

**History and Government; Economics and Geography
Indicators Marked for the 6th Grade Assessment**

<u>24 Items</u> 4=economics 4=government 12=history 40%=A 60%=K
--

From 5th Grade:

Civics-Government

Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

4. ▲ (K) identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).

Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.

4. ▲ (A) explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).

Economics

Benchmark 2: The student understands how the market economy works in the United States.

2. ▲ (K) identifies factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

1. ▲ (A) - (\$) determines the costs and benefits of a spending, saving, or borrowing decision.

Geography

Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

2. ▲ (K) locates major physical and political features of Earth from memory (e.g., ▲ Boston, ▲ Philadelphia, ▲ England, ▲ France, ▲ Italy, ▲ Spain, ▲ North America, ▲ Atlantic Ocean, ▲ Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River).

United States History

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

1. ▲ (K) explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820).

3. ▲ (A) compares the motives and technology that encouraged European exploration of the Americas (e.g., motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).

3. ▲ (K) describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, trade).

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1800).

1. ▲ (K) describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).

6. ▲ (K) describes how the Constitutional Convention lead to the creation of the United States Constitution (e.g., Great Compromise, 3/5 Compromise).

Benchmark 4: The student engages in historical thinking skills.

1. ▲ (A) uses historical timelines to trace the cause and effect relationships between events in different places during the same time period (e.g., Colonial America and England).

From the 6th Grade:

Civics-Government

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

1. ▲ (A) compares and contrasts the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.

Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

1. ▲ (K) identifies the basic features of systems of government (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy).

Economics

Benchmark 1: The student understands how limited resources require choices.

1. ▲ (K) explains how scarcity of resources requires communities and nations to make choices about goods and services (e.g., what foods to eat, where to settle, how to use land).

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

2. ▲ (K) identifies barriers to trade among nations (e.g., treaties, war, transportation, geography).

Geography

Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

1. ▲ (A) explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

3. ▲ (K) identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., ▲ Mesopotamia, ▲ Egypt, ▲ India, ▲ China, ▲ Greece, ▲ Rome, ▲ Middle/South America, Western Europe, West Africa, Japan).

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

2. ▲ (K) describes the forces and processes of conflict and cooperation that divide or unite people (e.g., ▲ uneven distribution of resources, ▲ water use in ancient Mesopotamia, ▲ building projects in ancient Egypt and Middle/South America, ▲ the Greek city-states, empire building, movements for independence or rights).

World History

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from the emergence of human communities to 500BC.

2. ▲ (A) compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty).

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 500BC to 700AD.

1. ▲ (K) compares and contrast characteristics of classic Greek government (e.g., city-states, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: city's needs come first).

4. ▲ (K) describes key characteristics of classical Roman government (e.g., Roman Republic: senate, consuls, veto, written law; Roman Empire: emperors, expansion).

6. ▲ (A) examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.

9. ▲ (K) describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).

Benchmark 4: The student engages in historical thinking skills.

1. ▲ (A) examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires).