



# An At-Home Guide for Families

6th Grade Social Studies in North Carolina Public Schools

## Course Outline

### At the end of the course, my child will know...



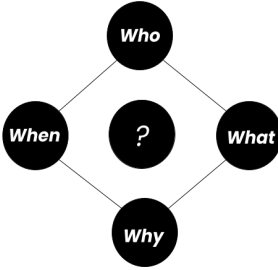
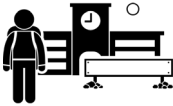


- How to construct compelling questions
- How to examine primary and secondary sources
- How to compare and contrast primary and secondary sources
- How to evaluate primary and secondary sources
- How to create arguments from multiple claims using primary and secondary sources
- How to create responses to supporting and opposing perspectives
- How to explain the physical features and human characteristics of a place
- How to define the difference between prehistory and history
- How to explain the factors that influenced the movement of people, goods, and ideas across civilizations in Asia, Africa, Europe, and the Americas
- How to explain how and why civilizations, societies, and regions have used, modified, and adapted to their environments
- How to construct charts, graphs, and historical narratives to explain events or issues over time
- How to compare the structures of governmental systems in civilizations and societies in Asia, Africa, Europe, and the Americas
- How to determine characteristics of great leaders of the ancient world
- How to explain cultural diffusion in the ancient world
- How to explain how society's beliefs impact the exercise of authority within that society
- How to compare systems of social structure in early civilizations in Asia, Africa, Europe, and the Americas
- How to explain how trade routes and economic networks helped to develop civilizations in Asia, Africa, Europe, and the Americas
- How to define and provide examples of globalism
- How to determine factors that led to the rise and fall of ancient civilizations in Asia, Africa, Europe, and the Americas
- How to describe the Middle Ages

**Curious what the specific standards are for 6th Grade Social Studies in North Carolina?**







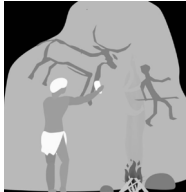






Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI's unpacked contents document](#) aligned to the course standards.



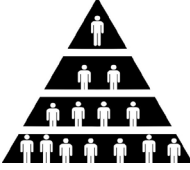







## Key Vocabulary

Visual	Term	Definition
	Historical Thinking	the process of asking questions, finding sources, reading, writing, and answering questions about the past using evidence
	Compelling Question	a big question that does not have one specific answer
	Supporting Question	focus on factual information like definitions, descriptions, or processes and help to understand and answer compelling questions
	Primary Source	a source that was created by someone who witnessed or experienced the topic you are studying
	Secondary Source	a source that gives information about a primary source
	Claim	argues, convinces, or suggests something













Visual	Term	Definition
	Evidence	proves something to be true
	Counterclaim	an opposing claim
	Credibility	whether or not something is trustworthy and reliable
	Bias	belief that is not based on facts, but on personal feelings and beliefs
	Perspective	someone's point of view or how they feel about a topic or event
	Inference	making a conclusion about something based on facts
	Prehistory	time before the invention of writing
	Geography	study of places on earth and the relationships between people and their environments
	Archeology	study of humans through artifacts or material remains
	Cuneiform	The world's first form of writing
	Anthropology	study of human behavior and culture



Visual	Term	Definition
	Culture	the way different groups of people live their lives. Includes customs, beliefs, and behaviors shared by a group of humans.
	Hierarchy	a system or organization in which people or groups are ranked one above the other according to status or authority.
	Social Class	division of people in a society based on social and economic status
	Indigenous	native people of a region
	Migration	to move from one region to another
	Push Factor	reason or factor that motivates a person to migrate away from their current location
	Pull Factor	reason or factor that a new location attracts a person to migrate
	Cultural Diffusion	the spreading and merging of customs, behaviors, and traditions
	Economics	the production, consumption, and transfer of wealth.
	Trade	the action of buying and selling goods and services



Visual	Term	Definition
	Globalization	countries vying for resources to boost their economies
	Scarcity	a shortage of a need or want
 <small>Created by Gregor Cresnar from the Noun Project</small>	Innovation	a new idea, product or way of doing things
	Agricultural Revolution	changes in farming techniques that produce more food
	Monotheism	belief in one god
	Polytheism	belief in many gods
	Mesoamerica	a historical region and cultural area in southern North America and most of Central America
	BC/BCE	refers to the period of history before the birth of Jesus Christ
	AD/CE	refers to the period of history after the birth of Jesus Christ
	Feudalism	a system in which people gave kings and lords money and worked in exchange for protection.



## Learning in Action: Grade Level Skills

### Examples of Grade Level Skills

**Skill:** Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe, and the Americas over time.

**Task:** Students create a Venn Diagram to show the similarities and differences between the social structures of two civilizations.

**Skill:** Compare how different types of governments maintain power and authority

**Task:** Students compare the legal codes of 2-3 different governments from different parts of the world. Students then write a paragraph comparing how the governments used their legal system to maintain power and authority.

**Skill:** Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.

**Task:** The teacher provides students with a selection of texts and images showcasing how the beliefs and practices shaped the power and authority of an ancient civilization or empire. Students then summarize how the beliefs and practices shaped the power and authority of the civilization or empire.

**Skill:** Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas.

**Task:** Students complete a cause/effect chart to explain how a civilization, society, or empire came to power and fell.

**Skill:** Explain how innovation and technology influenced the migration and settlement of people and the flow of goods and ideas in various civilizations and empires in Africa, Asia, Europe, and the Americas.

**Task:** Students create an advertisement for a specific invention or innovation that improved movement and communication within a civilization. The advertisement must highlight specific effects of the invention on movement of goods, people, or ideas within a civilization.

## Resources

Links and online resources to allow you to support your child's learning.

- [Khan Academy](#)
- [Encyclopedia Britannica](#)
- [Ducksters History For Kids](#)



## At-Home Connections

Engage in conversations about learning experiences by asking questions such as:

- Tell me what new information you have learned.
- Tell me what this information reminds you of.
- Tell me what questions you still have.
- Tell me how you think we can find more information about this topic.

## Challenges to Anticipate

Throughout the Social Studies curriculum, students will develop the skills needed to evaluate multiple historical perspectives and draw conclusions on how ancient civilizations emerged, expanded and declined. Students will learn about primary and secondary sources, and will use charts and maps to analyze historical events. Students may need to read and review sources more than one time to fully understand the message. Parents can assist their students by breaking reading passages into chunks to analyze them before putting it all together. Students will also be asked to think critically and write about what they are learning. If they are stuck and unsure of how to respond, read your student's writing to get a sense of their thinking. Ask clarifying questions such as, "What does this remind you of?", "How do you know this?", "What evidence do you have?".

## Communicating with Your Child's Teacher

Still feeling stuck? Reach out to your child's teacher to discuss what you can do to further your child's learning. Some questions that might guide your discussion:

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

### **Need Technical Help?**

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

## Citations

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