



**Glencoe**

**OHIO**  
**Social Studies Grade-Level Indicators**  
**Grade Six**  
***The World and Its People* © 2005**

<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
<b>History Standard</b> Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.	
<i>Chronology</i>	
1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.	SE: <i>Graphic Organizer</i> 257, 297, 371, 386, 554 <i>Social Studies Skill</i> 298 <i>Critical Thinking Skill</i> 416, 555 <i>Critical Thinking</i> 497, 565
2. Arrange dates in order on a time line using the conventions of BC and AD or BCE and CE.	SE: <i>Graphic Organizer</i> 257, 297, 371, 386, 554, 580, 670 <i>Social Studies Skill</i> 298 <i>Critical Thinking</i> 497, 565
<i>Early Civilizations</i>	
3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including a. hunting and gathering b. tool making c. use of fire d. domestication of plants and animals e. organizing societies f. governance	SE: 26-27, 84-85, 97 <i>On Location</i> 26
4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 BC including a. location b. government c. religion d. agriculture e. cultural and scientific contributions	SE: 466-471 <i>Applying Map Skills</i> 467 <i>Exploring Economics</i> 468 <i>On Location</i> 469 <i>Believe It or Not</i> 470 <i>Making Connections</i> 472

STANDARDS	PAGE REFERENCES
<i>The First Global Age</i>	
5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including <ol style="list-style-type: none"> <li>location</li> <li>government</li> <li>religion</li> <li>agriculture</li> <li>cultural and scientific contributions</li> </ol>	SE: 145-146, 197-199, 267 <i>Applying Map Skills</i> 198 <i>On Location</i> 199 <i>Making Connections</i> 201 <i>Exploring Economics</i> 267
<b>People in Societies Standard</b> Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.	
<i>Cultures</i>	
1. Compare the cultural practices and products of the societies studied including <ol style="list-style-type: none"> <li>class structure</li> <li>gender roles</li> <li>beliefs</li> <li>customs and traditions</li> </ol>	SE: 80-85, 150-151, 168-169, 203-204, 220-222, 342, 346-347, 572-573 <i>Making Connections</i> 489 <i>Exploring Culture</i> 695
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including <ol style="list-style-type: none"> <li>Buddhism</li> <li>Christianity</li> <li>Judaism</li> <li>Hinduism</li> <li>Islam</li> </ol>	SE: 473-477 <i>Applying Map Skills</i> 81 <i>Analyzing the Chart</i> 82 <i>Analyzing the Map</i> 474 <i>Primary Source</i> 475 <i>Study and Writing Skill</i> 478
<i>Interaction</i>	
3. Explain factors that foster conflict or cooperation among countries <ol style="list-style-type: none"> <li>language</li> <li>religion</li> <li>types of government</li> <li>historic relationships</li> <li>economic interests</li> </ol>	SE: 80-85, 92-96, 97-100 <i>Analyzing the Chart</i> 82, 83, 94 <i>Applying Map Skills</i> 84, 95 <i>Primary Source</i> 99 <i>Time Reports</i> 101-107
<b>Geography Standard</b> Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.	
<i>Location</i>	
1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.	SE: RA1-RA30, 23-24, 39-42 <i>Geography Handbook</i> 4-5 <i>Applying Map Skills</i> 41 <i>Place Location Activity</i> 44, 154, 172 <i>Social Studies Skill</i> 196, 713
2. Use coordinates of latitude and longitude to locate points on a world map.	SE: 24-25, 53 <i>Geography Handbook</i> 4-5 <i>Making Connections</i> 28 <i>Social Studies Skill</i> 60

