



Diocese of Raleigh

Social Studies Curriculum

Grade 6

Revised 2013

SOCIAL STUDIES 2013

Introduction

The Social Studies Curriculum is the framework that guides instruction, and is intended for use in all Diocese of Raleigh elementary and middle schools. The Curriculum is aligned to the North Carolina Essential Standards (NCES), the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS) and the National Standards for Geography. The curriculum includes additional standards and objectives for enhancement of instruction in Catholic Schools, as deemed appropriate by the Curriculum Committee.

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria for the student to understand and critique what has been and what can be. Students will be prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world, with a global perspective, and an understanding of economic development with social analysis skills.

To effectively implement the curriculum the teacher must first be familiar with the format:

Values and Attitudes highlight key principles that will enable students to develop a critical conscience in every content area and recognize that all subjects must be viewed in the light of gospel teachings. Values and Attitudes are the first Strand of every grade level. They are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Strands are the six overarching areas that connect topics throughout grade levels:

Strand A	Values and Attitudes	Strand D	Economics and Financial Literacy
Strand B	History	Strand E	Civics and Governance
Strand C	Geography and Environmental Literacy	Strand F	Culture

Essential Standards and Clarifying Objectives (column 1 and 2) are closely related and explain what a student should know and be able to apply in the Strand. The Standard is the broad concept. They increase in complexity from grade to grade. The North Carolina Essential Standards are noted in parenthesis, e.g., (K.H.1) means Kindergarten.History.Standard 1. After intense review, the Curriculum Committee recommended to modify some of the standards for clarity of understanding and include additional standards that were relevant to the grade. Modifications to Essential Standards are indicated in **bold** and **italicized**. If there are no parenthesis following a standard or objective it is unique to the Diocese of Raleigh curriculum.

Strategies (column 3) are methods for a teacher to provide effective, authentic experiences for students. Decisions for the selection of strategies are at the discretion of the teacher.

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ACKNOWLEDGEMENTS

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SOCIAL STUDIES SCOPE AND SEQUENCE*

Kindergarten through First Grade

Focus: Self, Family and Community

Goals: Understand personal role within family and community. Develop positive attitude about self, family and families of other cultures. Recognize change and think chronologically. Develop geographic awareness by using tools to process information. Understand basic economic concepts. Recognize responsibility and the qualities of good citizenship.

Second Grade

Focus: Community life with an emphasis on geography

Goals: Understand that people's activities are influenced by geographic location, use of earth's materials, physical environment and human traditions. Recognize contributions of historical and cultural groups. Use geographical representations to process information. Understand basic economic concepts. Understand the purpose of government and responsibilities of citizens.

Third Grade

Focus: Communities with an emphasis on the link to form larger political units with cultural, geographic, and economic connections

Goals: Understand how individuals, ideas and events have influenced history. Understand the relationship of people and geography using geographic concepts. Apply basic economic principles. Understand the development, structure and function of local government. Recognize the presence of diverse cultures in the community and region.

Fourth Grade

Focus: North Carolina

Goals: Recognize North Carolina geographic regions, landforms, climate, resources, and social, economic and political institutions. Analyze historical events in North Carolina through Reconstruction. Understand the effect of various factors on the growth and development of the state. Analyze the impact of market economy. Understand the structure and function of state government. Understand the North Carolina Constitution. Recognize the impact of various cultural groups on the state.

Fifth Grade

Focus: Geographic regions of North America and selected countries of Central America

Goals: Learn about the physical environments and the people of these nations with continuous reference to current events and trends. Analyze the chronology of key events. Recognize the role of key historical individuals. Describe the influence of religions, beliefs and values on life. Understand the impact of human activity on shaping countries. Understand how market economy impacts life. Evaluate the allocation and use of economic resources. Understand the development, structure and function of the United States government. Analyze life in a democratic republic. Explain the impact of migration, settlement patterns and economic development.

Sixth Grade

Focus: Europe and South America

Goals: Compare and connect studies of North Carolina and the United States to the study of South America and Europe. Examine social, economic, and political institutions and analyze similarities and differences among societies. Analyze and understand geographic factors the emergence, expansion and decline of civilizations and societies over time. Understand the political, economic and/or social significance of events, issues, individuals and cultural groups. Understand how the physical environment and human interaction affect economic activities. Understand the development of government. Understand the influence of behaviors and individual or group practices.

Seventh Grade

Focus: Africa, Asia, and Australia

Goal: Provide framework for studying local, regional, national, and global issues for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens. Analyze modern societies from a historical perspective. Understand the implications of global interaction. Understand the factors that shape societies and regions. Understand the economic activities of ancient and modern societies; the development of government; the influence of cultural values.

Eighth Grade

Focus: United States History and North Carolina

Goal: Examine the roles of people, events, and issues in North Carolina in the context of American history from the Constitution to the present, that have contributed to the unique character of the state today. Evaluate historical thinking in relation to the development of North Carolina. Analyze: the impact of conflict, compromise and negotiation; factors that contributed to change; and, the impact of national events on development and expansion. Evaluate geographic factors that influenced development. Identify and analyze economic activities. Analyze the democratic ideals that shaped government. Understand the role of an individual citizen in societal change. Explain the influence of diverse cultures.

