

# Nottingham School District

## 6th Grade Competency Social Studies Curriculum

State/CCSS Standards Addressed	Competency Statement	Related “I Can” Statements		Taught (Units / Topic)	Assessed (Activity / Test /Project)
D2.Civ.1.6-8 D2.Civ.2.6-8 D2.Civ.3.6-8 D2.Civ.10.6-8 D2.Civ.14.6-8	<b>CIVICS</b>  Students will distinguish the similarities and differences of government in the past and in the present. students will develop an understanding of the government of the United States and how that government compares to various other government types and structures across the world and in the ancient civilization	DOK 3  2  3  2  2	<ul style="list-style-type: none"> <li>I can distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and non-governmental contexts</li> <li>I can explain specific roles played by citizens.</li> <li>I can examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</li> <li>I can explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and society.</li> <li>I can compare historical and contemporary means of changing societies, and promoting the common good.</li> </ul>	1. Early Humans/Stone Age  2. Mesopotamia  3. Ancient Civilization: Egypt, China, India, Greece	A variety of assessment tools are used:  -tests/quizzes -projects -writing activities -class notes and discussions

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D2.Eco.1.6-8 D2.Eco.3.6-8 D2.Eco.6.6-8 D2.Eco.13.6-8	<b>ECONOMICS</b>  Students will be able to understand national and global economic concepts and economic decision-making. The student will be able to understand the interaction between production, distribution, and consumption of goods and services.	DOK 3  4  2  3	<ul style="list-style-type: none"> <li>I can explain how economic decisions affect the well-being of individuals, businesses, and society.</li> <li>I can analyze the rules of buyers and sellers in product, labor, and financial markets.</li> <li>I can explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</li> <li>I can explain why standards of living increase as productivity improves.</li> </ul>	1. Early Humans/Stone Age  2. Mesopotamia  3. Ancient Civilization: Egypt, China, India, Greece	A variety of assessment tools are used:  -tests/quizzes -projects -writing activities -class notes and discussions

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D2.Geo.1.6-8 D2.Geo.2.6-8 D2.Geo.4.6-8 D2.Geo.6.6-8 D2.Geo.8.6-8 D2.Geo.10.6-8	<b>GEOGRAPHY</b>  Students will understand how political, physical, and Human Geography impacts the past, present, and the future worlds.	DOK 4	<ul style="list-style-type: none"> <li>I can construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</li> </ul>	1. Early Humans/Stone Age	A variety of assessment tools are used:
		3	<ul style="list-style-type: none"> <li>I can use maps, satellite images, photographs, and other representations to explain relationships between the location of places and regions, and changes in their environmental characteristics.</li> </ul>	2. Mesopotamia	-tests/quizzes -projects
		3	<ul style="list-style-type: none"> <li>I can explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</li> </ul>	3. Ancient Civilization: Egypt, China, India, Greece	-writing activities -class notes and discussions
		3	<ul style="list-style-type: none"> <li>I can explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</li> </ul>		
		4	<ul style="list-style-type: none"> <li>I can analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</li> </ul>		
		4	<ul style="list-style-type: none"> <li>I can analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</li> </ul>		

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D2.His.1.6-8 D2.His.2.6-8 D2.His.4.6-8 D2.His.5.6-8 D2.His.14.6-8	<b>HISTORY</b>  Students will apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world.	DOK 3  3  3  3  3	<ul style="list-style-type: none"> <li>I can analyze connections among events and developments in broader historical contexts.</li> <li>I can classify series of historical events and developments as examples of change and/or continuity.</li> <li>I can analyze multiple factors that influenced the perspectives of people during different historical eras.</li> <li>I can explain how and why perspectives of people have changed over time.</li> <li>I can explain multiple causes and effects of events and developments in the past.</li> </ul>	1. Early Humans/Stone Age  2. Mesopotamia  3. Ancient Civilization: Egypt, China, India, Greece	A variety of assessment tools are used:  -tests/quizzes -projects -writing activities -class notes and discussions