



People, Places, and Cultures

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| Social Studies Content Expectations Grade Six | |
| HISTORY | |
| H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking) | |
| <i>Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</i> | |

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| H1.1 Temporal Thinking | | |
| <i>Use historical conceptual devices to organize and study the past.</i> | | |
| 6 – H1.1.1 | Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. | <p>Student Edition: 2-3, 19-21, 30-36, 42-43, 82-83, 97-103, 130-131, 170-171, 198-203, 207-211, 226-227</p> <p><i>Create a Time Line</i> 40</p> <p><i>Write About It</i> 205</p> <p>Teacher’s Edition: Q 211</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 23, 40</p> |
| 6 – H1.1.2 | Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included). | <p>Teacher’s Edition: BI 98; CCA 98</p> |
| H1.2 Historical Inquiry and Analysis | | |
| <i>Use historical inquiry and analysis to study the past.</i> | | |
| 6 – H1.2.1 | Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). | <p>Student Edition: 96-103</p> <p><i>Artifact</i> 97, 99</p> <p><i>Primary Sources</i> 27, 76, 118, 139, 152, 204, 241</p> <p><i>Visual Preview</i> 96</p> <p>Teacher’s Edition: BI 96; Q 98, 127</p> <p>Teacher Resources: <i>Citizenship</i> 31-75</p> |

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| <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> | <p>Student Edition: 22, 114, 202, R2-R3 <i>Event</i> 195 <i>Primary Sources</i> 27, 118, 152, 204, 241</p> <p>Teacher’s Edition: BI 114, 202</p> <p>Teacher Resources: Citizenship 31-75</p> |
| <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> | <p>Student Edition: 56, 202 <i>Primary Sources</i> 27, 118, 139, 152, 241</p> <p>Teacher’s Edition: BI 56; Q 27, 76, 240</p> <p>Teacher Resources: Citizenship 31-75</p> |
| <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> | <p>Teacher Resources: Idea Factory pages 40-41 can be used to help facilitate the goal.</p> |
| <p>6 – H1.2.5 Identify the role of the individual in history and the significance of one person’s ideas.</p> | <p>Student Edition: 26-27, 76, 114-115, 200-201, 202-203 <i>Chart</i> 210 <i>People</i> 184 <i>People, Places, and Events</i> 130-131, 170-171, 226-227 <i>Primary</i> 527</p> <p>Teacher’s Edition: BI 114, 202; CCA 114; Q 76</p> <p>Teacher Resources: Idea Factory 24, 34, 45, 47-49 Student Practice and Activity Workbook 32-33, 41</p> |

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| H1.4 Historical Understanding | |
| <i>Use historical concepts, patterns, and themes to study the past.</i> | |
| <p>6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> | <p>Student Edition: 44-49, 68-69, 98-99, 132-139, 184-185, 188-189, 202-203, 228-234 <i>Write About It</i> 139</p> <p>Teacher’s Edition: BI 134, 136; CCA 134, 232; Q 45, 48</p> <p>Teacher Resources: Citizenship 2-11 Idea Factory 16-17, 20-21, 24, 59 Student Practice and Activity Workbook 45</p> |
| <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> | <p>Student Edition: 121, 125, 149, 155, 158-159, 215-221, 243-245, 250-251, 252-253 <i>Activities</i> 168, 224 <i>Write About It</i> 159</p> <p>Teacher’s Edition: CCA 158; Q 149</p> <p>Teacher Resources: Idea Factory 46, 48-52, 55 Student Practice and Activity Workbook 8-9, 23-24, 39-40, 42</p> |
| <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> | <p>Student Edition: 10-11, 68-70, 162-165, 237-239, 257-261 <i>Write About It</i> 241</p> <p>Teacher’s Edition: BI 10, 68; CCA 68; Q 164, 238, 258, 260</p> <p>Teacher Resources: Citizenship 16-23 Idea Factory 17, 39, 55, 60 Student Practice and Activity Workbook 8, 16, 18, 32, 34, 40, 51, 52</p> |

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| W1 WHG Era1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C. | | |
| W1.1 Peopling of the Earth | | |
| <i>Describe the spread of people in the Western Hemisphere in Era 1.</i> | | |
| 6 – W1.1.1 | Describe the early migrations of people among Earth’s continents (including the Beringa Land Bridge). | Student Edition: 19 Teacher Resources: Student Practice and Activity Workbook 23 |
| 6 – W1.1.2 | Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire). | Student Edition: 19, 21 Teacher’s Edition: BI 20 Teacher Resources: Student Practice and Activity Workbook 23 |
| W1.2 Agricultural Revolution | | |
| <i>Describe the Agricultural Revolution and explain why it is a turning point in history.</i> | | |
| 6 – W1.2.1 | Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals). | Student Edition: 19-21, 97-99 <i>Activities</i> 168, 224 Teacher’s Edition: Q 19 |
| 6 – W1.2.2 | Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season). | Student Edition: 13-17, 91-95 Teacher’s Edition: BI 16; Q 94 Teacher Resources: Idea Factory 6-9, 12-14, 27 Student Practice and Activity Workbook 5-6, 20-22 |
| 6 – W1.2.3 | Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). | Student Edition: Agriculture can be found on pages 52-55, 111, 142, 145, 183. Teacher’s Edition: Q 145 |

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| W2 WHG Era2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to1000 B.C.E./B.C. | |
| W2.1 Early Civilizations and Early Pastoral Societies | |
| <i>Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</i> | |
| <p>6 – W2.1.1 Explain how the environment favored hunter gatherer, pastoral and small scale agricultural ways of life in different parts of the Western Hemisphere.</p> | <p>Student Edition: 13-17, 52-53, 91-95, 103, 145, 183 <i>Write About It</i> 17</p> <p>Teacher’s Edition: Q 14, 94, 144</p> <p>Teacher Resources: Idea Factory 6-9, 12-14, 27 Student Practice and Activity Workbook 5-6, 20-22</p> |
| <p>6 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</p> | <p>Student Edition: Pages 13-17, 52-53, 91-95, 103, 145, 183 can be used to help facilitate the goal.</p> <p><i>Activities</i> 168, 224</p> <p>Teacher’s Edition: BI 16, 108; Q 145</p> |
| <p>6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).</p> | <p>Student Edition: 19</p> <p>Teacher’s Edition: Q 19</p> <p>Teacher Resources: Student Practice and Activity Workbook 23</p> |
| <p>6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).</p> | <p>Student Edition: 19-21, 97-103</p> <p>Teacher’s Edition: BI 96, 98, 100, 102</p> <p>Teacher Resources: Student Practice and Activity Workbook 23</p> |

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| W3 WHG Era3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. | |
| W3.1 Classical Traditions and Major Empires in the Western Hemisphere | |
| <i>Describe empires and agrarian civilizations in Mesoamerica and South America.</i> | |
| <p>6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</p> | <p>Student Edition: 19-21, 97-103, 183</p> <p>Teacher’s Edition: Q 101</p> <p>Teacher Resources: Student Practice and Activity Workbook 23</p> |
| <p>6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</p> | <p>Student Edition: 100, 108-109, 183</p> <p>Teacher’s Edition: BI 108; CCA 108; Q 108, 109</p> |
| <p>6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.</p> | <p>Student Edition: 98-103</p> <p>Teacher’s Edition: BI 98, 102; Q 98, 101, 102</p> <p>Teacher Resources: Student Practice and Activity Workbook 23</p> |
| <p>6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.</p> | <p>Student Edition: 98-103</p> <p>Teacher’s Edition: Q 102</p> |
| <p>6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).</p> | <p>Student Edition: People, Places, and Events on page 82 and Visual Preview on page 96 can be used as a prompt for students to construct a timeline.</p> |

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| GEOGRAPHY | |
| G1 The World in Spatial Terms: Geographical Habits of Mind | |
| G1.1 Spatial Thinking | |
| <i>Use maps and other geographic tools to acquire and process information from a spatial perspective.</i> | |
| 6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world. | Student Edition: GH1-GH3 Teacher’s Edition: Q GH3 Teacher Resources: Student Practice and Activity Workbook 50 World Atlas 2-29 |
| 6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean). | Teacher’s Edition: CCA GH3, GH7; HOP GH23 Teacher Resources: World Atlas 2-29 can be used to help facilitate the goal. |
| G1.2 Geographical Inquiry and Analysis | |
| <i>Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</i> | |
| 6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere. | Teacher Resources: Idea Factory 8, 13 Student Practice and Activity Workbook 26 World Atlas 9, 11, 25 |
| 6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology. | Student Edition: GH16, GH17 <i>Map and Globe Skills</i> 255 Teacher’s Edition: LI 255 Teacher Resources: Student Practice and Activity Workbook 50 |

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| <p>6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.</p> | <p>Student Edition: GH8, GH13 <i>Map and Globe Skills</i> 177</p> <p>Teacher’s Edition: CCA GH10, GH11, GH13</p> <p>Teacher Resources: Idea Factory 8, 13, 28 World Atlas 26-29</p> |
| <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> | <p>This objective can be met through classroom activities and research.</p> |
| <p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> | <p>Student Edition: <i>Map and Globe Skills</i> 71</p> <p>Teacher’s Edition: LI 71</p> <p>Teacher Resources: Student Practice and Activity Workbook 17</p> |
| <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> | <p>Student Edition: GH1-GH15</p> <p>Teacher’s Edition: CCA GH2, GH3, GH5</p> <p>Teacher Resources: Idea Factory 8, 28, 30-31 Student Practice and Activity Workbook 11, 21, 31, 37, 50</p> |

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| G1.3 Geographical Understanding | |
| <i>Use geographic themes, knowledge about processes and concepts to study the Earth.</i> | |
| <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> | <p>Student Edition: <i>Write About It</i> 11, 17, 57, 77, 159, 165, 181, 230, 261</p> <p>Teacher’s Edition: CCA 14, 52, 74, 76, 164, 180, 240</p> <p>Teacher Resources: Student Practice and Activity Workbook 21, 37, 50</p> |
| <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> | <p>Student Edition: 31, 45-47, 134-135, 158-159, 230-231, 252-253, GH10</p> <p><i>Chart and Graph Skills</i> 235</p> <p><i>Write About It</i> 159</p> <p>Teacher’s Edition: CCA 46, 158, 230; Q 32, 46, 94, 158</p> <p>Teacher Resources: Student Practice and Activity Workbook 11, 31, 37, 50</p> |
| <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> | <p>Student Edition: 56-57, 70, 108-109, 122, 237-239, 249</p> <p>Teacher’s Edition: BI 56; CCA 108, 238; Q 56, 122, 238</p> <p>Teacher Resources: Student Practice and Activity Workbook 26</p> |

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| G2 Places and Regions | | |
| <i>Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.</i> | | |
| G2.1 Physical Characteristics of Place | | |
| <i>Describe the physical characteristics of places.</i> | | |
| 6 – G2.1.1 | Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study. | <p>Student Edition: 6-7, 13-17, 91-95, 179-181 <i>DataGraphic</i> 93 <i>Write About It</i> 181</p> <p>Teacher’s Edition: BI 14; CCA 92, GH11; Q 7, 13, 14, 16, 180</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 21</p> |
| 6 – G2.1.2 | Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web. | <p>Student Edition: 75, 86, 161</p> <p>Teacher’s Edition: BI 86; CCA 86</p> <p>Teacher Resources: <i>Idea Factory</i> 30-31</p> |
| G2.2 Human Characteristics of Place | | |
| <i>Describe the human characteristics of places.</i> | | |
| 6 – G2.2.1 | Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions). | <p>Student Edition: 44-49, 50-57, 59-65, 132-139, 141-146, 148-153, 228-234, 236-241, 243-247 <i>Write About It</i> 57, 241, 247</p> <p>Teacher’s Edition: BI 52, 54, 60, 232, 238; CCA 64, 142, 230, 238, 244</p> <p>Teacher Resources: <i>Citizenship</i> 2-11 <i>Idea Factory</i> 16-17, 20-21, 24, 59 <i>Student Practice and Activity Workbook</i> 45</p> |

