North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Essential Standards: Sixth Grade Social Studies ● **Unpacked Content**
For the new Essential Standards effective in all North Carolina Public Schools in the 2012-13 school year.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must understand, know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that would likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not meant to be exhaustive, but seeks to address key terms and definitions that are critical in building student knowledge and understanding in the content area. These terms should not be used for basic recall or memorization, but to enhance the student's ability to make connections across other disciplines and in the real world.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Just want the standards alone?
You can find the standards alone at http://www.ncpublicschools.org/acre/standards/new-standards/#social.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

History

Essential Standard:
6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

Concept(s): Historical Thinking, Patterns, Perspective, Civilization

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.	**The student will be able to understand:** • Historical events or issues can be understood through the use of data. **The student will know:** • Examples of how charts, graphs and historical narratives can be used to explain historic events. **The student will be able to:** • Create charts, graphs, and historical narratives to explain events or issues **For example:** Use data from various sources (government records, maps, military accounts, letters written by Roman soldiers) to create a timeline explaining the fall of the Roman empire. **Key Terminology**: • **Historical narrative** is an account, report or story of events or experiences based on factual evidence from the past. **Resources:** • National Center for History in the Schools (UCLA) – Historical Comprehension: http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical-comprehension/?searchterm=historical%20narrative • Teaching History.org: *"Stories in History: Is Narrative an American Approach"* http://teachinghistory.org/issues-and-research/research-brief/23631

6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	**The student will understand:** • Understanding the literal meaning of a historical document encourages more accurate conclusions about historical issues and events. **The student will know:** • Examples of historical documents and the events or issues associated with them. • The literal meaning of a historical text refers to identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed as suggested by the document(s). **The student will be able to:** • Use a stimulus as part of historical study. • Appropriately summarize a stimulus in the course of discussing historical events. • Establish a theme or main idea of a historical document through its nonfigurative meaning. • Identify the who, what, where and cause and effect of historic events, dependent on the stimulus that is being summarized. **For example:** Examine the following excerpt from <u>Hammurabi's Code</u>. "If a nobleman puts out the eye of another nobleman, his eye shall be put out." When taken literally, this means simply that one man's eye is removed in exchange for the eye he removed. However; when the phrase "an eye for an eye" is taken as a whole, it signifies retaliation or retribution. *Note: Once students are able to establish the literal meaning of a document, they will be able to apply this meaning to multiple situations/time periods to establish the context for the use of that document.* **Key Terminology**: • **Literal meaning** refers to the meaning of a passage or text as the original author intended and what the

	original witnesses/readers understood.
	Resources:
	• National Center for History in the Schools (UCLA) – Historical Thinking Standard 2: http://www.nchs.ucla.edu/Standards/standards-for-grades-k-4/historical-thinking-standards/2.-historical-comprehension#section-0
	Note: Reconstructing the literal meaning of a historical passage requires one to identify certain contextual information i.e. who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed. Once students are able to establish the literal meaning of a document, they will be able to apply this meaning to multiple situations/time periods to establish the context for the use of that document. Additionally, students will be able to see if that literal meaning stood the test of time.
6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	**The student will understand:** • Interpreting multiple historic perspectives is important to understanding the past. • The criterion for using historical tools improves our understanding of the past. **The student will know:** • How to distinguish and differentiate between the value of a primary and a secondary source. • Examples of primary and secondary sources. **The student will be able to:** • Use different sources of information from multiple perspectives (i.e. personal backgrounds and individual experiences, socioeconomic status, political affiliation, time periods) to understand and interpret multiple perspectives on a particular event or issue. **For example:** For an inclusive understanding of Christopher Columbus's voyages, students may look at multiple documents with varying perspectives. These could include Columbus's journal, maps and charts from each voyage, Columbus's letter to the Spanish monarchs, and excerpts from the writings of Bartolomé de Las Casas. **Key Terminology**: • **Primary sources** provide a first-hand account or direct evidence concerning a topic under investigation.

They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later. (Yale University, see resource link below)

Examples include: photographs, letters, diaries, artifacts, music and songs, broadsides, poetry, charts/graphs, census records & other governmental documents, audio recordings, architectural landmarks, etc.

- **Secondary sources** provide interpretations of primary sources. Examples include: biographies, monologues, magazine and journal articles, newspapers, documentaries, etc.

- **Historical perspective** is the ability to describe the past from the point of view of those who lived during the particular time period under study.

Resources:
- Primary Sources at Yale University: http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
- Primary Source: Educating for Global Understanding: http://www.primarysource.org/what-is-a-primary-source
- Distinguish Between Primary and Secondary Sources: http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources
- Using Primary Sources – Library of Congress: http://www.loc.gov/teachers/usingprimarysources/
- National Center for History in the Schools (UCLA) – Historical Comprehension: http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical-comprehension/?searchterm=historical%20perspective
- The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century: http://historicalthinking.ca/concept/historical-perspectives

Note: Acquiring a historical perspective requires one to (a) study primary sources of the time period under study including literature, diaries, letters, debates, arts, artifacts, etc.; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoid "present-mindedness," judging the past solely in terms of present-day norms and values. (See the National Center for History in the Schools UCLA site listed in the references above).

Essential Standard:
6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.
Concept(s): Conflict, Migration, Continuity, Change, Innovation

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).	**The student will understand:** • Invasions, conquests, and migrations often have political, economic, social, and/or technological consequences. **The student will know:** • The implications of selected invasions, conquests and migrations. **For example:** The impact of the <u>Silk Roads</u> as a trading network.
6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.	**The student will understand:** • Repeated issues and events may not necessarily result in the same outcomes. • Historical issues and events are often mirrored in contemporary issues and events. **For example:** Draw parallels between the eruption of <u>Mt. Vesuvius in 79 CE</u> and the <u>2004 Indian Ocean tsunami</u>. **The student will know:** • Examples of current issues and events that reflect continuity or change. *Note: While you may not see specific knowledge components outlined in this particular objective, the content students may have to know is dependent on contemporary issues and the historical event to which students are comparing.*

6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).	**The student will understand:** • Innovation and/or technology can cause political, economic, social, and/or cultural changes that can result in the growth or collapse of civilizations. **For example:** The construction of irrigation systems allowed for the rise of ancient civilizations. **The student will know:** • Innovation often includes thoughts, processes and procedures, in addition to inventions. • Examples of innovative inventions, thoughts, processes, and procedures. **Key Terminology:** • **Innovation** refers to the creation and implementation of new ideas, methods, or devices. • **Technology** is defined as the application of scientific knowledge for practical purposes.
6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).	**The student will understand:** • Effective leadership may direct the course of history. • Historical figures and groups can have cultural, political, economic, and/or military influence. **The student will know:** • Examples of key historical figures and their impacts on society. • Factors that motivate or influence the process of making decisions by key historical figures and groups. • The lasting impact of the contributions of various historical figures and groups. **For example:** Sun Tzu wrote on issues of military strategy in the 6th century BCE. Throughout history, his strategies have been used by diverse military leaders including Mao Zedong, Douglas McArthur and Napoleon.

Geography and Environmental Literacy

Essential Standard:

6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).

Concept(s): Place, Location, Movement, Human-Environmental Interaction, Region

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?

6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).	**The student will understand:**
	• Physical features and human characteristics may bring about the emergence, expansion and decline of civilizations, societies and regions.
	
	    For example: Many early civilizations, such as <u>Mesopotamia</u>, developed around rivers. The Tigris and Euphrates Rivers helped the civilization thrive because the rivers provided water for crops and transportation.
	
	• Human characteristics of a place may contribute to the order and stability of a society or civilization.
	
	    For example: Mountains (Himalayas and Vindhya Mountains) and rivers (Ganges) cut <u>India</u> off from other civilizations. Due to this isolation, India developed a culture that was relatively free from the influences of other ancient civilizations.
	
