

**RIDGECROFT SCHOOL  
GRADE 6 SOCIAL STUDIES**

**PACING GUIDE**

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE(S) WORLD STUDIES (Pearson), 2005
<b>FIRST GRADING PERIOD</b>	<b>30 Days</b>		
LATIN AMERICA:PHYSICAL GEOGRAPHY	15	Goals 1-13	WORLD STUDIES: LATIN AMERICA (Pearson), ISBN 0-13-181649-7 TEXTBOOK: Chapter 1
LATIN AMERICA: SHAPED BY ITS HISTORY	15	Goals 1-13	TEXTBOOK: Chapter 2
<b>SECOND GRADING PERIOD</b>	<b>30 Days</b>		
CULTURES OF LATIN AMERICA	15	Goals 1-13	TEXTBOOK: Chapter 3
MEXICO AND CENTRAL AMERICA	15	Goals 1-13	TEXTBOOK: Chapter 4
<b>THIRD GRADING PERIOD</b>	<b>30 Days</b>		
THE CARIBBEAN	13	Goals 1-13	TEXTBOOK: Chapter 5
SOUTH AMERICA	12	Goals 1-13	TEXTBOOK: Chapter 6
REVIEW AND ASSESSMENT	5		
<b>FOURTH GRADING PERIOD</b>	<b>30 Days</b>		
EUROPE AND RUSSIA: PHYSICAL GEOGRAPHY	15	Goals 1-13	WORLD STUDIES: EUROPE AND RUSSIA (Pearson), ISBN 0-13-181655-1 TEXTBOOK: Chapter 1
EUROPE AND RUSSIA: SHPAED BY HISTORY	15	Goals 1-13	TEXTBOOK: Chapter 2
<b>FIFTH GRADING PERIOD</b>	<b>30 Days</b>		
CULTURES OF EUROPE AND RUSSIA	15	Goals 1-13	TEXTBOOK: Chapter 3
WESTERN EUROPE	15	Goals 1-13	TEXTBOOK: Chapter 4
<b>SIXTH GRADING PERIOD</b>	<b>30 Days</b>		
EASTERN EUROPE AND RUSSIA	25	Goals 1-13	TEXTBOOK: Chapter 5
REVIEW AND ASSESSMENT	5		

8/1/06

**NC STANDARD COURSE OF STUDY**

The focus for sixth and seventh grade is on the continued development of knowledge and skills acquired in the fourth and fifth grade studies. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active citizenship, Global connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity.

**GOAL 1: THE LEARNER WILL USE THE FIVE THEMES OF GEOGRAPHY AND GEOGRAPHIC TOOLS TO ANSWER GEOGRAPHIC QUESTIONS AND ANALYZE GEOGRAPHIC CONCEPTS.**

1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions.

1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.

1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different and to identify patterns as well as similarities and differences among them.

**GOAL 2: THE LEARNER WILL ASSESS THE RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND CULTURAL CHARACTERISTICS OF SELECTED SOCIETIES AND REGIONS.**

2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures.

2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions and evaluate their impact on the environment.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures.

**GOAL 3: THE LEARNER WILL ANALYZE THE IMPACT OF INTERACTIONS BETWEEN HUMANS AND THEIR PHYSICAL ENVIRONMENTS.**

3.01 Identify ways in which people of selected areas in have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.

3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.

3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.

3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze their effects on human activities.

**GOAL 4: THE LEARNER WILL IDENTIFY SIGNIFICANT PATTERNS IN THE MOVEMENT OF PEOPLES, GOODS AND IDEAS OVER TIME AND PLACE.**

4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.

4.02 Identify the main commodities of trade over time in selected areas, and evaluate their significance for the economic, political and social development of cultures and regions.

4.03 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.

**GOAL 5: THE LEARNER WILL EVALUATE THE WAYS PEOPLE MAKE DECISIONS ABOUT THE ALLOCATION AND USE OF ECONOMIC RESOURCES.**

5.01 Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions.

5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies, and analyze their effectiveness in meeting basic needs.

5.03 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.

5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.

**GOAL 6: THE LEARNER WILL RECOGNIZE THE RELATIONSHIP BETWEEN ECONOMIC ACTIVITY AND THE QUALITY OF LIFE.**

6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.

6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions.

6.03 Describe the effects of over-specialization and assess their impact on the standard of living.

**GOAL 7: THE LEARNER WILL ASSESS CONNECTIONS BETWEEN HISTORICAL EVENTS AND CONTEMPORARY ISSUES**

<p>7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p> <p>7.02 Examine the causes of key historical events in selected areas and analyze the short- and long-range effects on political, economic, and social institutions.</p>
<p><b>GOAL 8: THE LEARNER WILL ASSESS THE INFLUENCE AND CONTRIBUTIONS OF INDIVIDUALS AND CULTURAL GROUPS.</b></p>
<p>8.01 Describe the role of key historical figures and evaluate their impact on past and present societies.</p> <p>8.02 Describe the role of key groups and evaluate their impact on historical and contemporary societies.</p> <p>8.03 Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present.</p>
<p><b>GOAL 9: THE LEARNER WILL ANALYZE THE DIFFERENT FORMS OF GOVERNMENT DEVELOPED.</b></p>
<p>9.01 Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems.</p> <p>9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.</p> <p>9.03 Identify the ways in which governments in selected areas deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.</p> <p>9.04 Describe how different governments select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.</p>
<p><b>GOAL 10: THE LEARNER WILL COMPARE THE RIGHTS AND CIVIC RESPONSIBILITIES OF INDIVIDUALS IN POLITICAL STRUCTURES.</b></p>
<p>10.01 Trace the development of relationships between individuals and their governments in selected cultures, and evaluate the changes that have evolved over time.</p> <p>10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.</p> <p>10.03 Describe rights and responsibilities of citizens in selected contemporary societies, comparing them to each other and to the United States.</p> <p>10.04 Examine the rights, roles, and status of individuals in selected cultures, and assess their importance in relation to the general welfare.</p>
<p><b>GOAL 11: THE LEARNER WILL RECOGNIZE THE COMMON CHARACTERISTICS OF DIFFERENT CULTURES.</b></p>
<p>11.01 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>11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.</p> <p>11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.</p> <p>11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.</p>
<p><b>GOAL 12: THE LEARNER WILL ASSESS THE INFLUENCE OF MAJOR RELIGIONS, ETHICAL BELIEFS, AND VALUES ON CULTURES.</b></p>
<p>12.01 Examine the major belief systems in selected regions, and analyze their impact on cultural values, practices, and institutions.</p> <p>12.02 Describe the relationship between cultural values of selected societies and their art, architecture, music and literature, and assess their significance in contemporary culture.</p> <p>12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies.</p>
<p><b>GOAL 13: THE LEARNER WILL DESCRIBE THE HISTORIC, ECONOMIC, AND CULTURAL CONNECTIONS AMONG NORTH CAROLINA AND THE UNITED STATES.</b></p>
<p>13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of other countries and evaluate their influence on local, state, regional, national, and international communities.</p> <p>13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic.</p> <p>13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and other nations, and evaluate the effects on local, state, regional, and national economies and cultures.</p>