

Sixth Grade Social Studies Standards and Benchmarks

Strand #1: History

Standard: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

<p><u>Benchmark #1-A:</u></p> <p>New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico.</p>
<p><u>Benchmark #1-B:</u></p> <p>United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Explain and describe the origins, obstacles, and impact of the Age of Exploration, to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> improvements in technology (e.g., the clock, sextant, work of Prince Henry the Navigator) <input type="checkbox"/> voyages of Columbus to the New World and the later searches for the Northwest passage <input type="checkbox"/> introduction of disease and the resulting population decline, especially among indigenous peoples <input type="checkbox"/> exchanges of technology, ideas, agricultural products and practices.
<p><u>Benchmark #1-C:</u></p> <p>World: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.</p>	<p>Performance Objective 1</p>	<p><input type="checkbox"/> Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/>significance of river valleys <input type="checkbox"/>early irrigation and its impact on agriculture <input type="checkbox"/>forms of government (e.g., the theocracies in Egypt, dynasties in China) <input type="checkbox"/>effect on world economies and trade <input type="checkbox"/>key historical figures <input type="checkbox"/>religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).
	<p>Performance Objective 2</p>	<p><input type="checkbox"/> Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/>location and description of the river systems and other topographical features that supported the rise of this civilization <input type="checkbox"/> significance of the Aryan invasions <input type="checkbox"/> structure and function of the caste system <input type="checkbox"/> important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero).
	<p>Performance Objective 3</p>	<p><input type="checkbox"/> Describe and analyze the geographic, political, economic, religious, and social structures of the early civilizations in China, to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/>location and description of the origins of Chinese civilization in the Huang-He Valley, Shang dynasty <input type="checkbox"/>geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country <input type="checkbox"/>life of Confucius and the fundamental teachings of Confucianism and Taoism <input type="checkbox"/>rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming) <input type="checkbox"/>historical influence of China on other parts of the world (e.g., tea, paper, wood block printing, compass, gunpowder).
	<p>Performance Objective 4</p>	<p><input type="checkbox"/> Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).</p>

	Performance Objective 5	<input type="checkbox"/> Compare and contrast the geographic, political, economic, and social characteristics of the Ancient Greek, Ancient Roman, Ottoman, Indian, Arabic, African, and Middle Eastern civilizations and their enduring impacts on later civilizations, to include: <ul style="list-style-type: none"> <input type="checkbox"/> influence of Mediterranean geography on the development and expansion of the civilizations <input type="checkbox"/> development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi) <input type="checkbox"/> scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy) <input type="checkbox"/> contributions and roles of key figures, (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus).
	Performance Objective 6	<input type="checkbox"/> Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its enduring impacts later civilizations, to include: <ul style="list-style-type: none"> <input type="checkbox"/> creation and expansion of the Byzantine empire <input type="checkbox"/> reasons for the fall of the Roman Empire <input type="checkbox"/> new forms of government, feudalism, and the beginning of limited government with the Magna Carta <input type="checkbox"/> role of the Roman Catholic Church and its monasteries; causes, course, and effects of the Crusades <input type="checkbox"/> impact of the Black Plague <input type="checkbox"/> contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).
<u>Benchmark #1-D:</u> Skills: Research historical events and people from a variety of perspectives.	Performance Objective 1	<input type="checkbox"/> Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions.
	Performance Objective 2	<input type="checkbox"/> Identify different points of view about an issue or topic.
	Performance Objective 3	<input type="checkbox"/> Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences, and take action to implement that solution.

Strand #2: Geography

Standard: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

<u>Benchmark #2-A:</u> Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.	Performance Objective 1	<input type="checkbox"/> Identify the location of places using latitude and longitude.
	Performance Objective 2	<input type="checkbox"/> Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.
<u>Benchmark #2-B:</u> Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.	Performance Objective 1	<input type="checkbox"/> Explain how places change due to human activity.
	Performance Objective 2	<input type="checkbox"/> Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.
	Performance Objective 3	<input type="checkbox"/> Identify a region by its formal, functional, or perceived characteristics.
<u>Benchmark #2-C:</u> Understand how human behavior impacts man-made and natural environments, recognizes past and present results, and predicts potential changes.	Performance Objective 1	<input type="checkbox"/> Compare and contrast the influences of man-made and natural environments upon ancient civilizations.
<u>Benchmark #2-D:</u> Explain how physical processes shape the Earth's surface patterns and biosystems.	Performance Objective 1	<input type="checkbox"/> Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.
<u>Benchmark #2-E:</u> Understand how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.	Performance Objective 1	<input type="checkbox"/> Explain how human migration impacted places, societies, and civilizations.
	Performance Objective 2	<input type="checkbox"/> Describe, locate, and compare different settlement patterns throughout the world.
	Performance Objective 3	<input type="checkbox"/> Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.
<u>Benchmark #2-F:</u> Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.	Performance Objective 1	<input type="checkbox"/> Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.

Strand #3: Civics and Government

Standard: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

<u>Benchmark #3-A:</u> Understand the structure, functions, and powers of government (local, state, tribal and national).	Performance Objective 1	<input type="checkbox"/> Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.
	Performance Objective 2	<input type="checkbox"/> Describe the concept of republic as developed by the Romans and compare to other republican governments
<u>Benchmark #3-B:</u> Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.	Performance Objective 1	<input type="checkbox"/> Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include: <input type="checkbox"/> qualities of leadership <input type="checkbox"/> names and contributions New Mexico leaders <input type="checkbox"/> names and contributions of national leaders.
<u>Benchmark #3-C:</u> Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.	Performance Objective 1	<input type="checkbox"/> Explain how Greek and Roman societies expanded and advanced the role of citizen.
	Performance Objective 2	<input type="checkbox"/> Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).
<u>Benchmark #3-D:</u> Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.	Performance Objective 1	<input type="checkbox"/> Understand that the nature of citizenship varies among societies.

Strand #4: Economics

Standard: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

<u>Benchmark #4-A:</u> Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.	Performance Objective 1	<input type="checkbox"/> Explain and predict how people respond to economic and intrinsic incentives.
<u>Benchmark #4-B:</u> Explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services.	Performance Objective 1	<input type="checkbox"/> Describe the characteristics of traditional, command, market, and mixed economic systems.
	Performance Objective 2	<input type="checkbox"/> Explain how different economic systems affect the allocation of resources.
	Performance Objective 3	<input type="checkbox"/> Understand the role that "factors of production" play in a society's economy (e.g., natural resources, labor, capital, entrepreneurs).
<u>Benchmark #4-C:</u> Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.	Performance Objective 1	<input type="checkbox"/> Compare and contrast the trade patterns of early civilizations.
	Performance Objective 2	<input type="checkbox"/> Analyze the impact of the Neolithic agricultural revolution on mankind and the impact of technological changes in the Bronze Age and the Iron Age.