2018 6TH GRADE SOCIAL SCIENCES CROSSWALK

# Civics and Government

## Points of Emphasis

The Civics and Government standards expanded to include the significance of governing documents for other entities in the Western Hemisphere beyond the United States. In addition, these standards encourage students to explore how active citizens can engage with a government or community to promote change.

## Possible Essential Questions

How is religion utilized to empower governments?

How are modern societies organized?

Is it possible for individuals to change society?

Are there issues that affect multiple countries throughout the hemisphere?

## Civics and Government Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 6.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere. | 6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere. |
| 6.18. Describe current forms of government in countries in the Western Hemisphere. | 6.2 Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere. |
| New | 6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. |
| New | 6.4 Recognize historical and contemporary means of changing societies and promoting the common good. |
| Previously found in 7.18 | 6.5 Investigate current issues and how they relate to other countries. |

# Economics

## Points of Emphasis

The 2018 economic standards explore additional concepts of economics including an evaluation of social and environmental externalities.

## Possible Essential Questions

What is the free market?

Does globalization help or harm an economy?

What are the unintended consequences of economic decisions?

Why do some groups or societies utilize different economic systems?

## Economics Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 6.19. Describe the role and function of prices in the economy. | 6.6 Analyze the roles of competition, supply, and demand in determining prices and wages. |
| Previously found in 7.21 | 6.7 Explain the function of imports, exports, and trade in the economy. |
| New | 6.8 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole. |

# Multicultural Studies

## Points of Emphasis

In the 2018 standards Multicultural Studies is a distinct domain to ensure that students explore, analyze, and explain the social science of various individuals and groups, particularly members of society traditionally underrepresented and marginalized. The purpose of this section is to provide teachers with a guide identifying how the new standards from each traditional Social Science domain should be utilized to address the Multicultural Studies domain. The goal of this domain is to encourage all students to understand how social sciences help explain their world and to explore methods and tools to make positive change in their society.

## Possible Essential Questions

How did past societies organize themselves?

How is religion utilized to empower governments?

How are modern societies organized?

Is it possible for individuals to change society?

Are there issues that affect numerous countries throughout the hemisphere?

What is the free market?

Does globalization help or harm an economy?

What are the unintended consequences of economic decisions?

Why do some groups or societies utilize different economic systems?

How can access to economic tools empower or oppress? • How can we use models to better understand the world?

How are people shaped by their environment?

How is the environment changed by people?

Are cultural differences rooted in environmental factors?

How does technological change impact human interaction?

What is the long term impact of human activity on the environment?

Is it possible to be free if you are not treated equally?

Why were women and men treated differently by societies?

How do we determine if a culture is ""advanced"" or ""primitive""?

What are the consequences of a cultural clash?

How did indigenous people resist oppression?

## Multicultural Studies Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| Previously Embedded in 2011 Standards 7.17 | 6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere. (Civics) |
| Previously Embedded in 2011 Standards 6.18 | 6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere. (Civics) |
| New | 6.4 Recognize historical and contemporary means of changing societies and promoting the common good. (Civics) |
| New | 6.8 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole. (Economics) |
| New | 6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. (Geography) |
| New | 6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere. (History) |
| New | 6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History) |
| New | 6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups |

# Financial Literacy

## Points of Emphasis

In the 2018 specific standards have been identified for Financial Literacy as distinguished from Economics. The goal is to help students understand how knowledge and decisions involving money impacts their lives.

## Possible Essential Questions

What is the best way to pay bills?

Is it a good idea to borrow money?

How can you protect yourself from loss?

How do you decide if you can afford something?

## Financial Literacy Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 6.19. Describe the role and function of prices in the economy. | 6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payments. |
| New | 6.10 Discuss the advantages and disadvantages of borrowing money to buy something. |
| New | 6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss. (Wearing helmets, bike theft, and piggy bank v. bank). |
| New | 6.12 Define and explain the following: spending, savings, credit, and debt. |

# Geography

## Points of Emphasis

The 2018 Geography standards combine several of the previous standards and require students to construct and analyze the tools of geography.

## Possible Essential Questions

How can we use models to better understand the world?

How are people shaped by their environment?

How is the environment changed by people?

Are cultural differences rooted in environmental factors?

How does technological change impact human interaction?

What is the long term impact of human activity on the environment?

## Geography Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 6.11. Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.  6.12. Collect and analyze data to describe regions of the Western Hemisphere | 6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions (e.g., perceptual impacts for creating boundaries, borders, cultural regions of indigenous peoples). |
| 6.13. Classify and analyze the types of connections between places in the Western Hemisphere.  6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events. | 6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. |
| 6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere. | 6.15 Explain and demonstrate how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as, religion, land use, population). |
| 6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability  in the Western Hemisphere" | 6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability. |

# History

## Points of Emphasis

The 2018 standards encourage students to explore the history of the full diversity of the different groups of people of the Western Hemisphere. Students should examine and evaluate the interactions between "Old and New World", while also understanding the deep history of indigenous cultures. The Historical thinking skills of cause and effect should be applied to analyze the how and why of the modern realities of the culturally diverse Western Hemisphere.

## Possible Essential Questions

Is it possible to be free if you are not treated equally?

Why were women and men treated differently by societies?

How do we determine if a culture is "advanced" or "primitive"?

What are the consequences of a cultural clash?

How did indigenous people resist oppression?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- | --- |
| **Historical Knowledge** | 6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange. | 6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere. |
| New | 6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties. |
| New | 6.19 Examine the continuity and change of the indigenous cultures through relevance and contributions to modern society. |
| New | 6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. |
| New | 6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). |

# History

## Points of Emphasis

The 2018 standards emphasizes the historical thinking and conceptions of time and space of the peoples of the Western Hemisphere.

## Possible Essential Questions

Why do cultures have different ways to mark time?

What is the correct way to count the years?

What causes the rise and fall of states or empires?

Are all empires destined to fall?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- | --- |
| **Historical Thinking** | 6.4. Explain how different cultures in the Western Hemisphere record history.  6.7. 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. | 6.22 Compare alternative ways that historical periods and eras are designated (e.g. since time immemorial, ad infinitum, BCE, CE, BC, AD, decade, century, millennium). |
| 6.5. Critique information to determine if it is sufficient to answer historical questions.  6.8. Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs. | 6.23 Analyze cause and effect relationships within the living histories of indigenous peoples such as land, technology, and competing economic interests. |
| 6.6. Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas. | Moved to 4.16 Historical Thinking |
| 6.9. 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. | Moved to 4.15 Historical Thinking |
| 6.10. Identify issues related to a historical event in the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved. | Moved to 6.28 Social Science Analysis |

# Social Science Analysis

## Points of Emphasis

The standards encourage the critical consumption and production of information by students as they investigate relevant issues and determine the possible approaches to address relevant problems.

## Possible Essential Questions

Should we believe something if it is on the web, on TV, or in print?

Can two versions of events both be true?

What is the ""best"" source for gaining historical knowledge?

How do we decide when to pay attention to an issue?

Do you need the ability to vote to make a difference in a democracy?

## Social Sciences Analysis Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 6.20. Critique information to determine if it is sufficient to answer questions. | 6.25. Critique information by determining its sufficiency to answer questions and if the source is credible. |
| 6.21. Clarify key aspects of an event, issue, or problem through inquiry and research.  6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.  6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts). | 6.24. Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research. |
| New | 6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem. |
| New | 6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies and potential outcomes. |