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<i>Places and Regions</i>	
3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including <ol style="list-style-type: none"> <li>agriculture</li> <li>mining</li> <li>fishing</li> <li>manufacturing</li> </ol>	SE: 92-96, 97-100 <i>Analyzing the Chart</i> 94 <i>Applying Map Skills</i> 95, 240 <i>Analyzing the Time Line</i> 98 <i>Primary Source</i> 99 <i>Time Reports</i> 101-107 <i>Map Study</i> 120, 540
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.	SE: 23-24, 61-68, 87-91 <i>Geography Handbook</i> 2-3 <i>Applying Map Skills</i> 63, 64, 81, 84, 89, 95
<i>Human Environmental Interaction</i>	
5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including <ol style="list-style-type: none"> <li>bodies of water</li> <li>landforms</li> <li>climates</li> <li>vegetation</li> <li>weathering</li> <li>seismic activity</li> </ol>	SE: 36-38, 41-42, 52-54, 56-58, 61-68, 92-93 <i>Applying Map Skills</i> 63, 64, 95 <i>Exploring Economics</i> 468
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including <ol style="list-style-type: none"> <li>urbanization</li> <li>desertification</li> <li>deforestation</li> </ol>	SE: 58-59, 69-72, 87-91, 92-93 <i>On Location</i> 70, 71 <i>Analyzing the Graph and Chart</i> 88 <i>Applying Map Skills</i> 89 <i>Eye on the Environment</i> 250-251, 772-773
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including <ol style="list-style-type: none"> <li>dam building</li> <li>energy production/usage</li> <li>agriculture</li> <li>urban growth</li> </ol>	SE: 58-59, 69-72, 87-91, 92-93 <i>On Location</i> 70, 71 <i>Analyzing the Graph and Chart</i> 88 <i>Applying Map Skills</i> 89 <i>Eye on the Environment</i> 250-251, 772-773
<i>Movement</i>	
8. Explain push and pull factors that cause people to migrate from place to place including <ol style="list-style-type: none"> <li>oppression/freedom</li> <li>poverty/economic opportunity</li> <li>cultural ties</li> <li>political conflicts</li> <li>environmental factors</li> </ol>	SE: 87-91, 146, 300, 305, 322, 379-381, 511-512, 585 <i>On Location</i> 90 <i>Time Reports</i> 591-597

STANDARDS	PAGE REFERENCES
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.	SE: 92-96, 97-100 <i>Applying Map Skills</i> 95 <i>Primary Source</i> 99 <i>Time Reports</i> 101-107 <i>Geography &amp; History</i> 228-229, 566-567 <i>Exploring Economics</i> 468
<b>Economics Standard</b> Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.	
<i>Scarcity and Resource Allocation</i>	
1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.	SE: 92-96, 131-136, 341 <i>Applying Map Skills</i> 95, 132 <i>Time Reports</i> 101-107 <i>Map Study</i> 120 <i>Regional Atlas</i> 394, 626 <i>Analyzing the Graph</i> 514
2. Explain that most decisions involve trade-offs and give examples.	SE: <i>Eye on the Environment</i> 76-77, 250-251, 498-499, 772-773 <i>Building Citizenship</i> 187, 291, 546 <i>Critical Thinking Skill</i> 416, 598, 702
<i>Markets</i>	
3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.	SE: 92-96, 131-136 <i>Analyzing the Chart</i> 94 <i>Applying Map Skills</i> 95, 132 <i>Time Reports</i> 101-107 <i>Map Study</i> 120 <i>Regional Atlas</i> 394, 626 <i>Analyzing the Graph</i> 514
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.	SE: 92-96, 131-136 <i>Applying Map Skills</i> 95 <i>Time Reports</i> 101-107 <i>Map Study</i> 120, 460 <i>Regional Atlas</i> 394, 626 <i>Exploring Economics</i> 468 <i>Analyzing the Graph</i> 514
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.	SE: 92-96, 514 <i>Analyzing the Chart</i> 94 <i>Time Reports</i> 263 <i>Regional Atlas</i> 456 <i>Analyzing the Graph</i> 514
<i>Government and the Economy</i>	
6. Distinguish between goods and services typically produced by the private sector and the public sector.	SE: 93-94 <i>Analyzing the Chart</i> 94 <i>Regional Atlas</i> 116, 394 <i>Exploring Economics</i> 321

