



Glencoe

OHIO

Social Studies Grade-Level Indicators

Grade Six

***The World and Its People: Western Hemisphere* © 2005**

STANDARDS	PAGE REFERENCES
History Standard 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>Section Assessment</i> 100, 200, 257, 297 <i>Social Studies Skill</i> 298 <i>National Geographic</i> 98 <i>Reading Strategy</i> 303
2. Arrange dates in order on a time line using the conventions of BC and AD or BCE and CE.	SE: <i>Section Assessment</i> 100, 200, 257, 297 <i>Social Studies Skill</i> 298 <i>National Geographic</i> 98 <i>Reading Strategy</i> 303
<i>Early Civilizations</i>	
3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including <ol style="list-style-type: none">hunting and gatheringtool makinguse of firedomestication of plants and animalsorganizing societiesgovernance	SE: 26-27, 84-85 <i>National Geographic</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 <ol style="list-style-type: none">locationgovernmentreligionagriculturecultural and scientific contributions	SE: 80-85 <i>Social Studies Skill</i> 86

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<i>The First Global Age</i>	
5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including <ol style="list-style-type: none"> location government religion agriculture cultural and scientific contributions 	SE: 174-175, 178, 198, 199, 205, 209, 215-216, 228, 267 <i>National Geographic</i> 198, 199 <i>Making Connections</i> 201
People in Societies Standard 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"> class structure gender roles beliefs customs and traditions 	SE: 80-85, 165-169, 197-200, 202-206, 219-223, 234-237, 254-257, 345-348, 350-353, 358-362, 368-371
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including <ol style="list-style-type: none"> Buddhism Christianity Judaism Hinduism Islam 	SE: 82, 293, 297, 299-300, 378, 380, 381 <i>National Geographic</i> 81, 82, 301 <i>Section Assessment</i> 85 <i>Social Studies Skill</i> 298
<i>Interaction</i>	
3. Explain factors that foster conflict or cooperation among countries <ol style="list-style-type: none"> language religion types of government historic relationships economic interests 	SE: 79, 80-85, 90-91, 92-96, 97-100, 102-107, 138-143, 145-151, 215-217, 294-297, 299-302, 303-307, 314-317, 319-323, 328-333 <i>National Geographic</i> 82, 83
Geography Standard 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: RA2-RA30, 118, 119, 180, 181 <i>National Geographic</i> 41, 44, 74, 127, 191
2. Use coordinates of latitude and longitude to locate points on a world map.	SE: RA2-RA30, 5, 118, 119, 180, 181, 284, 285 <i>Social Studies Skill</i> 60

STANDARDS	PAGE REFERENCES
<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"> agriculture mining fishing manufacturing 	SE: 83, 92-96, 97-100, 102-107, 131-136, 158-163 <i>National Geographic</i> 94, 95, 98, 132, 161
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: 61-68, 80-85 <i>National Geographic</i> 63, 64, 81, 83, 84, 94, 95 <i>Reading Strategy</i> 61
<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"> bodies of water landforms climates vegetation weathering seismic activity 	SE: 34-38, 52-59, 61-68, 89-91 <i>National Geographic</i> 36, 53 <i>Exploring Culture</i> 37 <i>Section Assessment</i> 38, 91
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"> urbanization desertification deforestation 	SE: 69-72, 90-91, 93, 235 <i>Eye on the Environment</i> 76-77, 250-251 <i>Reading Strategy</i> 69 <i>National Geographic</i> 70
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"> dam building energy production/usage agriculture urban growth 	SE: 92-93, 116, 178, 194, 242, 243, 268-269, 357 <i>Eye on the Environment</i> 76-77, 250-251 <i>Reading Strategy</i> 92
<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"> oppression/freedom poverty/economic opportunity cultural ties political conflicts environmental factors 	SE: 84-85, 87-91, 145-146, 148, 150, 204-205, 236 <i>National Geographic</i> 90 <i>Reading Strategy</i> 87 <i>Section Assessment</i> 91, 151

