

Parent Guide for Social Studies

Grade Six

Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Six.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
English Language Arts 6-12: Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Literacy in History/Social Studies 6-12: Reading: History/Social Studies	
	Cite specific textual evidence to support analysis of primary and secondary sources.
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	Describe how a text presents information (e.g., sequentially, comparatively, causally).
	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	Distinguish among fact, opinion, and reasoned judgment in a text.

Literacy in History/Social Studies 6-12: Reading: History/Social Studies continued	
	Analyze the relationship between a primary and secondary source on the same topic.
	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Literacy in History/Social Studies 6-12–Writing	
	Write arguments focused on discipline-specific content.
	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	Establish and maintain a formal style.
	Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Establish and maintain a formal style and objective tone.
	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from informational texts to support analysis reflection, and research.
	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
OH: History	
Theme: Regions and People of the Eastern Hemisphere Historical Thinking and Skills	
	Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.
Early Civilizations	
	Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

OH: Geography	
Places and Regions	
	Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.
Human Systems	
	Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.
	Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
	Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).
OH: Government	
Theme: Regions and People of the Eastern Hemisphere Civic Participation and Skills	
	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.
Roles and Systems of Government	
	Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.
OH: Economics	
Theme: Regions and People of the Eastern Hemisphere Economic Decision Making and Skills	
	Economists compare data sets to draw conclusions about relationships among them.
	The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.
Scarcity	
	The fundamental questions of economics include what to produce, how to produce and for whom to produce.
	When regions and/or countries specialize, global trade occurs.
Markets	
	The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.
Financial Literacy	
	When selecting items to buy, individuals can compare the price and quality of available goods and services.

Notes: _____
