

Sixth Grade Social Studies Scales

Students will be able to use maps, globes, web-based geography technology, and other geographic tools to analyze the world at global, regional, and local scales.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to use a variety of geographic tools to analyze the world at global, regional, and local scales.
2	Student is able to meet all level 1 objectives independently and can use some or all geographic tools with help
1	Student is able to identify and define geographic tools with help.

Students will be able to locate and describe the physical characteristics of a region.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to locate and describe the basic patterns of landforms.
2	Student is able to meet all level 1 objectives independently and locate and describe one basic pattern of landforms with help
1	Student is able to define patterns of landforms with help.

Students will be able to explain the factors that cause different climate types.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to explain 3 or more factors that cause different climate types.
2	Student is able to meet all level 1 objectives independently and explain 1-2 factors that cause different climate types.
1	Student is able to define climate types with help.

Students will be able to describe the human characteristics of the region.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to describe the human characteristics of the region under study, including languages, religions, economic systems, governmental systems, and cultural traditions.
2	Student is able to meet all level 1 objectives independently and 1-2 human characteristics with help.
1	Student is able to define a human characteristic of a region.

Students will be able to explain how culture influences the daily lives of people.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to explain several/all examples of cultural influences in the daily lives of people.
2	Student is able to meet all level 1 objectives independently and explain 1-2 cultural influences.
1	Student is able to define cultural influences with help.

Students will be able to acquire, organize, and analyze information to ask and answer geographic questions.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to apply all of the skills of geographic inquiry to analyze a geographic problem or issue.
2	Student is able to meet all level 1 objectives independently, apply some of the skills of geographic inquiry and analyze a geographic problem with help.
1	Student is able to define geographic inquiry with help.

Students will be able to compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.
2	Student is able to meet all level 1 objectives independently and compare different ideas about the purposes of governments in different regions.
1	Student is able to identify different types of governments used to rule nations with help.

Students will be able to explain how incentives and disincentives in the market economy can change the decision-making process.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to explain how incentives and disincentives in the market economy can change the decision-making process.
2	Student is able to meet all level 1 objectives independently and explain how these can change the decision-making process with help.
1	Student is able to define incentives, disincentives and market economy.

Students will be able to identify global issues.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to identify 4+ global issues.
2	Student is able to meet all level 1 objectives independently and is able to identify 2-3 global issues.
1	Student is able to define a global issue with help.

These are end of the year goals for 6th grade Social Studies