

**SOCIAL STUDIES Sixth Grade (Focus: South America and Europe)**

<b>VALUES AND ATTITUDES</b>	The student will: Be a mirror of the gospel values, and age-appropriately translate faith into action. Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world. Understand and use the language of Catholic Social Teaching. Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none"><li>• Life and Dignity of the Human Person</li><li>• Call to Family, Community and Participation</li><li>• Rights and Responsibilities</li><li>• Option for the Poor and Vulnerable</li><li>• The Dignity of Work and The Rights of Workers</li><li>• Solidarity</li><li>• Care for God's Creation.</li></ul>
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**DIOCESAN STRAND A Catholic Ideals**

<b>OBJECTIVES</b>	Recognize the importance of family life <ul style="list-style-type: none"><li>• Recognize each person's call to stewardship: sharing gifts of time, talent and treasure.</li></ul>
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**DIOCESAN STRAND B Citizenship and Government**

**OBJECTIVES**

**Focus: South America and Europe**

Forms of government and societies

- Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems.
- Describe how different types of governments carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.
- Identify the ways in which they deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.
- Describe they establish laws in compared to the United States and analyze the strengths and weaknesses of each.
- Compare forms of government in Europe and the former Soviet Republics and explain how and why they have changed over time.

Rights and civic responsibilities of individuals in political structures

- Trace the development of relationships between individuals and their governments and evaluate the changes that have evolved over time.
- Identify various sources of citizens' rights and responsibilities and analyze how they are incorporated into different government structures.
- Describe rights and responsibilities of citizens in comparison to the United States.
- Examine the rights, roles, and status of individuals and assess their importance in relation to the general welfare.

Exhibit traits of good citizenship in the classroom and school

- Demonstrate understanding of the role of rules and laws in a democratic society.
- Demonstrate awareness of interdependence of government and people.

Evaluate the relationship of nations of Europe and the former Soviet Republics to each other, to other world nations and to world affairs.

- Explain how nations in Europe and the former Soviet Republics are organized politically.
- Describe how nation-states interact with each other.
- Analyze how foreign policy is made and the means by which it is carried out.

## **DIOCESAN STRAND C History**

### **OBJECTIVES**

#### **Focus: South America and Europe**

##### Patterns in the movement

- 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.
- Identify and evaluate the economic, political and social significance of the main commodities of trade.
- Examine and assess the influence of key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time.
- Analyze, compare and determine the impact of the movement of people, goods, and ideas within and among nations in Europe and the former Soviet Republics and between the Western Hemisphere and other world areas.

##### Connection: historical events and current issues

- Identify historical events such as invasions, conquests, and migrations and determine the relationship to current issues.
- Examine the causes of key historical events and analyze the short-and long-range effects on political, economic, and social institutions.
- Interpret information presented in graphs, charts, maps, polls, pictures, and cartoons.

##### Connections; North Carolina, the United States, and focus continents.

- Identify and evaluate influence of historical movements that link North Carolina and the United States to selected societies in focus continents.
- Evaluate historical movements and their influence on local, state, regional, national and international communities.

##### Characteristics of people of Europe and the former Soviet Republics.

- Identify the origins, characteristics, and influences of major groups of people in Europe and the former Soviet Republics.
- Describe similarities and differences among people of Europe and the former Soviet Republics.
- Assess the role, status, and social class of individuals and groups in Europe and the former Soviet Republics, past and present.

##### Influence of major religions, ethical beliefs, and aesthetic values on life in Europe and the former Soviet Republics.

- Describe and assess the influence of the arts and aesthetic values in societies of Europe and the former Soviet Republics.
- Evaluate the influence of beliefs, individuals, and practices associated with major religions in Europe and the former Soviet Republics.
- Analyze economic, social, and political situations that involve ethical and moral dilemmas.

##### Changes in ways of living

- Identify examples of cultural transmission and interaction within and among regions in Europe and the former Soviet Republics.
- Describe and evaluate the effect of change on the lives of people in Europe and the former Soviet Republics.
- Analyze economic, social, and political situations, which involve ethical and moral dilemmas.

**DIOCESAN STRAND D Geography**

**OBJECTIVES**

**Focus: South America and Europe**

Apply the five themes of geography and geographic tools to regions in focus continents

- Create maps, charts, graphs, databases, and models as geographic tools to illustrate information about different people, places and regions.
- Generate, interpret, and manipulate information from the geographic tools such to formulate and answer questions about space and place, environment and society, and spatial dynamics and connections.
- Use tools to compare data on different countries.
- Identify patterns, similarities and differences among the countries.

Relationship between physical environment and cultural characteristics.

- Identify key physical characteristics and evaluate their influence on the development of cultures.
- Describe and evaluate the impact of factors that influence changes in distribution patterns of population, resources,
- Examine factors such as climate change, location of resources, and environmental challenges that influence human migration.
- Assess the significance of these factors in the development of selected cultures.
- Compare the physical and cultural characteristics of regions.

Interactions between humans and their physical environments

- Identify ways in which people have used, altered, and adapted to their environments in order to meet their needs.
- Evaluate the impact of their actions on the development of cultures and regions.
- Describe the environmental impact, locally and worldwide, of regional activities such as deforestation, urbanization, and industrialization.
- Examine the development and use of tools and technologies.
- Assess the influence of tools and technology on the ability for societies to use, modify, or adapt to the environment.
- Describe and analyze the effects of how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface.

Physical features and influence of their location on life in Europe and the former Soviet Republics.

- Describe the absolute and relative location of major landforms, bodies of water, and natural resources.
- Analyze the impact of the absolute and relative location of places within Europe and the former Soviet Republics.
- Define region and identify various regions within Europe and the former Soviet Republics.
- Demonstrate influences of physical features on the Western World.
- Demonstrate/evaluate the influences of physical features on national development.

**DIOCESAN STRAND E Economics**

**OBJECTIVES**

**Focus: South America and Europe**

Allocation and use of economic resources in selected regions of focus continents

- Describe the relationship between the location of natural resources and economic development, and assess the impact.
- Examine the different economic systems and analyze their effectiveness in meeting basic needs.
- Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services.
- Evaluate the impact on the standard of living.
- Describe and analyze the relationship between specialization and interdependence.
- Analyze the effects of the unequal distribution of resources.
- Describe the characteristics of economies in Europe and the former Soviet Republics and how they have changed over time.

Economic activity and the quality of life

- Describe different levels of economic development and assess the connections to standard of living indicators.
- Examine the influence of education and technology on productivity and economic development.
- Describe the effects of over-specialization and assess the impact on the standard of living.
- Distinguish between developed and developing regions in Europe and the former Soviet Republics.
- Demonstrate the influence of cultural factors on world economics.
- Compare and contrast the importance of technology and industrialization.

Economic connections to North Carolina and the United States

- Describe and assess the impact of the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States.
- Assess causes and effects of increasing economic interdependence.
- Evaluate the influence of inventions, discoveries, and innovations on economic interdependence.

**DIOCESAN STRAND F Cultures, Customs and Diversity**

**OBJECTIVES**

**Focus: South America and Europe**

Influence of individuals and cultural groups contributions in focus continents

- Describe the role of key historical figures and evaluate their impact on past and present societies.
- Describe the role of key groups and evaluate their impact on historical and contemporary societies.
- Identify and assess the influence of major discoveries, innovations, and inventions.

Common characteristics

- Identify and analyze the concepts associated with culture such as language, religion, family, and ethnic identity.
- Examine the basic needs and wants of all human beings.
- Assess the influence of factors such as environment, values and beliefs in creating different cultural responses.
- Compare and contrast characteristics of political, economic, religious, and social institutions of selected cultures.
- Identify examples and the impact of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities.

Influence of major religions, ethical beliefs, and values on cultures

- Examine the major belief systems and analyze their impact on cultural values, practices, and institutions.
- Describe the relationship between cultural values and their art, architecture, music and literature
- Assess the significance of cultural values in contemporary culture.
- Identify examples of and evaluate the importance of cultural borrowing, such as language, traditions, and technology.

Cultural connections to North Carolina the United States

- Examine the role and importance of foreign-owned businesses and trade with North Carolina.
- Evaluate the effects of foreign owned businesses on local, state, regional, and national economies and cultures.
- Evaluate the effect of historical events, figures and decisions on the cultures of the countries being studied.

## SKILLS APPLICATION

### Kindergarten through Eighth Grade

\*Skills should be applied as appropriate to the developmental stage of the student.  
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

#### APPLICATION\*

Strategies for reading social studies materials and for increasing social studies vocabulary

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Written and oral decision making and problem-solving techniques for world issues.

Constructive interpersonal relationships

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs

- Participate in a community/parish service activity.

Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/056skills>