

Grade 6 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>1. Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.</p>	<p>Economics, Geography, History, Civics and Government United States Studies: The Industrial Revolution to the Present 6.IP.1</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain the impact of industrialism, urbanization, communication, cultural changes on life in the US from the late 19<sup>th</sup> Century to World War I.</li> </ul>	<ul style="list-style-type: none"> <li>industrialization</li> <li>urbanization</li> <li>WWI</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>How industrialization, urbanization, communication, and cultural changes in the United States from the late nineteenth century to World War I have effected the lives of Americans.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Explain the impact of industrialism on life in the US from the late 19<sup>th</sup> Century to World War I.</li> <li>Explain the impact of urbanization on life in the US from the late 19<sup>th</sup> Century to World War I.</li> <li>Explain the impact of communication on life in the US from the late 19<sup>th</sup> Century to World War I.</li> <li>Explain the impact of cultural changes on life in the US from the late 19<sup>th</sup> Century to World War I.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Industrialization, urbanization, communication and cultural changes in the United States from the late nineteenth century to World War I have impacted the lives of Americans.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
<p>2. Describe reform movements and changing social conditions during the Progressive Era in the United States.</p>	<p>Economics, Geography, History, Civics and Government United States Studies: The</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe reform movements and changes in social</li> </ul>	<ul style="list-style-type: none"> <li>immigrants</li> <li>reforms</li> <li>movements</li> </ul>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>Immigrant experiences at Ellis Island and Angel Island. Workplace</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Identify impacts of historical events.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were causes and the effects, both</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p>

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<ul style="list-style-type: none"> <li>Relating countries of origin and experiences of new immigrants to life in the United States Example: Ellis Island and Angel Island experiences</li> <li>Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws</li> <li>Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system</li> </ul>	<p>Industrial Revolution to the Present 6.IP.2</p>	<p>conditions during the Progressive Era in the U.S.</p> <ul style="list-style-type: none"> <li>Relate experiences of new immigrants.</li> <li>Identify working conditions before and after workplace reforms.</li> <li>Identify leaders associated with specific political and social reforms.</li> <li>Recognize goals of the early Civil Rights Movement.</li> <li>Explain key details of the Progressive Movement in specific amendments to the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, and 21<sup>st</sup> amendments origin</li> <li>Progressive Movement</li> <li>Populists</li> <li>temperance</li> <li>trustbuster</li> <li>muckraker</li> <li>repeal</li> <li>Homestead Act</li> <li>child labor</li> <li>corporation</li> <li>civil rights</li> <li>Ellis Island</li> <li>Angel Island</li> <li>workman's compensation</li> <li>Civil Rights Movement</li> <li>NAACP</li> </ul>	<p>reforms that took place during the Progressive Era (i.e., 8 hour work day, child labor laws, and workman compensation laws).</p> <ul style="list-style-type: none"> <li>Key leaders of the Progressive Era that contributed to reforms in the United States (Theodore Roosevelt- National Parks System, Jane Adams-Hull House, Clara Barton- American Red Cross, Julia Tutwiler- Education/Prison Reform).</li> <li>Social reforms of the Progressive Movement.</li> <li>The early goals of the Civil Rights Movement and the purpose of the NAACP and</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical movements by comparing and contrasting.</li> </ul>	<p>immediate and lasting, of various reform movements pertaining to immigration, labor, political, social, and constitutional amendments during the Progressive Era in the United States.</p>	<ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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<ul style="list-style-type: none"> <li>• Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler (Alabama)</li> <li>• Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP)</li> <li>• Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the</li> </ul>				<p>other early civil rights organizations.</p> <ul style="list-style-type: none"> <li>• Provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the U.S. Constitution.</li> </ul>			
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Constitution of the United States							
