. **SS.6.13.LP.B**
- Engage with representations of people making/ manufacturing items (e.g., assembly line, bakery, construction site). **SS.6.13.LP.C**

14 When regions and/ or countries specialize, global trade occurs. **SS.6.14**

Complexity a

- a** Compare a locally produced item with an imported item and explain why people trade. **SS.6.14A**

Complexity b

- b** Identify an item that is imported and give one reason why the item is imported (e.g., bananas, pineapples). **SS.6.14B**

Complexity c

- c** Identify an item that is not locally produced (e.g., bananas, pineapples). **SS.6.14C**

Learning Progression

- Sort items with country of origin labels and sort into “U.S.” and “Somewhere Else.” **SS.6.14.LP.A**
- Engage with representations of climatic regions where farming/agriculture is favorable and not favorable. **SS.6.14.LP.B**

Markets

15 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 productive resources (e.g., entrepreneurship, human resources, natural resources, capital) used. **SS.6.15**

Complexity a

- a** Explain why some goods are easier to find than others and how this affects price. **SS.6.15A**

Complexity b

- b** Identify goods that are more expensive and discuss what determines the cost. **SS.6.15B**

Complexity c

- c** Identify goods that are readily available in the local environment (e.g., milk in cafeteria, pencils in school store). **SS.6.15C**

Learning Progression

- Match representations of goods supplied by the cafeteria and school store (or other sources) with representations of suppliers. **SS.6.15.LP.A**
- Engage with representations of goods available in the school cafeteria. **SS.6.15.LP.B**

Financial Literacy

16 When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services. **SS.6.16**

Complexity a

- a** Compare the prices of similar goods. **SS.6.16A**

Complexity b

- b** Identify different ways to get price information on the same items (e.g., sale ads, store signs). **SS.6.16B**

Complexity c

- c** Identify the price of goods (e.g., using menus, ads, price tags). **SS.6.16C**

Learning Progression

- Locate prices and goods on a menu (cafeteria) or other advertisement. **SS.6.16.LP.A**
- Understand that money is exchanged for goods in stores and restaurants. **SS.6.16.LP.B**
- Engage with representations of goods available in the school cafeteria. **SS.6.16.LP.C**