STANDARDS	PAGE REFERENCES
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.	SE: 92-96, 100, 102-107, 136, 163, 194-195, 324-326, 328-333 <i>National Geographic</i> 94, 95
Economics Standard 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, 194-195, 205-206, 234-235 <i>Reading Strategy</i> 92 <i>National Geographic</i> 94, 95, 132, 234
2. Explain that most decisions involve trade-offs and give examples.	SE: 92-96, 131-136, 194-195, 205-206, 234-235 <i>Eye on the Environment</i> 76-77, 250-251
<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: 94-96, 102-104, 136, 163, 194-195, 222-223, 271-272, 329-330 <i>Section Assessment</i> 96, 136
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.	SE: 94-96, 102-104, 136, 163, 194-195, 222-223, 271-272, 329-330 <i>Section Assessment</i> 96, 136
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: 93, 263
<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, 116, 131-136, 161-163, 178, 194-195 <i>National Geographic</i> 94, 132 <i>Section Assessment</i> 96
Government Standard 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.	
<i>Role of Government</i>	
1. Explain reasons for the creation of governments such as a. protecting lives, liberty and property b. providing services that individuals cannot provide for themselves	SE: 83, 146-151, 165-168, 178, 199-200, 204, 216, 220-221, 237 <i>National Geographic</i> 148 <i>The Founders</i> 147
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.	SE: 83, 119, 146-151, 165-168, 178, 199-200, 204, 216, 220-221, 237, 244-245, 285 <i>National Geographic</i> 191

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3. Explain the ways that countries interact with each other including <ol style="list-style-type: none"> diplomacy treaties international meetings and exchanges, e.g., United Nations military conflict 	SE: 94-96, 99-100, 102-104, 136, 163, 194-195, 200, 222-223, 271-272, 306-307, 329-330
<i>Systems of Government</i>	
4. Describe the defining characteristics of democracies, monarchies and dictatorships.	SE: 83, 146-147, 294-295, 306-307, 429-430, 441-446 <i>National Geographic</i> 83, 430 <i>The Founders</i> 147
Citizenship Rights and Responsibilities Standard 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.	
<i>Participation</i>	
1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.	SE: 83, 146-147, 294-295, 306-307, 429-430, 441-446 <i>National Geographic</i> 83, 430 <i>The Founders</i> 147 <i>Building Citizenship</i> 187, 291, 401
<i>Rights and Responsibilities</i>	
2. Compare the rights and responsibilities of citizens living under various systems of government.	SE: 83, 146-147, 294-295, 306-307, 429-430, 441-446 <i>National Geographic</i> 83, 430 <i>The Founders</i> 147 <i>Building Citizenship</i> 187, 291, 401
Social Studies Skills and Methods Standard 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 <ol style="list-style-type: none"> almanacs gazetteers trade books periodicals video tapes electronic sources 	SE: RA2-RA30, RH 2, 14-15, 533-540 <i>Social Studies Online</i> 20, 46 <i>Social Studies Skill</i> 164, 258, 376, 448
<i>Thinking and Organizing</i>	
2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.	SE: <i>Social Studies Skill</i> 448 <i>Primary Source</i> 99, 167, 380, 432
3. Organize information using outlines and graphic organizers.	SE: <i>Social Studies Skill</i> 164, 238, 258, 376 <i>Reading Strategy</i> 34, 39 <i>Section Assessment</i> 38, 50

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4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.	SE: 11-13, 121, 183, 265, 287, 399 <i>National Geographic</i> 30, 31, 88, 148
<i>Communicating Information</i>	
5. Complete a research project that includes a bibliography.	SE: <i>Social Studies Skill</i> 164, 376, 448 <i>What Can You Do?</i> 77
6. Communicate a position on a topic orally or in writing and support the position with evidence.	SE: <i>What Can You Do?</i> 77, 251
<i>Problem Solving</i>	
7. Work effectively to achieve group goals a. engage in active listening b. provide feedback in a constructive manner c. help establish group goals d. take various roles within the group e. recognize contributions of others	The Teacher's Wraparound Edition provides opportunities for Cooperative Learning.