

## **Family-Friendly Guides to the SC Social Studies Standards for 6<sup>th</sup> Grade: World Civilizations**

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The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina's standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina's children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See [http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate\\_Updated.pdf](http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf)). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

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### **How to Read this Document:**

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student's Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

### **Summary of the course:**

Students will study World Civilizations to uncover trends from prehistory to present day. Students will learn what defines civilizations and how geography played a factor in the exchanges, expansion, and formation among and between them. Students will inquire about the various social hierarchies of world civilizations and the changes and continuities of social systems. Students will learn about ancient and classical civilizations and explore their enduring cultural, intellectual, and technological influences. Students will learn about how increased global interactions led to transformations among and between world civilizations. Students will inquire into the development of world civilizations past and present and the connections between Africa, the Americas, Asia, and Europe. Students will continue to explore how these global interactions and exchanges led to cultural, intellectual, and technological advances that have continued to increase.

# Family Friendly Guide for 6<sup>th</sup> Grade Social Studies World Civilizations

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## Content Exploration

Standard	Summary
<b>1: Civilizations</b>	Students will explore the legacies of world civilizations through the arts, governmental structures, science, and technology. World civilizations had reciprocal influence on each other's growth and development.
<b>2: Increased Global Interactions</b>	Students will explore how world civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations.
<b>3: Development of the Atlantic World</b>	Students will explore how European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.
<b>4: Global Exchanges and Revolutions</b>	Students will explore how global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.
<b>5: Global Interdependence</b>	Students will explore how the modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.

## Skills Focus

Skills are necessary across the social studies for the student’s understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

Skills	6 <sup>th</sup> Grade World Civilizations	High School Modern World History
<b>Comparison</b>	Utilize <b>broad</b> characteristics of historical developments to create a comparative analysis.	Utilize <b>similarities and differences among</b> historical developments over <b>time, place, and culture</b> to create a comparative analysis.
<b>Causation</b>	<b>Analyze significant turning points</b> in history to <b>assess</b> multiple long-term and short-term causes and effects.	<b>Analyze</b> significant turning points, including the related causes and effects that affect historical continuity and change.
<b>Periodization</b>	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and <b>significant turning points</b> .	<b>Summarize and analyze the methods</b> historians use categorize historical developments to create historical periodization.
<b>Contextualization</b>	<b>Identify historical context by analyzing</b> historical developments using specific references to time, place, and broader contexts.	<b>Analyze</b> how historical events produce themes that create context by which we understand <b>historical developments</b> .
<b>Continuities and Change</b>	Identify and <b>explain significant theme-based</b> patterns of continuities and changes within a period of time.	<b>Examine</b> significant turning points and theme-based patterns of continuities and changes within a period, <b>including catalysts for those changes</b> .
<b>Evidence</b>	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.

## Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from rote memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

<b>Theme Name</b>	<b>Theme Description</b>
<b>Cultural and Intellectual Development</b>	The Culture and Intellectual Development theme encourages the study of the development of individual and collective cultures and how these identities shape economic, political, and social systems over time. Social systems of various world civilizations are marked by their cultural, political, religious, and social ideologies and contributions.
<b>Global Exchanges</b>	The Global Exchanges theme encourages the study of how world civilizations have interacted with one another culturally, economically, and politically throughout history, and how societies have become increasingly connected over time.
<b>Interaction with Environment</b>	The Interaction with Environment theme encourages the study of how humans impact their environment and how environmental factors influence the decision-making of humans.
<b>State Formation, Expansion, and Conflict</b>	The State Formation, Expansion, and Conflict theme encourages the study of the foundations of different states (e.g., kingdoms, empires, nation-states, city-states) and how their interactions within and beyond those respective states have emerged, expanded, and collapsed because of these factors.

## Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

### Possible Questions for Inquiry for your 6<sup>th</sup> Grade Student:

- Why did early humans choose to settle in particular locations?
- What attributes are required for a settlement to be considered a civilization?
- What characteristics of a civilization lead to inequality in a society?
- How did the inhabitants of early civilizations innovate to meet their needs?
- How did geography affect interactions among early civilizations?
- What caused changes in societies?
- How did civilizations become more advanced?
- What common features were shared by early civilizations?
- Does global exchange impact societies today in the same way it did in the past?
- With the exception of Greece, many classical civilizations fell around the same time. What factors contributed to the downfall of each?
- How did empires like that of Alexander the Great or the Roman Empire unify diverse people? How did they create class divisions?
- What were the advantages to being unified under one empire? The disadvantages? What are some other empires or individuals that unified diverse peoples? Compare these empires to the Roman Empire/Alexander the Great.
- How has religion both united and divided people throughout history?
- How did Confucianism impact China? What was its lasting influence?
- How did Christianity impact Rome? What was its lasting influence?
- How did democracy impact Athens? What was its lasting influence?
- Names such as Julius Caesar, Marc Antony, and Socrates are commonly known, yet Semiramus of Assyria, Zenobia of Palmyra, and Artemisia of Halicarnassus are not. What written and unwritten rules existed in classical societies that limited women's influence?
- How have different empires influenced Constantinople?
- What factors allowed the Ottoman Empire to ascend to power?
- How did the Crusades result in increased trade between Asia and Europe?
- How did the Crusades change the world/Europe/Asia?
- What factors resulted in the success of the African trade empires?
- How did one civilization's cultural traditions/values impact its exchange with other nations?
- How did feudalism develop in Europe and Japan?
- How did the dynastic cycle influence China?
- What factors characterize the Mayans, Aztecs, and Incas as advanced civilizations?
- What factors contributed to clashes of culture that occurred during this time period?

- How did the role of women differ in Meso and South American societies versus medieval European societies?
- How did European contact impact indigenous peoples?
- What were the lasting impacts of European colonization in Latin America?
- What led to the growth of the Transatlantic Slave Trade?
- What were the positive and negative impact of the Columbian Exchange?
- What were the environmental impacts of the Columbian Exchange?
- What social and political changes led to colonization?
- What impact did Bartolome de las Casas have on colonialism and the treatment of indigenous groups in the Americas?
- What factors led to Martin Luther's split with the Catholic Church?
- How did technology impact Martin Luther's cause?
- How was the Counter-Reformation a direct result of Martin Luther's protests against the Roman Catholic Church?
- How were science and medicine changed as a result of the Scientific Revolution?
- How did the Enlightenment impact people's views of citizenship and government?
- How can the ideals of the Enlightenment be seen in current global politics?
- What constitutes a revolution?
- How did \_\_\_\_\_ revolution change the world?
- What has motivated humans to start revolutions?
- How did colonialism and imperialism impact indigenous peoples?
- How did the Industrial Revolution lead to imperialism (colonization)?
- What impact did the Industrial Revolution have on the environment?
- What impacts of the Industrial Revolution are still being felt today?
- How did the Industrial Revolution change the quality of life for people during this time period?
- Compare more modern revolutions (Cuban, Iranian, Nicaraguan) to nineteenth-century revolutions (French, American) and early twentieth-century revolutions (Mexican, Chinese, Russian).
- How did Mahatma Gandhi contribute to Indian independence?
- What arguments were made for the creation of Israel following the Holocaust?
- What led to the end of apartheid in South Africa?
- What methods were used to fight for independence in Africa, Asia, and India?
- What factors contributed to the Holocaust happening during World War II?
- How did the Holocaust affect the world's understanding of human rights?
- How did nationalism contribute to World War II?
- What impact did the Stock Market Crash of 1929 have on the US? The world?
- How were countries economically interconnected during the Great Depression?
- What impact did the events of WWII have on the Civil Rights movement in the US?
- What steps can people take to increase their environmental sustainability in the world?
- How has life changed since the invention of the radio in the modern age of technology?
- How has technology impacted business, government, and the lives of individuals?
- What efforts have been made to improve environmental pollution in the late 20th and early 21st

centuries?

- How has the availability of the Internet increased the need for cyber-security?
- How has technology impacted the fight for human rights?

### **Additional Resources:**

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
  - The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>
- [South Carolina Social Studies Instructional Guides](#)
  - The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>
- [South Carolina ETV](#)
  - The site may also be found by visiting: <https://www.scetv.org/>
- [South Carolina Remote Learning](#)
  - These are websites that are identified by grade level and content range for your student.
  - The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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