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| 6 – G2.2.2 | Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel). | <p>Student Edition: 25, 32, 53, 68-69, 237, 240-241 <i>Map and Globe Skills</i> 71</p> <p>Teacher’s Edition: BI 32, 68, 236; CCA 34, 68; Q 25, 68, 237</p> <p>Teacher Resources: Idea Factory 40-41 can be used to help facilitate the goal. Student Practice and Activity Workbook 16</p> |
| 6 – G2.2.3 | Analyze how culture and experience influence people’s perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists). | <p>Student Edition: 44-47, 132-139, 228-231 <i>Activities</i> 264 <i>Write About It</i> 49</p> <p>Teacher’s Edition: BI 134; CCA 46; Q 45, 136</p> <p>Teacher Resources: Idea Factory 24, 38, 56</p> |
| G3 Physical Systems | | |
| <i>Describe the physical processes that shape the Earth’s surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.</i> | | |
| G3.1 Physical Processes | | |
| <i>Describe the physical processes that shape the patterns of the Earth’s surface.</i> | | |
| 6 – G3.1.1 | Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto). | <p>Student Edition: 94-95, 180-181 <i>DataGraphic</i> 93</p> <p>Teacher’s Edition: CCA 14, 76, 92, 94, 180, GH13</p> <p>Teacher Resources: Idea Factory 14 Student Practice and Activity Workbook 6, 21-22, 38</p> |

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| G3.2 Ecosystems | | |
| <i>Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</i> | | |
| 6 – G3.2.1 | Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon). | <p>Student Edition: 94-95</p> <p>Teacher's Edition: BI 94; Q 94</p> <p>Teacher Resources: Student Practice and Activity Workbook 20, 38</p> |
| 6 – G3.2.2 | Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones). | <p>Student Edition: 12-17, 91-95 <i>DataGraphic</i> 93 <i>Map Skill</i> 15 <i>Write About It</i> 17</p> <p>Teacher's Edition: BI 14, 94; CCA 14; Q 94</p> <p>Teacher Resources: Idea Factory 9 Student Practice and Activity Workbook 36, 38</p> |
| G4 Human Systems | | |
| <i>Explain that human activities may be seen on Earth's surface.</i> | | |
| G4.1 Cultural Mosaic | | |
| <i>Describe the characteristics, distribution and complexity of Earth's cultural mosaic.</i> | | |
| 6 – G4.1.1 | Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration). | <p>Student Edition: 45-49, 132-139 <i>Write About It</i> 139</p> <p>Teacher's Edition: BI 134; Q 136</p> |

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| G4.2 Technology Patterns and Networks | | |
| <i>Describe how technology creates patterns and networks that connect people, products, and ideas.</i> | | |
| 6 – G4.2.1 | List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet). | <p>Student Edition: 25-26, 32, 53, 68-69, 236-237, 240-241 <i>Map and Globe Skills</i> 71</p> <p>Teacher's Edition: BI 32, 68, 236; CCA 34, 68; Q 25, 68, 237</p> <p>Teacher Resources: Student Practice and Activity Workbook 16, 17</p> |
| G4.3 Patterns of Human Settlement | | |
| <i>Describe patterns, processes, and functions of human settlement.</i> | | |
| 6 – G4.3.1 | Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland). | <p>Student Edition: 11, 144, 241, 257</p> <p>Teacher's Edition: BI 162; CCA 240</p> |
| 6 – G4.3.2 | Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America). | <p>Student Edition: 158-159, 229, 252-253 <i>Chart and Graph Skills</i> 235 <i>Chart Skill</i> 252 <i>DataGraphic</i> 229 <i>Map Skill</i> 26, 253</p> <p>Teacher's Edition: CCA 26, 230; Q 158, 252, 253</p> |

