

## Grade 6 Power Standards Western Hemisphere

**Foundation Power Standard\*: Demonstrate their understanding of the tool historians use to organize and explain human activities over time.** (6-H1.1.1, 6-H1.1.2, 6-H1.2.1, 6-H1.2.2, 6-H1.2.3, 6-H1.2.4, 6-H1.2.5, 6-H1.4.1, 6-H1.4.2, 6-H1.4.3)

### *Related Learning Targets*

- Construct and interpret timelines. (6-H1.1.1)
- Read and interpret calendars. (6-H1.1.2)
- Use primary and secondary sources. (6-H1.2.1)
  - Identify perspective. (6-H1.1.2)
  - Identify the significance of the individual in history. (6-H1.2.5)
  - Evaluate competing perspectives. (6-H1.2.4)
  - Determine context. (6-H1.2.2)
- Identify patterns throughout history and connect to today. (6-H1.4.2, 6-H1.4.3)
- Understand and use the following terms: eras, periods, calendar system, contemporary, secular, artifacts, primary sources, secondary sources, quantitative data, radiocarbon dating, perspective, BC/AD/BCE/CE, cultural institutions, and continuity. (6-H1.4.1)

\*This should be a review of K-5 skills. These skills will be used throughout the course.

### **WH ERA 1**

**SS6.1: Demonstrate an understanding of the impact of the Agricultural Revolution on early people.** (6-W1.1.1, 6-W1.1.2, 6-W1.2.1, 6-W1.2.2, 6-W1.2.3)

### *Related Learning Targets*

- Interpret a migration map showing the movement of hunters and gatherers, including the Beringa Land Bridge. (6-W1.1.1, 6-W1.1.2)
- Describe the importance of the natural environment to the development of agriculture. (6-W1.2.2)
- Relate the concepts of stable food supply, surplus, population growth, trade, division of labor, and development of settlements to the development of culture at the time of the Agricultural Revolution, as well as to our contemporary times today. (6-W1.2.3, 6-W1.2.1)
- Understand and use the following terms: sedentary, migration, surplus, irrigation, domestication, and division of labor. (6-W1.2.1, 6-W1.2.2, 6-W1.2.3)

## **WH ERA 2**

**SS6.2: Demonstrate an understanding of the human and physical influences that affected the development of the early North American agricultural societies.** (6-W2.1.1, 6-W2.1.2, 6-W2.1.3, 6-W2.1.4)

### *Related Learning Targets*

- Create and interpret maps showing the location of early North American people and explain how the environment favored their way of life (Inuit, Anasazi, and Apache). (6-W2.1.1, 6-W2.1.3)
- Identify defining cultural characteristics (government, language, religion, social structure, technology, and division of labor) of early North American people from various sources including texts, videos, pictures, and secondary sources. (6-W2.1.3, 6-W2.1.4)
- Relate the effects of the agricultural revolution on modern food supply issues. (6-W2.1.2)
- Understand and use the following terms: pastoral, agrarian civilization, nomads, and sustainable agriculture. (6-W2.1.1, 6-W2.1.2, 6-W2.1.4)

## **WH ERA 3**

**SS6.3: Demonstrate an understanding of the development of ancient Latin American civilizations.** (6-W3.1.1, 6-W3.1.2, 6-W3.1.3, 6-W3.1.4, 6-W3.1.5)

### *Related Learning Targets*

- Construct a timeline showing key events in the development of Mayan, Aztec, Olmec, and Incan societies. (6-W3.1.5)
- Compare and contrast key features of the Mayan, Aztec, and Incan societies, including economy, human-environment interaction, religion, and regional relationships. (6-W3.1.1, 6-W3.1.2, 6-W3.1.3, 6-W3.1.4)
- Understand and use the following terms: class structure, Inca Road, and trade routes. (6-W3.1.2, 6-W3.1.3)

**SS6.4: Demonstrate an understanding of the tools (various types of maps, GPS, GIS, aerial photos, photos, and film) that geographers use to organize and explain human activities over time.** (6-G1.1.1, 6-G1.1.2, 9-G1.2.1, 6-G1.2.5, 6-G1.2.6, 6-G2.1.1, 6-G2.1.2)

### *Related Learning Targets*

- Describe how geographers use mapping to represent places and natural phenomena in the world and why they may vary based on cultural perspectives and modern technology (6-G1.1.1, 6-G1.2.2)
- Draw a sketch map of the Western Hemisphere from memory and locate major physical features on a map (landforms, rivers, climate regions). (6-G1.1.1, 6-G1.1.2, 6-G1.2.1, 6-G1.2.2, 6-G1.2.5, 6-G1.2.6)
- Identify what information geographers can get from technology (such as GPS and GIS) and how they use this information to solve modern problems. (6-G1.2.5, 6-G1.2.6)

- Understand and use the following terms: technology, GPS, GIS, topographic maps, spatial patterns, thematic maps, and geographic inquiry. (6-G1.2.2, 6-G1.2.3, 6-G1.2.5, 6-G1.2.6, 6-G2.1.2)

### **Geographic Perspective**

**SS6.5: Demonstrate an understanding of how the physical characteristics of the Western Hemisphere (such as climate, tectonic plates, topographic features, and proximity to natural hazards) impact where and how people live and how people impact the physical environment (such as aqueducts, canals, pollution, irrigation, and technology).** (6-G1.2.3, 6-G1.2.4, 6-G1.3.1, 6-G1.3.2, 6-G2.1.2, 6-G2.2.2, 6-G3.1.1, 6-G3.2.1, 6-G3.2.2, 6-G4.3.1, 6-G4.3.2, 6-G5.1.1, 6-G5.1.2, 6-G5.1.3, 6-G5.2.1)

