

## WLS Social Studies “I can...” Statements – Grade 6

Strand: History	“I can...” Statement
6.H.1. Events can be arranged ( <b>application</b> ) in order of occurrence using ( <b>application</b> ) the conventions of B.C. and A.D. or B.C.E. and C.E.	<ul style="list-style-type: none"> <li>I can arrange events in order using B.C. and A.D. or B.C.E. and C.E.</li> </ul>
6.H.2. Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished ( <b>analysis</b> ) as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used ( <b>application</b> ) to help understand ( <b>comprehension</b> ) the Eastern Hemisphere today.	<ul style="list-style-type: none"> <li>I can understand how the early civilizations (India, Egypt, China, and Mesopotamia) grew as a result of their geography.</li> <li>I can describe the <b>governments</b> of the early civilizations and the impact on the Eastern Hemisphere today.</li> <li>I can describe the <b>economy</b> of the early civilizations and the impact on the Eastern Hemisphere today.</li> <li>I can describe the <b>social structures</b> of the early civilizations and the impact on the Eastern Hemisphere today.</li> <li>I can describe the <b>religions</b> of the early civilizations and the impact on the Eastern Hemisphere today.</li> <li>I can describe the <b>technology</b> of the early civilizations and the impact on the Eastern Hemisphere today.</li> <li>I can describe the <b>agricultural practices</b> of the early civilizations and the impact on the Eastern Hemisphere today.</li> </ul>
Strand: Geography	“I can...” Statement
6.G.3. Globes and other geographic tools can be used ( <b>application</b> ) to gather ( <b>comprehension</b> ), process ( <b>application</b> ), and report ( <b>analysis</b> ) information about people, places, and environments. Cartographers decide which information to include	<ul style="list-style-type: none"> <li>I can gather, process, and report information about people, places, and environments using various geographic tools.</li> </ul>

and how it is displayed.	
6.G.4. Latitude and longitude can be used ( <b>application</b> ) to identify ( <b>knowledge</b> ) absolute location.	<ul style="list-style-type: none"> <li>I can use latitude and longitude to identify absolute location.</li> </ul>
6.G.5. Regions can be determined ( <b>comprehension</b> ), classified ( <b>analysis</b> ) and compared ( <b>analysis</b> ) using ( <b>application</b> ) various criteria (e.g. landforms, climate, population, cultural, or economic).	<ul style="list-style-type: none"> <li>I can describe, classify, and compare regions within the Eastern Hemisphere.</li> </ul>
6.G.6. Variations among physical environments within the Eastern Hemisphere influence ( <b>comprehension</b> ) human activities. Human activities also alter ( <b>comprehension</b> ) the physical environment.	<ul style="list-style-type: none"> <li>I can explain how physical environments in the Eastern Hemisphere influence human activities.</li> <li>I can explain human activities have changed the environments of the Eastern Hemisphere.</li> </ul>
6.G.7. Political, environmental, social, and economic factors cause ( <b>analysis</b> ) people, products, and ideas to move ( <b>analysis</b> ) from place to place in the Eastern Hemisphere in the past and today.	<ul style="list-style-type: none"> <li>I can explain why people move from place to place in the Eastern Hemisphere (for political, environmental, social, and economic reasons).</li> </ul>
6.G.8. Modern cultural practices and products show ( <b>a: compare-analysis; b: design-synthesis</b> ) the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).	<ul style="list-style-type: none"> <li>I can describe the impact of the traditions and cultural practices of <b>Buddhism</b> on the modern world.</li> <li>I can describe the impact of the traditions and cultural practices of <b>Christianity</b> on the modern world.</li> <li>I can describe the impact of the traditions and cultural practices of <b>Hinduism</b> on the modern world.</li> <li>I can describe the impact of the traditions and cultural practices of <b>Islam</b> on the modern world.</li> <li>I can describe the impact of the traditions and cultural practices of <b>Judaism</b> on the modern world.</li> </ul>
<b>Strand: Government</b>	<b>“I can...” Statement</b>
6.Gov.9. Different perspectives on a topic can be obtained ( <b>comprehension</b> ) from a variety of historic and contemporary sources. Sources can be examined ( <b>analysis</b> ) for accuracy.	<ul style="list-style-type: none"> <li>I can use a variety of sources to find multiple views on a topic.</li> <li>I can examine a variety of sources for accuracy.</li> </ul>

<p>6.Gov.10. Governments can be categorized (<b>evaluation</b>) as monarchies, theocracies, dictatorships or democracies, but categories may overlap (<b>analysis</b>) and labels may not accurately represent (<b>application</b>) how governments function (<b>knowledge</b>). The extent of citizens’ liberties and responsibilities varies (<b>analysis</b>) according to limits on governmental authority.</p>	<ul style="list-style-type: none"> <li>• I can classify a government as a monarchy, theocracy, dictatorship, or democracy.</li> <li>• I can explain the similarities and differences of each form of government.</li> <li>• I can explain how a country may have elements of the different forms of government.</li> <li>• I can explain the rights and responsibilities of citizens under each form of government.</li> </ul>
<p><b>Strand: Economic</b></p>	<p><b>“I can...” Statement</b></p>
<p>6.E.11. Economists compare (<b>analysis</b>) data sets to draw (<b>evaluation</b>) conclusions about relationships among them.</p>	<ul style="list-style-type: none"> <li>• I can compare economic data sets to find relationships and draw conclusions.</li> </ul>
<p>6.E.12. The choices people make (<b>evaluation</b>) have both present and future consequences. The evaluation of choices is relative and may differ (<b>analysis</b>) across individuals and societies.</p>	<ul style="list-style-type: none"> <li>• I can predict the present and future consequences of an economic decision.</li> <li>• I can explain how individuals and societies may evaluate the choice differently.</li> </ul>
<p>6.E.13. The fundamental questions of economics include (<b>application</b>) what to produce (<b>application</b>), how to produce (<b>application</b>) and for whom to produce (<b>application</b>).</p>	<ul style="list-style-type: none"> <li>• I can explain how individuals and societies decide what to produce, how to produce it, and for whom to produce it.</li> </ul>
<p>6.E.14. When regions and/or countries specialize (<b>comprehension</b>), global trade occurs (<b>knowledge</b>).</p>	<ul style="list-style-type: none"> <li>• I can explain specialization.</li> <li>• I can explain how specialization leads to global trade.</li> </ul>
<p>6.E.15. The interaction of supply and demand, influenced (<b>analysis</b>) by competition, helps to determine price in a market. This interaction also determines (<b>analysis</b>) the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used (<b>analysis</b>).</p>	<ul style="list-style-type: none"> <li>• I can explain how supply, demand, and competition determine the price of a product.</li> <li>• I can explain supply, demand, and competition determines how much of a product to make.</li> </ul>
<p>6.E.16. When selecting (<b>analysis</b>) items to buy, individuals can compare (<b>analysis</b>) the price and quality of available goods and services.</p>	<ul style="list-style-type: none"> <li>• I can explain how to compare price and quality when deciding to make a purchase.</li> </ul>