	The student will know:
	• Physical features of a place may include climate, landforms, soil type, and vegetation.
	
	• Human characteristics of a place may include language, religion, political systems, economic systems, population distribution, and quality of life.

6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).	**The student will understand:** • Reasons people migrate may be based on basic needs for survival. • The desire for freedom may serve as motivation for migration. • The opportunity for economic advancement may function as a factor for movement. • Both desire for wealth and scarcity of resources may be factors that drive the movement of people, goods and ideas. • Immigrants often introduce new goods and ideas to a region that may transform the culture of that region. **For example:** Migration and interaction between the Nubian and Egyptian cultures led to new economic structures, religious practices, and cultural values. • The emergence, expansion and decline of a society or region may be influenced by movement. **The student will know:** • Factors that motivate movement of people, goods and ideas. • Examples of the movement of people, goods and ideas. • Effects of the movement of people, goods, and ideas on regions and civilizations.
6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).	**The student will understand:** • Regions often develop differently because of their distinctive physical, political, and cultural characteristics. **The student will know:** • A region is defined by physical, human, or economic unifying characteristics. • Regions can be formal or informal.

	The student will be able to:
	• Compare distinguishing characteristics of regions in order to understand changes over time.
6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).	**The student will understand:** • People depend on the physical environment for survival. • Civilizations and societies adapt to the environment in order to meet needs. • People modify the environment in order to meet human needs. **For example:** Mesoamericans increased their arable land by creating chinampas. **The student will know:** • Examples of modifications and adaptations to the environment. **For example:** Modification of the environment can include irrigation systems, terracing, and the building of dams, bridges, and roads. • Ways humans adapt their behavior as their environment changes.

Essential Standard:

6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.

Concept(s): Geographic Tools, Civilization, Society, Expansion, Decline

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and	**The student will understand:** • Geographic representations and tools may be used to understand the relationship between the people, places and events of history.

regions.	**The student will know:** • How the five themes of geography provide an integrated components in understanding civilizations, societies, and regions. • Examples of geographic technology tools. • The different components of a map, globe, chart or graph (i.e. key, legend, compass rose, title, scale) and how they have changed over time. **The student will be able to:** • Interpret modern and historical maps, charts, graphs and geographic data. • Draw conclusions from both modern and historical maps, charts, graphs, geographic data and available technology tools about a civilization, society or region.
6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population, resource distribution patterns).	**The student will understand:** • Globes, maps, charts and graphs can provide visual explanation of geographic changes in a civilization, society, or region. **The student will know:** • Examples of geographic phenomena. • The different components of a map, globe, chart or graph (i.e. key, legend, compass rose, title, scale) and data about geographic phenomena may look different throughout history. **The student will be able to:** • Create maps, charts and graphs to explain pre-existing data or geographic phenomena. **For example:** Students may use two modern or historical maps of Ethiopia – one topographical and one representing human characteristics - to create a graphic representation depicting how people adapted to their environment. **Key Terminology:**

- **Geographic phenomena** are the features of the Earth's surface as well as the activities that take place on the Earth's surface. These phenomena may be physical (i.e. topography, waterways, climate, and vegetation) or human (i.e. the development of towns and cities, the spread of disease, trade flows, and population distribution). The location and arrangement of geographic phenomena may lead to recurring patterns.

Resources:
- National Geographic: http://www.nationalgeographic.com/xpeditions/standards/03/index.html
- Geographic phenomenon: http://geospatial.referata.com/wiki/Geographic_Phenomenon

Economics and Financial Literacy

Essential Standard:
6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.
Concept(s): Conflict, Compromise, Economic Development, Quality of Life, Trade, Civilization, Society, Region