#### *Related Learning Targets*

- Create or interpret thematic maps and graphs showing patterns of human population and ecosystems as well as photos and film to develop generalizations and patterns about location and density of people. (6-G1.2.3, 6-G1.3.2, 6-G1.2.4, 6-G2.1.2, 6-G3.2.1, 6-G3.2.2, 6-G4.3.2, 6-G5.2.1)
- Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (6-G3.1.1)
- Apply the five themes of geography (location, place, movement, region, and human-environment interaction) using specific historical and/or geographic examples from the Western Hemisphere. (6-G1.3.1)
- Describe how human activity, including technology, affects the environment (generally speaking) and relate it to specific contemporary environmental concerns. (6-G2.2.2, 6-G3.2.1, 6-G4.3.1, 6-G5.1.1, 6-G5.1.2, 6-G5.1.3)
- Understand and use the following terms: tectonic plates, seismic events, ecosystems, climate, natural hazards, atmosphere, biosphere, lithosphere, hydrosphere, population density, spatial patterns, proximity, arid, deforestation, hydroelectric power, river basin, watershed, and drought. (6-G1.3.2, 6-G2.1.2, 6-G2.2.2, 6-G5.1.1, 6-G5.1.3, 6-G5.2.1)

**SS6.6: Demonstrate an understanding of culture and the role it plays.** (6-G1.2.2, 6-G1.3.3, 6-G2.2.1, 6-G2.2.3, 6-G4.1.1, 6-G4.4.2, 6-G4.4.1)

#### *Related Learning Targets*

- Identify and explain examples of cultural traits and how cultures have evolved through the movement of people, things, and ideas. (6-G2.2.1, 6-G1.3.3, 6-G4.1.1, 6-G4.2.1)
- Identify factors that contribute to conflict and cooperation between and among cultural groups (control and use of natural resources, power, wealth, people's perceptions of culture, and cultural diversity) in history and contemporary issues. (6-G2.2.3, 6-G4.4.1)
- Understand and use the following terms: cultural perspective, immigrants, cultural diffusion, indigenous, conflicts between First Peoples in Canada, French and English conflicts in Canada, and establishment of Nunavut (1999). (6-G1.2.2, 6-G2.2.3, 6-G4.1.1, 6-G4.4.2)

## **Civic Perspective**

**SS6.7: Demonstrate an understanding of the characteristics of a democracy and a dictatorship, and the role government plays in political, cultural, and economic relationships.** (6-C1.1.1, 6-C3.6.1, 6-C3.6.2, 6-C4.3.1, 6-C4.3.2, 6-C4.3.3, 6-E2.3.1)

### *Related Learning Targets*

- Compare and contrast a democracy, a dictatorship, and a parliamentary system, including the role of government policy in the economy. (6-C1.1.1, 6-C3.6.2)
- Identify key characteristics that define a nation-state and the purpose of its government. (6-C3.6.1)
- Explain the challenges and benefits of the interdependence of nations. (6-C4.3.1, 6-C4.3.2, 6-C4.3.3, 6-E2.3.1)
- Understand and use the following terms: interdependence, parliamentary system, geopolitical relationships, representative democracy, military dictatorship, dictatorship, NAFTA, OAS, UN, NGO, Fidel Castro and Cuba, sanction, tariff, and treaty. (6-C1.1.1, 6-C3.6.2, 6-C4.3.3, 6-E2.3.1)

## **Economic Perspective**

**SS6.8: Demonstrate an understanding of various economic systems, including global relationships and the movement of goods and services.** (6-E2.3.1, 6-E3.1.1, 6-E3.1.2, 6-E3.1.3, 6-E3.3.1)

### *Related Learning Targets*

- Analyze and create charts, graphs, and maps to show patterns of economic interdependence in the Western Hemisphere. (6-E3.1.1, 6-E3.1.2)
- Explain and compare how economics systems (traditional, command, and market) answer the four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of productions? (6-E3.3.1)
- Explain how advances in communications have affected economic interactions and where and how people work. (6-E3.1.3)
- Understand and use the following terms: incentives, perishable, communist, capitalist, (free) market economy, command economy, socialism, trade, traditional economy, consumer, producer, global economy, mutual benefit, incentives, imports, exports, supply chain, materials, capitol, and labor. (6-E1.1.1, 6-E2.3.1, 6-E3.1.2)

## **Public Discourse, Decision Making, and Citizen Involvement**

**SS6.9: Investigate a global issue resulting in public policy, research of all perspectives, and generation and evaluation of alternative resolutions.** (6-P3.1.1, 6-P4.2.1, 6-P4.2.2, 6-P4.2.3, 6-G6.1.1, 6-G6.1.2)

### *Related Learning Targets*

- State the issue as a question of public policy and use inquiry methods to find supporting information and data from multiple perspectives. (6-P3.1.1, 6-P4.2.1)
- Share and discuss findings of their research and analysis in group discussion and/or debates. (6-P4.2.2)
- Compose a persuasive essay including an action plan to inform others of the issue. (6-G6.1.1, 6-G6.1.2)
- Participate in projects to help or inform others. (6-P4.2.3)
- Understand and use the following terms: inquiry methods, action plan, and public policy. (6-G6.1.1, 6-P3.1.1, 6-P4.2.1)