

Sixth Grade

**SOCIAL SCIENCES – Core Expectations**

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	NA
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	<ul style="list-style-type: none"> <li>• Speculate on existence of human societies with no political structure.</li> <li>• Evaluate the advantages of a public codified set of laws (Hammurabi’s Code).</li> <li>• Explain the emergence and role of hierarchal ruling systems.</li> <li>• Explain how rulers built and maintained empires in ancient Mesopotamia.</li> <li>• Explain the advantages of Qin Shi Huangdi’s bureaucratic system of government over previous systems.</li> <li>• Compare and contrast the political philosophies of some of China’s great thinkers, like Confucius, Lao-Tzu, and Mo-Tzu.</li> <li>• Explain the hierarchical political system of the ancient Egyptians (pharaoh, priesthood...).</li> <li>• Explain the roles and responsibilities of the pharaoh.</li> <li>• Identify the influence the Roman Catholic Church had in governing medieval society.</li> <li>• Explain the creation of the Magna Carta and its implication for future control of royal power.</li> <li>• Explain the relationship between kings and knights.</li> </ul>
14C: Understand election processes and responsibilities of citizens.	<ul style="list-style-type: none"> <li>• Explain the form of democracy practiced by the ancient Greeks, and how Western political institutions still reflect this heritage.</li> <li>• Compare and contrast the idea of citizenship with ancient Greece and America today.</li> </ul>
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	<ul style="list-style-type: none"> <li>• Explain the form of democracy practiced by the ancient Greeks, and how Western political institutions still reflect this heritage.</li> <li>• Compare and contrast the idea of citizenship with ancient Greece and America today.</li> <li>• Describe the way the empire was ruled.</li> <li>• Describe how the Roman form of democracy, republicanism worked</li> </ul>
14E: Understand United	NA

States foreign policy as it relates to other nations and international issues.	
14F: Understand the development of United States political ideas and traditions.	<ul style="list-style-type: none"> <li>• Explain the form of democracy practiced by the ancient Greeks, and how Western political institutions still reflect this heritage.</li> <li>• Compare and contrast the idea of citizenship with ancient Greece and America today.</li> </ul>

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	<ul style="list-style-type: none"> <li>• Explain the advantages of record keeping and a standardized monetary system.</li> <li>• Explain how surplus food supplies lead to the specialization of labor.</li> <li>• Describe the merits of a standardized system of weights and measures over a non-standardized system to facilitate trade.</li> <li>• Describe natural resources that were valuable to the ancient Egyptians.</li> <li>• Describe trade networks within the Nile River valley and with its neighbors.</li> <li>• Explain the significance of the agora as the engine of the ancient Greek economic system.</li> <li>• Explain how advanced Greek sailing technology helped them to become international middlemen for distribution of goods and services.</li> <li>• Explain the emergence of guilds to protect workers' interests.</li> </ul>
15B: Understand that scarcity necessitates choices by consumers.	<ul style="list-style-type: none"> <li>• Explain the simplest economic systems of hunter-gatherer societies.</li> </ul>
15C: Understand that scarcity necessitates choices by producers.	<ul style="list-style-type: none"> <li>• Explain the simplest economic systems of hunter-gatherer societies.</li> <li>•</li> </ul>
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> <li>• Explain how a simple economic system based on barter and trade works to demonstrate how and why specialization of labor evolves during this time.</li> <li>•</li> </ul>
15E: Understand the impact of government policies and decisions on production and consumption in the economy.	<ul style="list-style-type: none"> <li>• Describe the significance of Roman roads to the Roman economy.</li> <li>• Describe social class differences in Roman society.</li> <li>• Explain the relationship between Rome and its provinces in terms of trade.</li> <li>• Describe the system of feudalism</li> </ul>

Illinois State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Standard	District Core Expectations
16A: Apply the skills of historical analysis and interpretation	<ul style="list-style-type: none"> <li>• Describe at least three species of human ancestors.</li> <li>• Describe the construction and purpose of the Great Wall of China.</li> <li>• Explain why the ancient Egyptians built the pyramids.</li> <li>• Explain the basic ideas of the ancient Egyptians' belief in an afterlife.</li> <li>• Describe the historical significance of the discovery of the tomb of Tutankhamen.</li> <li>• Provide examples of daily life in ancient Egypt.</li> <li>• Explain the nature and purpose of hieroglyphic writing.</li> <li>• Describe the significance of Greek philosophy, art, and technology on Western culture.</li> </ul>
16B: Understand the development of significant political events.	<ul style="list-style-type: none"> <li>• Explain how Greek city-states developed democratic political systems.</li> <li>• Relate the fall of the Roman Empire to the emergence of medieval society.</li> <li>• Explain the cause and effect of the Crusades.</li> <li>•</li> </ul>
16C: Understand the development of economic systems.	<ul style="list-style-type: none"> <li>• Describe the transition of early people from hunter-gatherer societies to agricultural societies.</li> <li>•</li> </ul>
16D: Understand Illinois, United States and world social history.	<ul style="list-style-type: none"> <li>• Describe some characteristics of the early civilizations of Sumer, Babylon, and Assyria.</li> <li>• Describe the major characteristics of China's first four dynasties.</li> <li>• Describe the ancient Olympic games.</li> <li>• Identify important figures in Greek mythology.</li> <li>• Describe Alexander the Great's influence on the spread of Greek/Hellenistic culture.</li> <li>• Describe the founding of Rome according to the myth of Romulus and Remus.</li> <li>• Describe significant features of Roman culture, like gladiator contests, chariot racing, and dining habits.</li> <li>• Identify examples of daily life in medieval Europe and Asia.</li> <li>• Explain the training and responsibilities of knights and samurais</li> </ul>
16E: Understand Illinois, United States and world environmental history.	<ul style="list-style-type: none"> <li>• Explain the general ways people interact with the environment.</li> <li>• Explain the geographic themes of Place and Movement in terms of the Fertile Crescent, and its</li> </ul>