Clarifying Objectives	**Unpacking** What does this standard require a student to understand, know and be able to do?
6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).	**The student will understand:** • Competition over natural resources often causes conflict. • The availability of natural, human and capital resources may facilitate the opportunities for economic development. • Compromise and negotiation over access to natural, human and capital resources can facilitate or challenge economic development. **For example:** Spain's quest for natural resources like gold and silver led to economic and cultural conflict with native populations in Mexico, Central and South America. This conflict

	depleted the region's natural resources and left the natives economically disadvantaged.
	The student will know: • A civilization, society or region has various types of resources (natural, human and capital). • Natural resources can be renewable and non-renewable. • Human resources include people used for labor and ideas. • Capital resources are tools, machines and/or factories used to produce goods. • Examples of natural, human, and capital resources.
6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.	**The student will understand:** • Trade networks can stimulate a region's economic development and enhance its standard of living. • The expansion of trade networks may challenge the standard of living within a region as groups conflict over control and resources. • Trade networks can encourage cultural exchange between regions and may lead to the transformation of a civilization or region. • Leaders make economic choices that may shape citizens' quality of life. ` **The student will know:** • Examples of how quality of life can be measured using social and economic indicators. • How trading networks impacted citizens' opportunities to engage in commercial activities and access new products. • How trade networks can lead cultural exchange.

- Examples of how leaders' economic choices impacted the citizens' quality of life.

Key Terminology:
- **Quality of life** (QOL) can be broadly defined as socio-economic wellbeing and life satisfaction and is a subjective measure, but can be quantified, by using a quality-of-life index. Standard indicators of quality of life include material wellbeing (GDP), health, political stability and security, family life, community life, climate and geography, job security, political freedom, and gender equality.

References:
- Economists: "The Economist Intelligence Unit's quality-of-life index" http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf
- Investopedia: http://www.investopedia.com/terms/q/quality-of-life.asp#axzz1nXvuJZ6G

Note: Quality of life should not be confused with standard of living. Standard of living is the level of wealth, comfort, material goods, and necessities available to a particular socio-economic class in a particular geographic area/region.(see http://www.investopedia.com/terms/s/standard-of-living.asp#axzz1nXvuJZ6G for additional information about standard of living.)

Civics and Government

Essential Standard:
6.C&G.1 Understand the development of government in various civilizations, societies and regions.

Concept(s): Government, Rights, Responsibilities, Citizenship, Political Thought

Clarifying Objectives	Unpacking What does this standard require a student to understand, know and be able to do?
6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).	**The student will understand:** • Governmental structure is often determined by the values and beliefs of a society. • The role of government may be altered in response to social and economic conditions.

	• The structure of a governmental system may be determined by the political origin of a civilization.

The student will know:
• Government structure depends on a number of factors that include location, leadership, economy, philosophical beliefs, and/or historical influence.

• The origins and organizational structures of various governmental systems.

• How the role of various governments may change in response to social and economic conditions. |
| 6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles). | **The student will understand:**
• Cultural and economic factors can shape political thought.

• The desire for improved political, economic, or social conditions may stimulate individuals to seek new political ideas and practices.

  For example: Mercantilism is an economic and political theory aimed at building a wealthy and powerful state.

The student will know:
• Examples of political thought in various civilizations, societies and regions.

• How cultural and economic factors impact political thought.

  For example: The beliefs concerning equality of citizens, in conjunction with an economic golden age after the Greco-Persian Wars led to the political thought of Direct Democracy in the Greek city-state of Athens.

Key Terminology:
• **Political thought** involves the ideas that shape the development of governmental systems. |

6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.	**The student will understand:** • Citizens have certain roles and responsibilities in a society. • Government has certain obligations to citizens. • Governmental structure shapes the role of the citizen. **The student will know:** • Examples of the expectations for citizens in different forms and structures of government. • The meaning of citizenship varies depending on the governments' form and structure. **For example:** For example, in the Athenian democracy, only a small portion of the population was granted citizenship. Women, slaves, foreigners and adult males who had not completed military training were excluded from citizenship.
6.C&G.1.4 Compare the role (e.g., maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g., need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.	**The student will understand:** • Laws and legal systems evolve in response to political, economic and social factors. • The methods used to maintain social and political stability and order may be dependent on the society in which individuals live. **The student will know:** • How legal systems function in various civilizations, societies and regions. • How legal systems and methods of enforcement are structured in various civilizations, societies and regions. • How legal systems and methods of enforcement compare to the laws of today. **For example:** The Byzantine Empire sought to maintain order through a combination of religious and secular law, such as Justinian's Code.