STANDARDS	PAGE REFERENCES
<p><b>Government Standard</b> Students use knowledge of the purposes, structures and processes of political systems at the local, state, national, and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.</p>	
<i>Role of Government</i>	
<p>1. Explain reasons for the creation of governments such as</p> <ul style="list-style-type: none"> <li>a. protecting lives, liberty and property</li> <li>b. providing services that individuals cannot provide for themselves</li> </ul>	<p>SE: 83, 99, 146-147, 166-167, 294-295, 306-307 <i>Analyzing the Chart</i> 83</p>
<p>2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.</p>	<p>SE: 83, 146-147, 167-168, 302, 305, 410-411</p>
<p>3. Explain the ways that countries interact with each other including</p> <ul style="list-style-type: none"> <li>a. diplomacy</li> <li>b. treaties</li> <li>c. international meetings and exchanges, e.g., United Nations</li> <li>d. military conflict</li> </ul>	<p>SE: 94-96, 99-100, 136, 148, 163, 316-317, 319-321, 324-326 <i>Time Reports</i> 327-333, 526</p>
<i>Systems of Government</i>	
<p>4. Describe the defining characteristics of democracies, monarchies and dictatorships.</p>	<p>SE: 83, 146-147, 294-295, 296, 302, 306-307, 491, 493, 518 <i>Analyzing the Chart</i> 83</p>
<p><b>Citizenship Rights and Responsibilities Standard</b> Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.</p>	
<i>Participation</i>	
<p>1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.</p>	<p>SE: 83, 99, 146-147, 166-167, 341-342, 493 <i>Analyzing the Chart</i> 83 <i>Building Citizenship</i> 291, 401, 733</p>
<i>Rights and Responsibilities</i>	
<p>2. Compare the rights and responsibilities of citizens living under various systems of government.</p>	<p>SE: 83, 99, 146-147, 166-167, 341-342, 493 <i>Analyzing the Chart</i> 83 <i>Building Citizenship</i> 291, 401, 733</p>

STANDARDS	PAGE REFERENCES
<b>Social Studies Skills and Methods Standard</b>	
Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.	
<i>Obtaining Information</i>	
1. Use multiple sources to define essential vocabulary and obtain information for a research project including <ul style="list-style-type: none"> <li>a. almanacs</li> <li>b. gazetteers</li> <li>c. trade books</li> <li>d. periodicals</li> <li>e. video tapes</li> <li>f. electronic sources</li> </ul>	SE: <i>Eye on the Environment</i> 76-77, 250-251, 498-499, 772-773 <i>Time Reports</i> 107, 143 <i>Technology Skill</i> 164, 528 <i>Study and Writing Skill</i> 448, 478
<i>Thinking and Organizing</i>	
2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.	SE: <i>Primary Source</i> 99, 167, 380 <i>Study and Writing Skill</i> 376, 448, 478 <i>Technology Skill</i> 528 <i>Critical Thinking Skill</i> 555, 682, 702
3. Organize information using outlines and graphic organizers.	SE: <i>Graphic Organizer</i> 50, 68, 85, 163, 343, 520, 607, 681 <i>Study and Writing Skill</i> 376, 752
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.	SE: <i>Analyzing the Diagram</i> 49 <i>Standardized Test Practice</i> 75, 155 <i>Analyzing the Graph and Chart</i> 88 <i>Time Reports</i> 107, 333, 443 <i>Analyzing the Graph</i> 514 <i>Social Studies Skill</i> 648
<i>Communicating Information</i>	
5. Complete a research project that includes a bibliography.	SE: <i>Critical Thinking Skill</i> 238, 555, 682, 702 <i>Study and Writing Skill</i> 376, 448, 478, 752, 763 <i>Technology Skill</i> 528
6. Communicate a position on a topic orally or in writing and support the position with evidence.	SE: <i>Time Reports</i> 107, 143, 265, 333, 447, 527, 597, 677 <i>Building Citizenship</i> 291, 401
<i>Problem Solving</i>	
7. Work effectively to achieve group goals <ul style="list-style-type: none"> <li>a. engage in active listening</li> <li>b. provide feedback in a constructive manner</li> <li>c. help establish group goals</li> <li>d. take various roles within the group</li> <li>e. recognize contributions of others</li> </ul>	SE: <i>Eye on the Environment</i> 77, 251, 499, 773 <i>Time Reports</i> 143, 333, 447, 597