



NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 6

The Extended Content Standards in the 6th grade course, *World Studies I*, will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be career and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

The *World Studies I course* is an infused study of the six social studies strands. These strands should not be taught in isolation but woven together to form a course that helps students understand the world in which we live. Students will focus on the emergence, expansion, and decline of civilizations from the Paleolithic Era to 1400 CE. They will understand key factors that shaped the development of civilizations. A conscious effort should be made to include an integrated study of various societies and regions from every continent: Africa (North Africa, West Africa, East Africa, South Africa); Asia (East Asia, Central Asia, Southwest Asia, Southeast Asia); Europe; the Americas (North America, Central America, South America); the Caribbean; and the Pacific Islands.

The intent of the North Carolina Social Studies Extended Content Standards is to present information through a conceptual framework which allows for greater depth and understanding of content and issues.

These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for the 6th grade course, *World Studies I*. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content.

Inquiry 6-8

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Compelling Questions	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers.
Supporting Questions	I.1.2 Construct supporting questions based upon disciplinary concepts.
Gathering and Evaluating Sources	I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies. I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	I.1.5 Identify evidence that draws information from multiple perspectives. I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.
Communicating Ideas	I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail. I.1.8 Construct responses to supporting and opposing perspectives supported by evidence. I.1.9 Determine the credibility of disciplinary arguments of peers.
Taking Informed Action	I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues. I.1.11 Use a range of civic approaches to address problems being investigated.

Behavioral Sciences	
Standard	Extended Content Standards
6.B.1 Understand ways in which culture influences civilizations.	ECS.6.B.1.1 Identify examples of how religion, tradition, and/or cultural practice influence the development of civilizations in Africa, Asia, Europe and the Americas.
	ECS.6.B.1.2 Demonstrate an understanding of how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.
	ECS.6.B.1.3 Identify systems of social structure within various civilizations in Africa, Asia, Europe and the Americas over time.

Civics and Government	
Standard	Extended Content Standards
6.C&G.1 Understand the purpose of government and authority.	ECS.6.C&G.1.1 Identify the structures of governmental systems in civilizations in Africa, Asia, Europe, and the Americas.
	ECS.6.C&G.1.2 Compare how different types of government maintain power and authority.
	ECS.6.C&G.1.3 Compare the requirements for citizenship under various civilizations.
	ECS.6.C&G.1.4 Compare the laws and legal systems over time in various civilizations in Africa, Asia, Europe and the Americas.
	ECS.6.C&G.1.5 Summarize the beliefs and/or practices that shaped power and authority in various civilizations in Africa, Asia, Europe and the Americas.
	ECS.6.C&G.1.1 Identify reasons for the rise and fall of governments and authority in civilizations of Africa, Asia, Europe, and the Americas.

Economics	
Standard	Extended Content Standards
6.E.1 Understand the economic activities of civilizations prior to 1400.	ECS.6.E.1.1 Identify examples of how trade routes and economic networks contribute to the development of civilizations in Africa, Asia, Europe, and the Americas.
	ECS.6.E.1.2 State the economic reasons for the rise and fall of civilizations in Africa, Asia, Europe, and the Americas.

Geography	
Standard	Extended Content Standards
6.G.1 Understand the geographical factors that influence human migration and settlement.	ECS.6.G.1.1 Identify the human and physical characteristics that impacted migration and settlement in various regions in Africa, Asia, Europe and the Americas.
	ECS.6.G.1.2 Identify reasons the movement and settlement patterns affected the development of civilizations in Africa, Asia, Europe, and the Americas.
	ECS.6.G.1.3 Identify examples of how innovation influenced the migration and settlement of people and/or the flow of goods and ideas in various civilizations in Africa, Asia, Europe, and the Americas.
	ECS.6.G.1.4 Explain how societies in Africa, Asia, Europe and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and/or natural resources.

History	
Standard	Extended Content Standards
6.H.1 Understand the development of civilizations and societies from various perspectives.	ECS.6.H.1.1 Identify examples of how various events, people, and/or groups impacted how societies changed in Africa, Asia, Europe, and the Americas.
	ECS.6.H.1.2 Identify examples of how the achievements of ancient civilizations had a lasting impact on present day societies of Africa, Asia, Europe, and the Americas.
	ECS.6.H.1.3 Compare two or more perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and/or secondary sources.