Culture	

Essential Standard:
6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

Concept(s): Cultural Expression, Religion, Social Structure, Region

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).	**The student will understand:** • The values and beliefs of a civilization, society or region can be expressed through art, dance, music, literature and architecture. • The history and culture of a society may be expressed through oral, written, or illustrated work. • Cultural expressions can reveal the values of a civilization, society or region. **The student will know:** • Examples of cultural expression from various civilizations, societies, or regions. • How the values of a group are displayed through cultural expressions. **For example:** Stained glass of Medieval cathedrals and illuminations of Medieval university texts reflects the values established by the Catholic Church.
6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).	**The student will understand:** • People may use religion and philosophy in order to explain their ideas about human nature and the universe. • The spread of religious and philosophical beliefs can shape or alter societies, civilizations and regions. **For example:** The spread of Islam, beginning in the 7th century, had political, economic, and social consequences. Powerful Muslim empires (e.g., Abbasids, Seljuk Turks, Mughals, and Ottomans)

	used their armies to amass large territories throughout the Middle East, India and Africa. Many conquered people converted to Islam. Jews and Christians paid a poll tax and were allowed to continue their own religious beliefs.. Ornate architectural styles, featuring domes, minarets, and arabesque art, become popular as Islam spread throughout the world. **The student will know:** • The basic tenets of major world religions and philosophies such as Hinduism, Buddhism, Judaism, Confucianism, Christianity, and Islam. • Examples of how Hinduism, Buddhism, Judaism, Confucianism, Christianity and Islam transformed various societies. • Examples of religious practices and philosophies that influenced civilizations in the Americas, Africa, Asia, and Europe (e.g.: Shintoism, Zoroastrianism, Taoism, Animism, etc.)
6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).	**The student will understand:** • Systems of social structure have positive and negative impacts on society. • Social stratification systems can define the way a society's people interact economically and socially **For example:** In ancient India, people were divided into five distinct castes. A person's caste determined his/her social status. It also limited a person's economic prospects. People from different castes were not allowed to eat or socialize together. In ancient India, you could only marry someone from your own caste. **The student will know:** • The difference between class and caste systems. • How hierarchy affects social systems. • Examples of negative and positive impacts on society due to social structure.

6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.

6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).

6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.

6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).

6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).

6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).

6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).

6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).

6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.

6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population, resource distribution patterns).

6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).

6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).

6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).

6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.

6.C&G.1.4 Compare the role (e.g., maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g., need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).

6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).

6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).

Appendix A: Key Terminology

Essential Standard: 6.H.1

- **Historical narrative** is an account, report or story of events or experiences that is based on factual evidence from the past.

- **Literal meaning** refers to the meaning of a passage, text, etc. as the original author intended and what the original hearers/readers would have understood.

- **Primary sources** provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are often created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later.

- **Secondary sources** provide interpretations of primary sources. Examples include: biographies, textbooks, monologues , magazine and journal articles.

- **Historical perspective** is the ability to describe the past from the point of view of those who lived during the particular time period.

Essential Standard: 6.H.2

- **Innovation** refers to the creation and implementation of new ideas, methods, or devices.

- **Technology** is defined as the application of scientific knowledge for practical purposes.

Essential Standard: 6.G.2

- **Geographic phenomena** are the features of the Earth's surface as well as the activities that take place on the Earth's surface.

Essential Standard: 6.E.1

- **Quality of life** (QOL) can be broadly defined as socio-economic wellbeing and life satisfaction, and is a subjective measure, but can be quantified, to some extent, by using a quality-of-life index or other tool.

Essential Standard: 6.C&G.1

- **Political thought** consists of the ideas that shaped the development of governmental systems.