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| G4.4 Forces of Cooperation and Conflict | | |
| <i>Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</i> | | |
| 6 – G4.4.1 | Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity). | <p>Student Edition: 22-23, 70, 123, 155-157, 185, 187, 202-203, 208-209, 230-231</p> <p><i>Activities</i> 264</p> <p>Teacher's Edition: BI 22, 122, 156; Q 22</p> <p>Teacher Resources: Student Practice and Activity Workbook 14</p> |
| 6 – G4.4.2 | Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999. | <p>Student Edition: 19, 45, 48</p> <p>Teacher Resources: Idea Factory pages 40-41 can be used to help facilitate the goal.</p> |
| G5 Environment and Society | | |
| <i>Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.</i> | | |
| G5.1 Humans and the Environment | | |
| <i>Describe how human actions modify the environment.</i> | | |
| 6 – G5.1.1 | Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica). | <p>Student Edition: 11, 72-73, 76-77, 162-165, 256-261</p> <p><i>Write About It</i> 261</p> <p>Teacher's Edition: BI 72, 258; CCA 76; Q 73</p> <p>Teacher Resources: Citizenship 16-19 Idea Factory 7, 39 Student Practice and Activity Workbook 18, 34, 51</p> |

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| <p>6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> | <p>Student Edition: 11, 76-77, 162-163, 241, 257-259</p> <p>Teacher’s Edition: BI 162, 164, 260; CCA 76</p> <p>Teacher Resources: Idea Factory 7</p> |
| <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> | <p>Student Edition: 11, 73, 76-77, 162-163, 257-259 <i>Event 259</i></p> <p>Teacher’s Edition: BI 162, 258; CCA 76; Q 73</p> <p>Teacher Resources: Idea Factory 40-41 can be used to help facilitate the goal. Student Practice and Activity Workbook 18</p> |
| <p>G5.2 Physical and Human Systems</p> | |
| <p><i>Describe how physical and human systems shape patterns on the Earth’s surface.</i></p> | |
| <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> | <p>Student Edition: 15-16, 74-75, 161 <i>Event 16</i> <i>Write About It 77</i></p> <p>Teacher’s Edition: CCA 74; Q 74</p> <p>Teacher Resources: Idea Factory 30-31 Student Practice and Activity Workbook 18</p> |

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| G6 Global Issues Past and Present (H1.4.3, G1.2.6) | |
| G6.1 Global Topic Investigation and Issue Analysis (P2) | |
| <p>Students will use geography, history, economics, and government to inquire about major contemporary and historical topics, issues, and events. They will conduct inquiry using technology and traditional sources to collect data and to apply content to contemporary global issues. Knowledge from the core disciplines will be used to interpret the past and plan for the future by completing investigations selected from the following topics. (National Geography Standards 17 and 18, p. 179 and 181)</p> | |
| <p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p>Contemporary Investigation Topics</p> <p>Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.</p> <p>Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.</p> <p>Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.</p> <p>Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.</p> <p>Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.</p> | <p>Student Edition: 73-77, 160-165, 238-239, 258-261 <i>Activities</i> 40, 128, 168 <i>Event</i> 75, 259 <i>Write About It</i> 165, 261</p> <p>Teacher’s Edition: BI 72, 164, 258, 260; CCA 76, 164; OB 72, 256; Q 73, 161, 162</p> <p>Teacher Resources: Citizenship 16-19 Idea Factory 30-31, 60-64 Student Practice and Activity Workbook 18, 34, 51</p> |