*Adapted from North Carolina Essential Standards, 2010

GRADE 6 SOCIAL STUDIES

Focus: Europe and South America

STRAND A Values and Attitudes

Catholic Schools exist so that curriculum may be taught in the light of Gospel teachings. Teachers must reinforce Gospel truths and values so that students may serve as witnesses to their Catholic faith. The values listed below will help students develop a critical conscience in every content area. Values and Attitudes are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Students should be able to age-appropriately:

- Recognize that all people are created with minds and the gift to reason.
- Understand that God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Exemplify gospel values.
- Broaden their focus from self, to class, to community, to state, to nation, and finally to world.
- Understand and implement the language of Catholic Social Teaching.
- Incorporate the seven themes of Catholic Social Teaching through every strand of the curriculum.
 1. Life and Dignity of the Human Person
 2. Call to Family, Community and Participation
 3. Rights and Responsibilities
 4. Option for the Poor and Vulnerable
 5. The Dignity of Work and The Rights of Workers
 6. Solidarity
 7. Care for God's Creation
- Translate faith into action.

(The first three bullets are common to all areas of curriculum.)

STRAND B History (Europe and South America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time. (6.H.1)</p>	<p>1.1 Construct maps, charts, graphs, databases, historical narratives and models to illustrate and interpret information about different people, places and regions; explain particular events or issues over time. (6.H.1.1)</p>	
	<p>1.2 Summarize the literal meaning of historical documents in order to establish context. (6.H.1.2)</p>	
	<p>1.3 Use primary and secondary sources to interpret various historical perspectives. (6.H.1.3)</p>	
<p>2. Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups. (6.H.2)</p>	<p>2.1 Explain how historical events such as invasions, conquests, and migrations affected various civilizations, societies and regions and the relationship to current issues. (6.H.2.1)</p>	
	<p>2.2 Compare historical and contemporary events and issues to understand continuity and change. (6.H.2.2)</p>	
	<p>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.2.3)</p>	
	<p>2.4 Explain the role that key historical figures and cultural groups had in transforming society. (6.H.2.4)</p>	
	<p>2.5 Analyze economic, social, and political situations that involve ethical and moral dilemmas.</p>	

STRAND C Geography and Environmental Literacy (Europe and South America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time in Europe and South America . (6.G.1)	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.1.1)	
	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.1.2)	
	1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, religion , political organization and ethnic make-up). (6.G.1.3)	
	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, use of technology). (6.G.1.4)	
2. Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions. (6.G.2)	2.1 Create and 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.2.1)	
	2.2 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns). (6.G.2.2)	
3. Utilize the five themes of geography and geographic tools to answer questions and analyze geographic concepts of Europe and South America.	3.1 Locate and identify major physical and political features using absolute and relative locations.	
	3.2 Analyze the impact of location.	

STRAND D Economics and Financial Literacy (Europe and South America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand how the physical environment and human interaction affected the economic activities of Europe and South America. (6.E.1)</p>	<p>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.1.1)</p>	
	<p>1.2 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions.</p>	

STRAND E Civics and Governance (Europe and South America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand the development of government in various civilizations, societies and regions. (6.C/G.1)</p>	<p>1.1 Explain the origins and structures of various governmental systems including legislative, executive and judicial functions. (6.C/G.1.1)</p>	
	<p>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.1.2)</p>	
	<p>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.1.3)</p>	
	<p>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.</p>	

STRAND F Culture (Europe and South America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions of Europe and South America. (6.C.1)</p>	<p>1.1 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions.</p>	
	<p>1.2 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.</p>	
	<p>1.3 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Christianity, Islam, and Judaism). (6.C.1.2)</p>	
	<p>1.4 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, feudalism, matrilineal and patrilineal societies). (6.C.1.3)</p>	

APPENDIX
SKILLS APPLICATION ~ Kindergarten through Eighth Grade

Throughout the Social Studies curriculum teachers must provide opportunities for students to develop and apply specific age-appropriate skills.

SKILL	APPLICATION (skills should be introduced and applied age-appropriately)
<p>Make connections between Social Studies and Catholic Social Teachings.</p>	<p>Make connections between personal actions and Church teachings Relate the history of the Catholic Church to the study of the community, nation, and world Participate in Church and civic events Develop skills in constructive interpersonal relationships and in social participation</p>
<p>Develop strategies for reading social studies materials and for increasing social studies vocabulary.</p>	<p>Read for literal meaning Identify different points of view on historical and current events Draw inferences Recognize bias and propaganda Distinguish fact and fiction by comparing documentary sources on historical figures and events Apply terms correctly, e.g., past, present, future, decade, century, and generation</p>
<p>Develop strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p>	<p>Identify and interpret the multiple causes and effects of historical events and make connections to current issues Use appropriate sources of information, both print and non-print Utilize community-related resources such as field trips, guest speakers, and interviews Create written, oral, musical, visual, and theatrical presentations of social studies information Distinguish between primary and secondary sources Pose relevant questions about events encountered in research Make connections between historical situations and current events/issues Use information for problem solving, decision-making, and planning (hypothetical reasoning; conflicting viewpoints; conflict resolution) Apply map and globe skills Interpret graphs, charts and timelines Interpret social and political messages of cartoons Interpret history through artifacts, arts, and media Summarize key events of a specific time and explain the historical contexts of those events Identify the human and physical characteristics of the places being studied and explain how the features form the unique character of those places</p>
<p>Develop and apply strategies needed for effective incorporation of technology in the learning process.</p>	<p>Use technology to create, format, and produce classroom assignments/projects Use databases and spreadsheets to examine/evaluate real-world problems Create multimedia presentations Determine how people can preserve fundamental values and beliefs in a world that is technologically oriented Compare and contrast the changes that technology has brought to the countries being studied</p>