

# **Grade Level Expectations for the Sunshine State Standards**

## **Social Studies Sixth Grade**



F L O R I D A

Department  
of Education

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**Sunshine State Standards  
Grade Level Expectations  
Social Studies  
Sixth Grade**

The sixth grade student:

*Time, Continuity, and Change [History]*

- understands that historical events are subject to different interpretations.
- understands chronology (for example, knows how to construct and label a timeline of events).
- distinguishes between fact and opinion.
- distinguishes between primary and secondary sources of information.
- interprets data from charts, tables, and graphs.
- understands ways language, ideas, and institutions of one culture can influence other cultures (for example, trade, religions in the Eastern Hemisphere).
- knows ways major historical developments have influenced selected groups over time (for example, the rise and spread of the Muslim religion, the spread of Communism in Asia).
- understands ways technological factors have influenced selected groups over time (for example, agriculture in the Eastern hemisphere).
- knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations to the present day (for example, Confucius, Buddha to Ghandi, Mao Ze-dong, Mother Teresa).
- knows major events that shaped the development of various cultures (for example, development and spread of major religions).
- knows examples of significant achievements in art and architecture (for example, Chinese and Japanese ink drawing, temple complexes in Southeast Asia).
- knows roles of political, economic, and social institutions in the development of selected civilizations (for example, caste system in India).
- understands ways in which cultural characteristics have been transmitted from one society to another (for example, through art, architecture, language, other artifacts).
- knows ways geographical factors have influenced selected cultures (for example, the development of the Tibetan civilization in the Himalayan Mountains, the Great Wall of China, major rivers systems in the Eastern hemisphere).
- understands selected aspects of political, economic, and social institutions in selected cultures in Eastern civilizations (for example, governments, social traditions and customs, economic systems, religious institutions).

*People, Places, and Environments [Geography]*

- knows various map forms and other geographic representations. (for example, maps, globes, aerial photographs, satellite-produced images).

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- uses various map forms to acquire information (for example, location, distance, direction, scale, symbol).
- uses various map forms to process and report geographic information (for example, patterns of land use, connections between places, patterns and processes of migration and diffusion).
- develops and uses mental maps of selected regions (for example, from memory the student identifies the continent on which a country is located).
- understands that people create social, political, and economic geographic divisions of the Earth's surface (for example, national borders).
- knows selected social, political, and economic divisions in selected regions (for example, national borders in the Eastern hemisphere).
- understands ways judgements about cultural characteristics and degree of technological development influence perception of places and regions (for example, the designation of "third-world country").
- knows ways in which the spatial organization of a society changes over time (for example, urban sprawl as a result of industrialization).
- knows physical and human criteria used to define regions (for example, hemispheres, mountains, deserts, countries, city boundaries, school districts).
- understands spatial aspects of communication and transportation systems in selected regions (for example (time required to travel and communicate over distances reduced by technological developments).
- knows examples of migration patterns and processes in selected regions.
- knows ways physical and human characteristics of selected regions have changed over time (for example, aftereffects of volcanic activity, development of cities).
- understands ways various cultures use similar resources and environments (for example, differing methods of irrigation).
- understands the various geographic factors that may divide or unite a country (for example, mountains, rivers, valleys).
- understands environmental consequences of people changing the physical environment in selected regions (effects of deforestation such as reduction in biodiversity).
- knows examples of human systems that have been developed in response to opportunities afforded by the environment (for example, settlements in valleys, transportation on waterways).
- knows patterns of resource distribution and use in selected regions (for example, distribution of arable land).

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*Government and the Citizen [Civics and Government]*

- understands ways current issues affect political, social, and economic systems in selected regions.

*Production, Distribution, and Consumption [Economics]*

- understands elements of basic economic systems commonly found in selected regions (for example, tradition-based and command economies in the Eastern hemisphere).



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