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| <p>6 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p>Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography</p> <p>WHG Era 1</p> <p>Population Growth and Resources – Investigate how population growth affects resource availability.</p> <p>Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.</p> <p>WHG Era 2</p> <p>Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.</p> <p>WHG Era 3</p> <p>Development – Investigate economic effects on development in a region and its ecosystems and societies.</p> | <p>Student Edition:</p> <p>143, 158-159, 231, 238-239, 240-241</p> <p><i>Activities</i> 40, 80, 128, 168, 224</p> <p><i>Write About It</i> 159, 241</p> <p>Teacher’s Edition:</p> <p>BI 158; CCA 142, 158, 230, 240</p> <p>Teacher Resources:</p> <p>Idea Factory 60-64</p> |

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| CIVICS AND GOVERNMENT | |
| C1 PURPOSES OF GOVERNMENT | |
| <i>Analyze how people identify, organize, and accomplish the purposes of government.</i> | |
| C1.1 Nature of Civic Life, Politics, and Government | |
| <i>Describe Civic Life, Politics, and Government and explain their relationships.</i> | |
| <p>6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> | <p>Student Edition: 58-65, 121, 124-125, 148-151, 155, 220-221, 242-247 <i>Map Skill</i> 149, 247 <i>People</i> 149 <i>Write About It</i> 65</p> <p>Teacher’s Edition: BI 60, 156; CCA 64; OB 58; Q 60, 149, 150, 243, 244</p> <p>Teacher Resources: Student Practice and Activity Workbook 15, 27, 28, 32, 33, 48, 49</p> |
| C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT | |
| <i>Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.</i> | |
| C3.6 Characteristics of Nation-States | |
| <i>Describe the characteristics of nation-states and how they may interact.</i> | |
| <p>6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</p> | <p>Student Edition: 58-65, 121, 124-125, 148-151, 155, 220-221, 238-239, 242-247, 249-251 <i>Map Skill</i> 149, 247 <i>People</i> 149 <i>Write About It</i> 65</p> <p>Teacher’s Edition: BI 60, 156; CCA 64; OB 58; Q 60, 149, 150, 243, 244</p> <p>Teacher Resources: Student Practice and Activity Workbook 15, 27, 28, 32, 33, 48, 49</p> |

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| <p>6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.</p> | <p>Student Edition: 58-65, 121, 124-125, 148-151, 155, 220-221, 242-247 <i>Map Skill</i> 149, 247 <i>People</i> 149 <i>Write About It</i> 65</p> <p>Teacher’s Edition: BI 60, 156; CCA 64; OB 58; Q 60, 149, 150, 243, 244</p> <p>Teacher Resources: Student Practice and Activity Workbook 15, 27, 28, 32, 33, 48, 49</p> |
| <p>C4 Relationship of United States to Other Nations AND World Affairs</p> | |
| <p><i>Explain that nations interact with one another through trade, diplomacy, treaties and agreements,</i></p> | |
| <p>C4.3 Conflict and Cooperation Between and Among Nations</p> | |
| <p><i>Explain the various ways that nations interact both positively and negatively.</i></p> | |
| <p>6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> | <p>Student Edition: 56-57, 238-239 <i>Chart</i> 122</p> <p>Teacher’s Edition: BI 56, 158, 238; Q 238</p> <p>Teacher Resources: Idea Factory 40-41 can be used to help facilitate the goal.</p> |
| <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> | <p>Student Edition: 36, 158-159, 230-231, 233, 254 <i>Write About It</i> 36, 254</p> <p>Teacher’s Edition: BI 230</p> <p>Teacher Resources: Citizenship 75-76</p> |