	<p>legacy of being the cradle of civilization.</p> <ul style="list-style-type: none"> <li>• Describe the nature of Human/Environment Interaction regarding permanent settlements and the birth of agriculture.</li> <li>• Describe the significance of the Nile River to ancient Egyptian civilization.</li> <li>• Explain how Greece’s geography led to the rise of independent city-states.</li> <li>• Identify examples of environmental impact by the Romans (aqueducts, quarries...).</li> </ul>
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Illinois State Goal17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> <li>• Identify the major landmasses of the Earth.</li> <li>• Identify the major bodies of water of the Earth</li> <li>• Explain the significance of longitude and latitude.</li> <li>• Explain Africa in terms of the geographic theme of place.</li> <li>• Locate China on a modern map, and identify several of its neighbors including India, Japan, and the Korean Peninsula.</li> <li>• Identify the major physical and human characteristics of Ancient China.</li> <li>• Describe the significance of the Nile River to ancient Egyptian civilization.</li> <li>• Describe the physical conditions of Egypt that the civilization had to cope with.</li> <li>• Describe the characteristics of the region influenced by the ancient Greeks.</li> <li>• Explain how Greece’s geography led to the rise of independent city-states.</li> <li>• Identify the general area of Roman influence on a map, and describe what those influences were.</li> <li>•</li> </ul>
17B: Analyze and explain characteristics and interactions of the Earth’s physical systems.	<ul style="list-style-type: none"> <li>• Compare and contrast different regions on the Earth.</li> <li>• Explain the geographic themes of Place and Movement in terms of the Fertile Crescent, and its legacy of being the cradle of civilization.</li> </ul>
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> <li>• Explain the general ways people interact with the environment.</li> <li>• Explain how and why people travel from place to place across the globe.</li> <li>• Describe the role of Human/Environment Interaction on human evolution.</li> <li>• Describe the nature of Human/Environment</li> </ul>

	<p>Interaction regarding permanent settlements and the birth of agriculture.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> <li>• Explain the geographic themes of Place and Movement in terms of the Fertile Crescent, and its legacy of being the cradle of civilization.</li> <li>• Describe the nature of Human/Environment Interaction regarding permanent settlements and the birth of agriculture.</li> <li>• Describe the significance of the Nile River to ancient Egyptian civilization.</li> <li>• Describe the physical conditions of Egypt that the civilization had to cope with.</li> <li>• Describe the characteristics of the region influenced by the ancient Greeks.</li> <li>• Explain how Greece's geography led to the rise of independent city-states.</li> <li>• Identify the general area of Roman influence on a map, and describe what those influences were.</li> <li>• Identify examples of environmental impact by the Romans (aqueducts, quarries...).</li> <li>• Identify key natural and man-made features of the city of Rome</li> <li>• Identify characteristics of the Region of medieval Europe and Asia.</li> <li>• Cite the strategic value of castles and fortifications.</li> <li>•</li> </ul>

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	<ul style="list-style-type: none"> <li>• Explain the emergence of guilds to protect workers' interests.</li> <li>• Describe some characteristics of the early civilizations of Sumer, Babylon, and Assyria.</li> <li>• Explain why the ancient Egyptians built the pyramids.</li> <li>• Explain the basic ideas of the ancient Egyptians' belief in an afterlife.</li> <li>• Identify examples of daily life in medieval Europe and Asia.</li> <li>• Explain the training and responsibilities of knights and samurais.</li> </ul>
18B: Understand the roles and interactions of individuals and groups in society.	<ul style="list-style-type: none"> <li>• Describe social class differences in Roman society.</li> <li>• Describe significant features of Roman culture, like gladiator contests, chariot racing, and dining habits.</li> </ul>

18C: Understand how social systems form and develop over time.	<ul style="list-style-type: none"><li data-bbox="690 222 1365 296">• Describe Alexander the Great's influence on the spread of Greek/Hellenistic culture.</li></ul>