



Alignment Document  
State of Wisconsin and Aventa Learning

**Social Studies 6**

Strand	Common Curriculum Goal	Standard	Lesson Name
A.8 Geography: People, Places, and Environments	A.8 Geography: People, Places, and Environments	A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place	1. Map skills
		A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape	
		A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density	
		A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment	

		<b>A.8.5</b> Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases	
		<b>A.8.6</b> Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation	
		<b>A.8.7</b> Describe the movement of people, ideas, diseases, and products throughout the world	33. The Renaissance 15. Ancient China: Part 3
		<b>A.8.8</b> Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities	33. Europe: The Renaissance 23. Ancient Rome: Overview
		<b>A.8.9</b> Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals	29. Europe: The Celts
		<b>A.8.10</b> Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment	33. The Renaissance

		<b>A.8.11</b> Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations	17. Ancient Sub-Saharan Africa: Ghana, Mali, and Songhai
<b>B.8</b> History: Time, Continuity, and Change	<b>B.8</b> History: Time, Continuity, and Change	<b>B.8.1</b> Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used	
		<b>B.8.2</b> Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history	
		<b>B.8.3</b> Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history	There are several units that cover causes and consequences of wars in world history. For example: 22. Hellenistic Kingdoms: Introduction
		<b>B.8.4</b> Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians	

		<b>B.8.5</b> Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently	25. Ancient Rome: The Roman Republic
		<b>B.8.6</b> Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights	4. The Fertile Crescent
		<b>B.8.7</b> Identify significant events and people in the major eras of United States and world history	27. Rome: A Model for Modern-Day U.S 5. The Fertile Crescent: Babylon (Hammurabi) 26. Ancient Rome: The Roman Empire (Julius Caesar)
		<b>B.8.8</b> Identify major scientific discoveries and technological innovations and describe their social and economic effects on society	33. Europe: The Renaissance
		<b>B.8.9</b> Explain the need for laws and policies to regulate science and technology	
		<b>B.8.10</b> Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations	4. Persian Empire 15. Ancient China: Part 3 (Silk Road)
		<b>B.8.11</b> Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	

		<b>B.8.12</b> Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues	26. Ancient Rome: The Roman Empire
<b>C.8</b> Political Science and Citizenship: Power, Authority, Governance, and Responsibility	<b>C.8</b> Political Science and Citizenship: Power, Authority, Governance, and Responsibility	<b>C.8.1</b> Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights	1. Government
		<b>C.8.2</b> Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system	4. The Fertile Crescent
		<b>C.8.3</b> Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused	A variety of units throughout this course cover the cultural contributions around the world including: 6-7: Egypt: Parts 1 and 2 8: Ancient Israelites 31. Europe: Charlemagne and the Feudal System
		<b>C.8.4</b> Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level	27. Rome: A Model for Modern-Day U.S. (3 branches checks and balances)
		<b>C.8.5</b> Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights	

		<b>C.8.6</b> Explain the role of political parties and interest groups in American politics	
		<b>C.8.7</b> Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate	17. Ancient Sub-Saharan Africa: Ghana, Mali, and Songhai
		<b>C.8.8</b> Identify ways in which advocates participate in public policy debates	
		<b>C.8.9</b> Describe the role of international organizations such as military alliances and trade associations	
<b>D.8</b> Economics: Production, Distribution, Exchange, Consumption	<b>D.8</b> Economics: Production, Distribution, Exchange, Consumption	<b>D.8.1</b> Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services	9. Persian Empire
		<b>D.8.2</b> Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services	33. Europe: The Renaissance
		<b>D.8.3</b> Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	
		<b>D.8.4</b> Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life	33. Europe: The Renaissance: Rise of the Middle Class
		<b>D.8.5</b> Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity	

		<b>D.8.6</b> Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income	
		<b>D.8.7</b> Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns	17: Ancient Sub-Saharan Africa: Ghana, Mali, and Songhai 15: Ancient China: Part 3
		<b>D.8.8</b> Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive	
		<b>D.8.9</b> Explain why the earning power of workers depends on their productivity and the market value of what they produce	
		<b>D.8.10</b> Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System	
		<b>D.8.11</b> Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment	
<b>E.8</b> The Behavioral Science: Individuals, Institutions, and Society	<b>E.8</b> The Behavioral Science: Individuals, Institutions, and Society	<b>E.8.1</b> Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning	
		<b>E.8.2</b> Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development	

		<b>E.8.3</b> Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people	21. Greek City-States and Government
		<b>E.8.4</b> Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community	24: Ancient Rome: Christianity 34: Europe: The Reformation
		<b>E.8.5</b> Describe and explain the means by which groups and institutions meet the needs of individuals and societies	24: Ancient Rome: Christianity (Catholic church)
		<b>E.8.6</b> Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals	25: Ancient Rome: The Roman Republic (influence of status and gender)
		<b>E.8.7</b> Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society	34: Europe: The Reformation (Spanish Inquisition)
		<b>E.8.8</b> Give examples to show how the media may influence the behavior and decision-making of individuals and groups	
		<b>E.8.9</b> Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world	A variety of units throughout this course cover the cultural contributions around the world including:  6-7: Egypt: Parts 1 and 2 8: Ancient Israelites
		<b>E.8.10</b> Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding	14: Ancient China: Part 2 (Dynasty Road Show --art)  12: Ancient India: Part 2 (religions)

		<b>E.8.12</b> Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved	23: Ancient Rome: Overview (Etruscans and land owners)  31: Europe: Charlemagne and the Fuedal System (ownership of property, status at birth)
		<b>E.8.13</b> Describe conflict resolution and peer mediation strategies used in resolving differences and disputes	
		<b>E.8.14</b> Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed	
		<b>E.8.15</b> Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis	19: Minoan Civilization (interdependence among individuals and nations in the trade economy)  30. Europe: The Dark Ages (Bubonic plague -- helping in times of crisis)