

**Washington State
Social Studies GLEs
Grade 6
Fall 2008**

OSPI Suggested Grade 6 Units:

World Geography

World - Ancient Civilizations (Time Immemorial to 600 CE)

Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

GLE 1.1.1 No Grade 6 GLE

GLE 1.1.2 No Grade 6 GLE

Component 1.2 Understands the purposes, organizations, and functions of governments, laws and political systems

GLE 1.2.1 No Grade 6 GLE

GLE 1.2.2 No Grade 6 GLE

GLE 1.2.3 Understands a variety of forms of government from the past or present.

Examples: *Compares and monarchy and democracy in ancient Greece and ancient Egypt.
Explains the "Mandate of Heaven" as a principle in the creation of Chinese Dynasties.*

GLE 1.2.4 No Grade 6 GLE

Component 1.3 Understands the purpose, organization of international relationships and United States foreign policy.

GLE 1.3.1 Analyzes how societies have interacted with one another in the past or present.

Examples: *Examines how goods were exchanged along the Silk Road between China and the Middle East.
Examines trade between Minoan and Egyptian societies.
Examines alliances between the Assyrians and the Egyptians.
Examines how Alexander the Great expanded the Macedonian empire through military conquest and cultural assimilation of neighboring societies.*

Component 1.4 Understands civic involvement.

GLE 1.4.1 Understands the historical origins of civic involvement.

Examples: *Explains how the male, property-owning citizens of ancient Athens practiced direct democracy.*

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Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

GLE 2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.

Examples: Examines how the Phoenicians' use of finite natural resources forced them to relocate.

Component 2.2 Understands how economic systems function.

GLE 2.2.1 Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

Examples: Compares the production and distribution of agricultural goods in Egypt and Mesopotamia.

GLE 2.2.2 Understands how the forces of supply and demand have affected international trade in the past or present.

Examples: Compares how ancient Chinese and Egyptian civilizations used trade to meet their needs and wants. Explains how demand for spices increased the trade along the Silk Road.

Component 2.3 Understands the government's role in the economy.

GLE 2.3.1 Understands the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.

Examples:

*Examines how Sumerian priest kings need for monetary record-keeping advanced the development of cuneiform.
Explains why people in ancient Greece established the use of coins as money to make trade easier.
Examines the establishment of salt as a currency in Tikal and other Yucatan Nation States.*

Component 2.4 Understands the economic issues and problems that all societies face.

GLE 2.4.1 Understands the distribution of wealth and sustainability of resources in the world in the past or present.

Examples:

Compares and analyzes the deforestation of Easter Island and current deforestation of the Amazon Rainforest.

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Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

GLE 3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.

Examples: *Compares past and present satellite images of the Amazon Rainforest to illustrate deforestation.
Constructs a population map of Canada including annual temperature and draws conclusions about how the environment affects human settlement.*

GLE 3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics.

Examples: *Identifies the location of the seven continents of the world.
Explains the unique characteristics of the physical and cultural landscape between North Africa and Sub-Saharan Africa.*

Component 3.2 Understands human interaction with the environment.

GLE 3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.

Examples: *Examines how people in Mesopotamia shaped agriculture through the building of canals.
Examines how Incas modified their environment to maximize crop production.*

GLE 3.2.2 Understands the characteristics of cultures in the world from the past or in the present.

Examples: *values.
Explains how the Sumerians developed a unique culture based on the domestication of grain.*

GLE 3.2.3 Understands the geographic factors that influence the movement of groups of people in the past or present.

Examples: *Compares the factors that led to migration of the Han and the Goths into Europe.
Compares how the physical environments of island culture influenced Maori and Polynesian migration.*

Component 3.3 Understands the geographic context of global issues.

GLE 3.3.1 Understands that learning about the geography of the world helps us understand the global issue of sustainability.

Examples: *Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation.
Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California's agricultural industry.
Compares the Anasazis' struggle to find an adequate water supply in the 13th century with that of many societies today.*

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Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1 Understands historical chronology.

GLE 4.1.1 Analyzes different cultural measurements of time.

Examples: Compares the different ways calendars were used in ancient Egypt and Mayan civilization to plan agriculture.

GLE 4.1.2 Understands how the rise of civilizations defines eras in ancient history by:
Explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on at least two continents.
Explaining and comparing the rise of civilizations from 200 CE to 600 CE on at least two continents.

Examples: Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE).
Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE).

Component 4.2 Understand and analyzes causal factors that have shaped major events in history.

GLE 4.2.1 Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.

Examples: Explains the impact of Confucius and Buddha on Eastern belief systems.
Explains the impact of Aristotle on scientific investigation with human reasoning.

GLE 4.2.2 Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.

Examples: Explains how Mesopotamia and Egypt responded to environmental challenges.
Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire.

GLE 4.2.3 Understands and analyzes how technology and ideas from ancient civilization have impacted world history.

Examples: Examines the impact of the Phoenician alphabet on improved communication amongst societies.
Examines the impact of irrigation on the establishment of river societies.

Component 4.3 Understands that there are multiple perspectives and interpretations of historical events.

GLE 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in ancient history.

Examples: Describes the impact of the Code of Hammurabi on ancient Mesopotamia.

GLE 4.3.2 Analyzes multiple causal factors that shape major events in ancient history.

Examples: Presents a position on the causes and outcomes of the Peloponnesian wars demonstrating understanding of varying viewpoints of the conflict.

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Component 4.4 Uses history to understand the present and plan for the future.

GLE 4.4.1 Analyzes how an event in ancient history helps us to understand a current issue.

Examples: *Examines how studying the effects of lead on people living in ancient Rome helps us to understand the dangers of lead today.*
Examines how the history of "Tse-whit-zen," an ancient burial ground and native village in Port Angeles, helps us understand the current conflict over use of the land.

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Social Studies EARL 5: SS SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.

Component 5.1 Uses critical reasoning skills to analyze and evaluate positions.

GLE 5.1.1 Understands positions on an issue or event.

Examples: *Explains positions historians take on Mesopotamia's and Egypt's responses to challenges.
Explains one's own position on how history helps us understand current events.
Explains one's own position on the factors that caused the Punic Wars.*

GLE 5.1.2 Evaluates the significance of information used to support positions on an issue or event.

Examples: *Selects the most significant information to support positions on Mesopotamia's and Egypt's responses to challenges.*

*Selects the most significant information to support positions on how history helps us understand current events.
Selects the most significant information to support positions on what caused the Punic Wars.*

Component 5.2 Uses inquiry-based research.

GLE 5.2.1 Creates and uses research questions to guide inquiry on an historical event.

Examples: *Develops a research question to guide inquiry on the challenges that early civilizations faced.
Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization.*

GLE 5.2.2 Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.

Examples: *Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times.
Uses a Venn diagram to examine the validity, reliability, and credibility of primary sources on the causes of the Peloponnesian Wars.*

Component 5.3 Deliberates public issues.

GLE 5.3.1 Engages in discussions that clarify and address multiple viewpoints on public issues.

Examples: *Engages in a debate to clarify multiple viewpoints on how the Phoenicians could have conserved resources.
Engages in a discussion to address multiple viewpoints on how studying the history of Mesopotamia helps one understand current issues in the Middle East region.*

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The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.

Component 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

GLE 5.4.1 Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation.

Examples: *Examines multiple factors, generalizes and connects the past to the present to formulate a thesis on the significance of the fall of Rome in a paper.*
Examines multiple factors, generalizes and connects past to present to formulate a thesis on the significance of the Peloponnesian War in a presentation.

GLE 5.4.2 Understands and demonstrates the ethical responsibility one has in using and citing sources and the rules related to plagiarism and copyrighting.

Examples: *Demonstrates ethical responsibility while writing a paper by using one's own words and giving credit to ideas from others.*
Explains the legal and ethical consequences of plagiarism.