

Grade 6 Social Studies Standards

DOMAIN: World History Survey			
Code: CI	Strand: Social Justice and Catholic Identity	Rating	Completed
6.CI.1	Cultural Tradition: Identify world religions and their effects on cultural development. a. How religions demonstrate cultural diversity b. Effects on cultures c. Ethnic groups	Priority	
6.CI.2	Social justice: describe the Catholic Church's role in promoting social justice and responsibility in the past to the present times.	Priority	
6.CI.3	Church history: explain the influence of the church from the Roman Empire to the Middle Ages through the Reformation.	Priority	
6.CI.4	Stewardship: a. Analyze the leadership skills (noticing the needs of others, standing on the side of truth) of those in power in the period under study b. Analyze the care for God's creation in the period under study c. Understand that stewardship encompasses and sees the gifts in an individual that uses their time, talent, and treasure	Priority	
Code:	Strand: History	Rating	Completed
6.H.1	Early Civilizations and World in Transition: describe the lifestyles of humans in the Paleolithic and Neolithic ages.	Priority	
6.H.2	Determine how the following factors influence groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors e. religion	Priority	
6.H.3	Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt c. Huang He - China d. Indus-India	Supporting	
6.H.4	Compare the forms of government in ancient civilizations (i.e., republics, democracies, and theocracies).	Priority	
6.H.5	Describe scientific and cultural advancements (i.e., networks of roads, aqueducts, art and architecture, literature and theater, mathematics, philosophy) in ancient civilizations.	Priority	
6.H.6	Identify the roles and contributions of individuals in the following ancient civilizations:	Priority	

	<ul style="list-style-type: none"> a. Persia, Greece and Greek City-States (i. e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great, Cyrus the Great) b. Rome (i. e., Julius Caesar, Augustus) c. China (i. e., Di, Confucius, Sun Tzu) d. Egypt (i. e., Hatshepsut, Ramses, Cleopatra) 		
6.H.7	Describe the transition from the Roman Empire to the Byzantine Empire.	Supporting	
6.H.8	Describe aspects (e. g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.	Priority	
6.H.9	Describe how the Renaissance was a time of advancement in Europe.	Priority	
6.H.10	Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation: <ul style="list-style-type: none"> a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther 	Supporting	
6.H.11	Describe how new ways of thinking in Europe during the Reformation fostered changes in society.	Supporting	
6.H.12	Describe the Catholic Church's role in the following activities during the Middle Ages: <ul style="list-style-type: none"> a. Crusades b. Inquisition c. Education d. Government e. Spread of Christianity 	Supporting	
6.H.13	Discuss life in Europe during the Middle Ages.	Priority	
6.H.14	Describe the transition from feudalism to nationalism at the end of the Middle Ages.	Supporting	
6.H.15	Identify patterns of economic interaction between countries and cultures and describe how trade routes led to the exchange of ideas (i.e., religion, scientific advances, literature) between Europe, Asia, Africa, and the Middle East during the 15th and 16th centuries. <ul style="list-style-type: none"> a. Desire for new routes to the Indies 	Supporting	
Code:	Strand: Geography	Rating	Completed
6.G.1	Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	Supporting	
6.G.2	Locate physical and human features (i.e., significant waterways, mountain ranges, cities, countries) of the world on the map.	Priority	
6.G.3	Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.	Supporting	

6.G.4	Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions (i.e., human dependence on natural resources, intended and unintended consequences of human modification).	Priority	
6.G.5	Interpret the demographic structure of places and regions using a population pyramid.	Priority	
6.G.6	Compare and contrast cultural norms that influence different social, political, and economic activities of men and women.	Supporting	
6.G.7	Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.	Priority	
6.G.8	Describe the intended and unintended consequences of human modification (i.e. irrigation, aqueducts, canals) on the environment.	Priority	
6.G.9	Explain how changes in the natural environment (i.e., flooding of the Nile) can increase or diminish its capacity to support human activities.	Priority	
6.G.10	Identify the way humans respond to/prepare for natural hazards (i. e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.	Supporting	
Code:	Strand: Government	Rating	Completed
6.GOV.1	Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.	Priority	
6.GOV.2	Describe the impact of the Roman Republic on ancient Romans and how it relates to current forms of government.	Priority	
6.GOV.3	Government Systems of the World: Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. communism	Priority	
Code:	Strand: Economics	Rating	Completed
6.E.1	Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	Supporting	
6.E.2	Determine how scarcity, opportunity costs, and trade-offs influence decision making.	Supporting	
6.E.3	Explain why specialization improves standards of living.	Supporting	
6.E.4	Compare how money, as opposed to barter, facilitates trade.	Supporting	
6.E.5	Explain how trade promotes economic growth throughout world regions.	Supporting	
Code:	Strand: 5-8 General Concepts in Social Studies	Rating	Completed

5-8.GC.1	Use information from written documents, oral presentations, and media to discuss current events. Include geographic knowledge and skills as they relate to current events.	Priority	
5-8.GC.2	Use primary and secondary sources to research and study people and events of the past.	Priority	
5-8.GC.3	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, Electoral College, civil and community service, volunteering, jury duty).	Supporting	
5-8.GC.4	Recognize the significance/relevance of American individuals, events, and symbols as they occur throughout the school year.	Supporting	
5-8.GC.5	Study and develop maps in relation to specific events, landmarks, and class content.	Priority	
5-8.GC.6	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).	Priority	
5-8.GC.7	Recognize the validity of different perspectives of individuals and groups throughout history.	Supporting	
5-8.GC.8	Analyze the effects of propaganda on individuals and society.	Supporting	