

Sixth Grade: Global Studies

World Regions And Cultures Of The Eastern Hemisphere

(Early Civilizations to Renaissance & Reformation)

The content focus will be viewed through geographic and historical lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. Regions in the Eastern Hemisphere include the Middle East and North Africa, sub-Saharan Africa, Europe, Asia (east, south, and southeast), and Oceania. A course on world regions and cultures can be approached from many angles and perspectives.

There are many topics to pursue in 6th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process. Educators may choose to take a regional approach, a thematic approach, or a historical approach to the content.

- Beginnings of human society such as early hominid development, peopling of the earth, and the Neolithic Revolution
- Early river civilizations such as Mesopotamia, the Nile River Valley, the Indus River Valley, and the Yellow River Valley
- World religions including, but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism, (origins, founders, major tenets, practices, and sacred writings)
- Classical civilizations such as Greek, Roman, Persian, and Chinese (political, social, religious, and economic systems)
- Rise and fall of empires and the impacts to the region
- Growth of trade networks across the Eastern Hemisphere and impacts such as cultural exchange and diffusion, inventions, ideas, diseases, and languages
- Development of feudal systems in medieval Europe and Japan
- Different civilizations in the Eastern Hemisphere during the Middle Ages with regards to political, social, religious, and economic systems
- Origins, accomplishments, and geographic diffusion of the Renaissance and the Reformation
- Ancient and modern geography of the Eastern Hemisphere
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

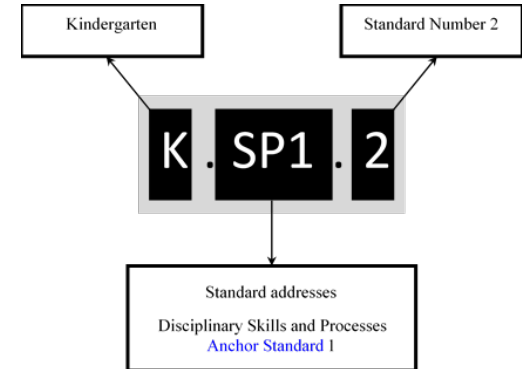
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary. The chart below specifies the expected social studies instructional time necessary for students to learn these standards.

Instructional time necessary to master standards:

- Assumed Minutes per Week: 250
- Assumed Average Minutes per Day: 50

Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.



DISCIPLINARY SKILLS AND PROCESSES

- 6.SP1.1** Examine ways that historians and social scientists know about the past.
- 6.SP1.2** Analyze connections among events and developments in various geographic and cultural contexts.
- 6.SP1.3** Classify a series of historical events and developments as examples of change and/or continuity.
- 6.SP1.4** Evaluate the significance of past events and their effect on students' lives and society.
- 6.SP2.1** Explain how and why perspectives of people have changed throughout different historical eras.
- 6.SP2.2** Analyze how people's perspective influenced what information is available in the historical sources they created.
- 6.SP3.1** Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- 6.SP3.2** Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

DISCIPLINARY SKILLS AND PROCESSES

6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.

6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.

6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.

6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

6.SP4.1 Explain the multiple causes and effects of events and developments in the past.

6.SP4.2 Organize applicable evidence into a coherent argument about the past.

CIVICS

6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.

- Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

ECONOMICS

6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.

6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.

6.E3.1 Describe the relationship between various costs and benefits of economic production.

6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.

- Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor

6.E3.3 Analyze the influence of specialization and trade within different cultures and communities in regions studied.

6.E5.1 Describe the factors that influence trade between countries or cultures.

6.E5.2 Explain the effects of increasing economic interdependence within different groups.

GEOGRAPHY

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

- Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

6.G2.1 Compare different ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.

- Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

- Key concepts include but are not limited to language, land and sea transportation, and trade routes

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

- Key concepts include but are not limited to development of early river civilizations, pastoral societies, rise of cities, innovations in transportation, and collapse of empires

6.G4.1 Explain why environmental characteristics vary among different world regions.

- Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors

6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.

- Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters

HISTORY

- 6.H1.1** Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.
- 6.H1.2** Explain the causes and effects of interactions between cultures and civilizations
- Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
- 6.H2.1** Evaluate the causes and effects of conflict and resolution among different societies and cultures.
- Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
- 6.H3.1** Analyze the impact of religious, government, and civic groups over time.
- 6.H3.2** Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.
- Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism
- 6.H3.3** Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.
- 6.H4.1** Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.