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## **Sixth Grade Social Studies Crosswalk**

### **World Geography, History & Culture: Patterns of Continuity and Change**

#### **Beginnings of Human Society to the Emergence of the First Global Age (1450)**

This crosswalk document compares the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study (SCOS)* and provides some insight into the similarities and differences between these two sets of standards, especially as it relates to content coverage. This document is not intended to answer all questions about the nuances of the new standards versus the old. Additional documents will provide support for curriculum development and instructional planning.

In looking at this document, you should be aware of three key structural differences between the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study*: the organization of the standards around five broad strands, the use of a conceptual framework, and the use of Revised Bloom's Taxonomy. Due to these structural differences, not all parts of a cross walked objective may align perfectly to a clarifying objective. The relationship between content, concepts, and cognitive demand may have changed. Additionally, some content, concepts, and/or skills have been eliminated or moved to other grade levels.

The 2010 *K-12 Social Studies Essential Standards* are organized around five strands: history, geography and environmental literacy, civics and government, economics and financial literacy, and culture. These strands are based on the social science disciplines and provide students a consistent framework for studying and analyzing specific grade level content. At the high school level, strands are designed to be more specific to their course and subject content.

Additionally, the new structure of the 2010 *K-12 Social Studies Essential Standards* reflects a shift to a more conceptual framework. The goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. This adoption of a conceptual framework reduces the number of objectives while continuing to address similar topics, facts and skills. In looking at this document, you will see that there are multiple objectives from the old standards aligned to the new clarifying objectives; however, these objectives may be connected by broad conceptual understandings and should not be seen in the same light as they were in the old standards.

Finally, the 2010 *K-12 Social Studies Essential Standards* were also written using the Revised Bloom's Taxonomy (RBT). The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose than in the 2006 *North Carolina Social Studies Standard Course of Study*.

Sixth grade social studies is a study of the world from a geographic, historical, and cultural perspective. While the previous course included only Europe and South America, the new course allows for a comparative exploration of cultures all across the globe.



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**Important Note:** The current 2006 SCOS will continue to be the operational standards in the 2010-12 school year. We expect the 2010 K-12 Social Studies Essential Standards to be taught and assessed for the first time in the 2012-13 school year.

2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
History	<b>6.H.1</b> Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.		This standard is a combination of Skill Competency Goals from the K-12 Skills component of the 2006 NCSCOS and the national Social Studies standards.
	6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.	<b>1.01</b> Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in South America and Europe.  <b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b>  <b>Skills Competency Goal 3</b> 3.01-Use map and globe reading skills 3.02 Interpret graphs and charts	6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.
	6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	<b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b>  <b>Skills Competency Goal 1</b> 1.01 – Read for literal meaning 1.02 – Summarize to select main ideas 1.08 – Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning	



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	Clarifying Objective		
History	6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.		
	6.H.2 <b>Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.</b>		
	6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g. Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).	<p><b>7.01</b> Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p> <p><b>11.04</b> 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>13.01</b> Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of South America and Europe and evaluate their influence on local, state, regional, national, and international communities.</p>	
	6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.		



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	Clarifying Objective	Objective	Comments
	<p>6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g. agricultural technology, weaponry, transportation and communication).</p>	<p><b>6.02</b> Examine the influence of education and technology on productivity and economic development in selected nations and regions of South America and Europe. <b>8.03</b> Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present.</p>	
	<p>6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g. Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).</p>	<p><b>8.01</b> Describe the role of key historical figures and evaluate their impact on past and present societies in South America and Europe. <b>8.02</b> Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe.</p>	
Geography and Environmental Literacy	<p><b>6.G.1</b> <b>Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).</b></p>		
	<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).</p>	<p><b>2.01</b> Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected South American and European regions. <b>3.04</b> 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.</p>	



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	Clarifying Objective		
Geography and Environmental Literacy	<p>6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade).</p>	<p><b>2.02</b> Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of South America and Europe and evaluate their impact on the environment.</p> <p><b>2.03</b> 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 in South America and Europe.</p> <p><b>4.01</b> 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.</p> <p><b>4.02</b> Identify the main commodities of trade over time in selected areas of South America and Europe, and evaluate their significance for the economic, political and social development of cultures and regions.</p>	
	<p>6.G.1.3 Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up).</p>	<p><b>11.03</b> Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.</p>	
	<p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).</p>	<p><b>3.01</b> Identify ways in which people of selected areas in South America and Europe 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.</p>	



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		<b>3.03</b> 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.	
	<b>6.G.2</b> <b>Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.</b>		
	6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.	<b>1.03</b> Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of South America and Europe and to identify patterns as well as similarities and differences among them.  <b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b>  <b>Skills Competency Goal 1</b>	
<b>Geography and Environmental Literacy</b>		1.03-Draw inferences  <b>Skills Competency Goal 3</b> 3.01-Use map and globe reading skills	
	6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).	<b>1.02</b> 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.	



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		<p><b>The following skills were taken from the 2006 K-12 Skills Competency Standards:</b></p> <p><b>Skills Competency Goal 2</b></p> <p>2.05-Transfer information from one medium to another such as written to visual and statistical to written.</p>	
Economics and Financial Literacy	<p><b>6.E.1</b> Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.</p>		
	<p>6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g. competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).</p>	<p><b>5.01</b> Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in South America and Europe.</p>	
Economics and Financial Literacy	<p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p>	<p><b>5.03</b> 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 of South America and Europe.</p> <p><b>11.02</b> 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>	



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Civics and Governance	<b>6.C&amp;G.1</b> Understand the development of government in various civilizations, societies and regions.		
	6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g. democracy, absolute monarchy and constitutional monarchy).	<b>9.01</b> Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects on the respective contemporary political systems.  <b>9.02</b> Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas of South America and Europe carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.	
	6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles).		



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Civics and Governance	6.C&G.1.3 Compare the requirements for (e.g. age, gender and status) and responsibilities of (e.g. paying taxes and military service) citizenship under various governments.	<p><b>10.01</b> Trace the development of relationships between individuals and their governments in selected cultures of South America and Europe, and evaluate the changes that have evolved over time.</p> <p><b>10.02</b> 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><b>10.03</b> Describe rights and responsibilities of citizens in selected contemporary societies in South America and Europe, comparing them to each other and to the United States.</p> <p><b>10.04</b> Examine the rights, roles, and status of individuals in selected cultures of South America and Europe, and assess their importance in relation to the general welfare.</p>	



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	<p>6.C&amp;G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.</p>	<p><b>9.03</b> Identify the ways in which governments in selected areas of South America and Europe deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.</p>	
<p><b>Culture</b></p>	<p><b>6.C.1</b> Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.</p>		



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	<p>6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g. oral traditions, art, dance, music, literature, and architecture).</p>	<p><b>4.03</b> 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 in South America and Europe.</p> <p><b>11.01</b> 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><b>12.02</b> Describe the relationship between cultural values of selected societies of South America and Europe and their art, architecture, music and literature, and assess their significance in contemporary culture.</p> <p><b>12.03</b> Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in South America and Europe.</p> <p><b>13.02</b> 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>6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).</p>	<p><b>12.01</b> Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions.</p>	



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**Eliminated/Moved Objectives:**

- 3.02** Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community. (7<sup>th</sup> Grade 7.G.1.1)
- 5.02** Examine the different economic systems, (traditional, command, and market), developed in selected societies in South America and Europe, and analyze their effectiveness in meeting basic needs.
- 5.04** Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.
- 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.
- 6.03** Describe the effects of over-specialization and assess their impact on the standard of living.
- 7.02** Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.
- 9.04** Describe how different governments in South America and Europe select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.
- 13.03** Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of South America and Europe, and evaluate the effects on local, state, regional, and national economies and cultures.