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| <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> | <p>Student Edition: 34, 56, 70</p> <p>Teacher’s Edition: BI 56, 244; Q 56</p> <p>Teacher Resources: Idea Factory 19</p> |
| <p>ECONOMICS</p> | |
| <p>E1 The Market Economy</p> | |
| <p><i>Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.</i></p> | |
| <p>E1.1 Individual, Business, and Government Choices</p> | |
| <p><i>Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy .</i></p> | |
| <p>6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).</p> | <p>Student Edition: 50-57, 140-146, 236-241</p> <p><i>DataGraphic</i> 53</p> <p><i>Write About It</i> 146</p> <p>Teacher’s Edition: BI 52, 142; CCA 142.</p> <p>Teacher Resources: Idea Factory 40-41 can be used to facilitate the goal.</p> |
| <p>E2 The National Economy</p> | |
| <p><i>Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.</i></p> | |
| <p>E2.3 Role of Government</p> | |
| <p><i>Describe how national governments make decisions that affect the national economy</i></p> | |
| <p>6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> | <p>Student Edition: 56, 146</p> <p><i>Write About It</i> 241</p> <p>Teacher’s Edition: Q 56</p> <p>Teacher Resources: Idea Factory 19</p> |

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| E3 International Economy | |
| <i>Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.</i> | |
| E3.1 Economic Interdependence | |
| <i>Describe patterns and networks of economic interdependence, including trade.</i> | |
| <p>6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</p> | <p>Student Edition: <i>Chart 122</i> <i>Chart Skill 57</i> <i>DataGraphic 53</i></p> <p>Teacher’s Edition: CCA 52, 142</p> |
| <p>6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> | <p>Teacher’s Edition: CCA 52</p> |

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| <p>6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).</p> | <p>Student Edition: 68-69, 237 <i>Map and Globe Skills</i> 71</p> <p>Teacher’s Edition: CCA 68; Q 68</p> <p>Teacher Resources: Idea Factory 17 Student Practice and Activity Workbook 16</p> |
| <p>E3.3 Economic Systems</p> | |
| <p><i>Describe how societies organize to allocate resources to produce and distribute goods and services.</i></p> | |
| <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</p> | <p>Student Edition: 50-57, 140-146, 217-218, 236-241 <i>DataGraphic</i> 53 <i>Write About It</i> 146</p> <p>Teacher’s Edition: BI 52, 142; CCA 52, 142</p> <p>Teacher Resources: Idea Factory 40-41 can be used to facilitate the goal.</p> |

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| Public Discourse, Decision Making, and Citizen Involvement (P3, P4) | |
| P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement | |
| <p>6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales. | <p>Student Edition: 67 <i>Activities</i> 80, 168 <i>Citizenship</i> 13, 64, 245 <i>Critical Thinking</i> 262 <i>Quick Check</i> 67</p> <p>Teacher’s Edition: OB 66; Q 67</p> <p>Teacher Resources: <i>Citizenship</i> 12-23 <i>Idea Factory</i> 7, 18-19</p> |

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| P4.2 Citizen Involvement | |
| <p>6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> | <p>Student Edition: 67 <i>Activities</i> 80, 168 <i>Citizenship</i> 13, 64, 245 <i>Critical Thinking</i> 262 <i>Quick Check</i> 67</p> <p>Teacher’s Edition: OB 66; Q 67</p> <p>Teacher Resources: <i>Citizenship</i> 12-23 <i>Idea Factory</i> 7, 11, 18-19</p> |
| <p>6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> | <p>Student Edition: 260-261 <i>Citizenship</i> 13, 64, 151 <i>Write About It</i> 165</p> <p>Teacher’s Edition: BI 72; CCA 164; Q 76, 257</p> <p>Teacher Resources: <i>Idea Factory</i> 7, 11, 18-19</p> |
| <p>6 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p> | <p>Student Edition: <i>Activities</i> 80, 168 <i>Citizenship</i> 64 <i>Write About It</i> 165</p> <p>Teacher’s Edition: CCA 76; Q 76</p> <p>Teacher Resources: <i>Idea Factory</i> 7, 11, 18-19</p> |