



GRADE 6 SOCIAL STUDIES LEARNING OUTCOMES AND UNIT GUIDE

Unit	Learning Outcomes	Performance Indicators
Interactions and Interdependence of Nations (IN)		
Who We Are	Evaluate and represent personal beliefs and values by determining how culture and place influence them.	Identify personal roles in, and responsibilities toward, the family and local community.
		Compare and contrast family and community roles and responsibilities of young people in Nicaragua, America, with the roles and responsibilities of age-equivalent youth in a selection of countries past and present.
		Give examples of the artistic expression of culture in Nicaragua, including and in a selection of ancient civilizations, and draw conclusions about the beliefs and values of the inhabitants in those regions.
		Plan, conduct, and evaluate an inquiry to illustrate how culture and place influence the beliefs and values of the local community
	Develop an understanding that global interdependence impacts individual daily life in a selection of countries.	Create an inventory of ways in which daily life is influenced by global interdependence (Trace back products and items to where they are made.)
		Assess and interpret why people from a selection of countries immigrate to the USA/ Nicaragua.
		Become aware and describe the role of key international agencies in protecting human welfare (human rights), especially that of children and youth (e.g., United Nations, UNICEF, UNESCO, Amnesty International, United Nations High Commission for Refugees, international indigenous organizations, faith-based international development organizations).
		Investigate and represent the contribution of an American/Nicaraguan individual or organization toward enhancing human welfare in the USA/Nicaragua or in a selection of countries.
	Examine the social roles and cultural diversity that existed in ancient civilizations including the ROMANS, GREEKS, EGYPT, INDUS VALLEY, CHINA and MESOPOTAMIA.	Research, compare and represent ancient civilizations!: <ul style="list-style-type: none"> ✓ kinship patterns ✓ everyday life ✓ their problems ✓ their accomplishments ✓ cultural traditions ✓ traditional worldviews
		Research ways in which cultural traditions, celebrations, art, music, literature, drama, and sport have influenced intercultural understanding.
		Research and represent the historical and contemporary accomplishments and contributions to ancient civilizations.
	Identify influences and contributions of ancient societies to present day culture.	Explore aspects of cultural change over time, including: <ul style="list-style-type: none"> reasons for cultural change examples of cultural change how cultural change affects youth how youth respond to cultural change.
Delineate ways in which cultures might change over time.		
Propose reasons for changes in cultures over time by referring to Ancient civilizations, Native Americans, Elders and other peoples.		
Dynamic Relationships (DR)		
Where We Are in Place and Time	Analyze the impact of the diversity of natural environments on the ways of ancient civilizations.	Generalize about the effects of climate and vegetation on the historical development of people in ancient civilizations.
		Describe the relationship between the climate and vegetation zones and the lifestyles (e.g., modes of travel, home and building construction, modes of dress, types of sport, recreation and leisure activities, economic activity) of people in ancient civilizations.
		Investigate ways in which natural environments are reflected in the artistic expressions (music, dance, painting, sculpture, architecture) in ancient civilizations.
		Investigate the importance of place to the development of first languages and cultures.
Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.	Investigate the role of astronomy and traditional practices and teachings in early map making and reading. (Ancient civilization cosmology)	
	Use parallels of latitude and meridians of longitude to situate locations on a map.	
	Calculate the time in different time zones relevant to Nicaragua using technological tools and appropriate vocabulary, including international date line, Universal Time, local time, and daylight saving time.	



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How We Express Ourselves	Assess technological innovations and the ways they benefited ancient peoples.	Dynamic Relationships (DR)
		Explore how innovation enabled ancient civilizations to adapt to and modify their environments.
		Explore how innovation enabled ancient civilizations to satisfy their needs.
		Explore how innovation enabled ancient civilizations to increase exploration and trade.
		Explore how innovation enabled ancient civilizations to develop their cultures.
		Explore how innovation enabled ancient civilizations to develop tools and technological devices.
How the World Works	Examine and analyze factors that contribute to quality of life, including material and non-material factors.	Resources and Wealth (RW)
		Investigate ancient civilizations' goods and services they had.
		Explore trade routes and their significance with respect to the different ways goods were transported.
		Analyze the various types of economic systems and their effectiveness.
		Investigate the role of trade nationally and internationally.
		Explain the difference between needs and wants.
		Compare and contrast the needs and wants of American/Nicaraguan youth with those of youth in a selection of countries.
		Recognize the variation in value placed on quality of life indicators in varying locations, cultures, and time periods.
		Investigate the indigenous concept of abundance as it relates to the western concept of wealth.
		Explain factors that affect the quality of life of youth in Nicaragua and a selection of countries (e.g., labor practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).
		Compare and contrast the quality of life in Nicaragua with the quality of life in a selection of countries using various sources of data including a quality of life index, maps, graphs, and charts.
		Propose reasons which might explain the differences in the quality of life of young people in Nicaragua and in a selection of countries.
		Research sources of wealth (including natural resources and industries) in Nicaragua and USA and a selection of countries.
		Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Nicaragua/USA and a selection of countries.



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Power and Authority (PA)			
How We Organize Ourselves	Examine the relationship between an individual's power and authority and the power and authority of others.		illustrate the forms of power (an individual or a group's ability to influence): force, authority, and influence (voice) with respect to their personal lives (e.g., force: pushing someone, saying something hurtful; authority: being elected class representative, being invited to act or speak on behalf of the group, inviting others to act or speak on behalf of the group; influence: speak out on their behalf or on the behalf of others).
			Give examples of the forms of power (force: gangs, bullying; authority: leadership of an organization; influence: clergy, charisma) in the local community.
			Describe diverse ways in which groups and societies, especially those groups involving young people, deal with competing claims for power.
			Explain choices young people must make in reconciling the tensions between the dominant social group and individual choice (e.g., drug and alcohol use; social relationships; academic programs, choice of extra-curricular activities, and career interests)
	Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.		Describe incidents of the misuse of power in groups of which students are aware.
			Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.
			Propose changes needed in human behavior and institutions in order to prevent the abuse of power.
			Investigate the relationship between people and their governments and a selection of countries. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education).
	Describe the evolution and purpose of rules, laws, and government in ancient civilizations.		Examine why rules, laws and government are important.
			Distinguish the difference between rules, laws and government.
			Investigate which problems may arise/rose in ancient civilizations and how they evolved from these problems.
			Describe the dynamic governing systems of ancient civilizations.
Resources and Wealth (RW)			
Sharing the Planet	Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.		Represent through visual art, music, dance, writing, or other representation the contribution of individuals and communities to initiate change that supports sustainability.
			Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labor, enslavement, sweatshops, consumption of scarce resources, prosperity through employment).
			Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.