

Lenoir County Public Schools
Pacing Guide Quick Reference 2005-2006
6th Grade Social Studies

OBJ. #	OBJECTIVE DESCRIPTION	9 WKS
	COMPETENCY GOAL 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.	
1.01	Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in South America and Europe.	1,2,3,4
1.02	Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.	1,2,3,4
1.03	Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of South America and Europe and to identify patterns as well as similarities and differences among them.	1,2,3,4
	COMPETENCY GOAL 2: The learner will assess the relationship between physical environment and cultural characteristics of selected societies and regions of South America and Europe.	
2.01	Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected South American and European regions.	2,3,4
2.02	Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of South America and Europe and evaluate their impact on the environment.	1,2
2.03	Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in South America and Europe.	2,4
	COMPETENCY GOAL 3: The learner will analyze the impact of interactions between humans and their physical environments in South America and Europe.	
3.01	Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.	2,3,4
3.02	Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.	1,3,4

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3.03	Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.	1,2,3,4
3.04	Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze their effects on human activities.	1,3,4
	COMPETENCY GOAL 4: The learner will identify significant patterns in the movement of people, goods and ideas over time and place in South America and Europe.	
4.01	Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.	1,2,4
4.02	Identify the main commodities of trade over time in selected areas of South America and Europe, and evaluate their significance for the economic, political and social development of cultures and regions.	2,3,4
4.03	Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe.	1,3,4
	COMPETENCY GOAL 5: The learner will evaluate the ways people of South America and Europe make decisions about the allocation and use of economic resources.	
5.01	Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in South America and Europe.	2,4
5.02	Examine the different economic systems, (traditional, command, and market), developed in selected societies in South America and Europe, and analyze their effectiveness in meeting basic needs.	2,4
5.03	Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services and evaluate the impact on the standard of living in selected societies and regions of South America and Europe.	2,,4
5.04	Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.	2,4

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	COMPETENCY GOAL 6: The learner will recognize the relationship between economic activity and the quality of life in South America and Europe.	
6.01	Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.	2,4
6.02	Examine the influence of education and technology on productivity and economic development in selected nations and regions of South America and Europe.	2,4
6.03	Describe the effects of over-specialization and assess their impact on the standard of living.	2,4
	COMPETENCY GOAL 7: The learner will assess connections between historical events and contemporary issues.	
7.01	Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.	2,3,4
7.02	Examine the causes of key historical events in selected areas of South America and Europe and analyze the short-and long-range effects on political, economic, and social institutions.	2,3,4
	COMPETENCY GOAL 8: The learner will assess the influence and contributions of individuals and cultural groups in South America and Europe.	
8.01	Describe the role of key historical figures and evaluate their impact on past and present societies in South America and Europe.	2,3,4
8.02	Describe the role of key groups and evaluate their impact on historical and contemporary societies of South America and Europe.	2,3
8.03	Identify major discoveries, innovations, and inventions, and assess their influence on societies past and present.	2,3
	COMPETENCY GOAL 9: The learner will analyze the different forms of government developed in South America and Europe.	
9.01	Trace the historical development of governments including traditional, colonial, and national in selected societies and assess the effects of the respective contemporary political systems.	2,3,4
9.02	Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in selected areas of South America and Europe carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.	2,3,4

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9.03	Identify the ways in which governments in selected areas of South America and Europe deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.	2,3,4
9.04	Describe how different governments in South America and Europe select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.	2,3,4
	COMPETENCY GOAL 10: The learner will compare the rights and civic responsibilities of individuals in political structures in South America and Europe.	
10.01	Trace the development of relationships between individuals and their governments in selected cultures of South America and Europe, and evaluate the changes that have evolved over time.	2,3,4
10.02	Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.	1,2,3,4
10.03	Describe rights and responsibilities of citizens in selected contemporary societies in South America and Europe, comparing them to each other and to the United States.	2,3,4
10.04	Examine the rights, roles, and status of individuals in selected cultures of South America and Europe, and assess their importance in relation to the general welfare.	2,3,4
	COMPETENCY GOAL 11: The learner will recognize the common characteristics of different cultures in South America and Europe.	
11.01	Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they both link and separate societies.	1,2,3
11.02	Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.	2,3,4
11.03	Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.	1,2,3,4
11.04	Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.	1,2,3

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	COMPETENCY GOAL 12: The learner will assess the influence of major religions, ethical beliefs, and values on cultures in South America and Europe.	
12.01	Examine the major belief systems in selected regions of South America and Europe, and analyze their impact on cultural values, practices, and institutions.	2,3
12.02	Describe the relationship between cultural values of selected societies of South America and Europe and their art, architecture, music and literature, and assess their significance in contemporary culture.	2,3,4
12.03	Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in South America and Europe.	2,4
	COMPETENCY GOAL 13: The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, South America, and Europe.	
13.01	Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of South America and Europe and evaluate their influence on local, state, regional, national, and international communities.	1,2,3,4
13.02	Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and assess their role in creating a changing cultural mosaic.	1,2,4
13.03	Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of South America and Europe, and evaluate the effects on local, state, regional, and national economies and cultures.	1,2,4