<p><b>3. Identify causes and consequences of World War I and reasons for the United States' entry into the war.</b>  <b>Examples: sinking of the Lusitania, Zimmerman Note, alliances, militarism, imperialism, nationalism</b></p> <ul style="list-style-type: none"> <li>Describing military and civilian roles in the United States during World War I</li> <li>Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand</li> <li>Analyzing technological advances of the World</li> </ul>	<p>Economics, Geography, History, Civics and Government                      United States Studies: The Industrial Revolution to the Present                      6.IP.3</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Identify how the sinking of the Lusitania, the Zimmerman Note, alliances, imperialism, militarism and nationalism led to U.S. entry into WWI.</li> <li>Describe the various roles of military and civilians in WWI.</li> <li>Explain Woodrow Wilson and Archduke Franz Ferdinand and their association to WWI.</li> <li>Analyze machine guns, tanks, submarines, airplanes, poison gas, and gas masks and</li> </ul>	<ul style="list-style-type: none"> <li>WWI</li> <li>Lusitania</li> <li>Zimmerman Note</li> <li>alliances</li> <li>militarism</li> <li>imperialism</li> <li>nationalism</li> <li>modern warfare</li> <li>isolationism</li> <li>Treaty of Versailles</li> <li>League of Nations</li> <li>Red Scare</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The causes and consequences of U.S. involvement in WWI (sinking of the Lusitania, the Zimmerman Note, Alliance System, Militarism, Imperialism, and Nationalism).</li> <li>The roles of military and civilians played in WWI.</li> </ul> <p>Important people involved in WWI (Woodrow Wilson, Archduke Franz Ferdinand).</p> <ul style="list-style-type: none"> <li>The impact of technological advances of WWI on modern warfare (machine guns, tanks, submarines, airplanes,</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Locate places on a map.</li> <li>Read and interpret primary source documents.</li> <li>Cite evidence to support historical events.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many reasons for United States entry and involvement in World War I and there were causes and consequences of this involvement.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p><b>War I era for their impact on modern warfare</b>  <b>Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask</b></p> <ul style="list-style-type: none"> <li>• <b>Locating on a map major countries involved in World War I and boundary changes after the war</b></li> <li>• <b>Explaining the intensification of isolationism in the United States after World War I</b>  <b>Example: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare</b></li> <li>• <b>Recognizing the strategic</b></li> </ul>		<p>their contributions to advancing modern warfare during WWI.</p> <ul style="list-style-type: none"> <li>• Use map skills to locate key countries involved in WWI and boundary changes post WWI.</li> <li>• Explain reactions to the Treaty of Versailles, League of Nations and the Red Scare pertaining to the intensification of isolationism in the United States after WWI.</li> <li>• Recognize military bases of Alabama and their strategic placement.</li> </ul>		<p>poison gas, and gas masks).</p> <ul style="list-style-type: none"> <li>• How to locate countries involved in WWI on a map and boundary changes that occurred after WWI.</li> <li>• The factors contributing to isolationism in the United States after WWI (Treaty of Versailles debate, Red Scare, League of Nations).</li> <li>• Strategic locations of military bases in Alabama.</li> </ul>			
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<p>placement of military bases in Alabama (Alabama)</p>							
<p>4. Identify cultural and economic developments in the United States from 1900 through the 1930s.</p> <ul style="list-style-type: none"> <li>Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age Examples: Langston Hughes, Louis Armstrong, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, W. C. Handy, Erskine Hawkins, George</li> </ul>	<p>Economics, History, Civics and Government United States Studies: The Industrial Revolution to the Present 6.IP.4</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Identify cultural developments in the US from 1900 through the 1930s by describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age.</li> <li>Identify contributions of turn-of-the century inventors.</li> <li>Describe the emergence of the modern woman.</li> <li>Identifying notable</li> </ul>	<ul style="list-style-type: none"> <li>Harlem Renaissance</li> <li>Jazz Age</li> <li>suffragettes</li> <li>suffragists</li> <li>flappers</li> <li>personal credit</li> <li>stock market crash</li> <li>Immigration Act of 1924</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The cultural and economic developments of the early 1900s.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Characterize the impact of notable people and events that shape our world.</li> <li>Compare multiple points of view to explain economic policies.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Major cultural and economic changes took place in the US during the early 1900's.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>Gershwin, Zora Neale Hurston (Alabama)</p> <ul style="list-style-type: none"> <li>Identifying contributions of turn-of-the-century inventors Examples: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orville Wright (Alabama)</li> <li>Describing the emergence of the modern woman during the early 1900s Examples: Amelia Earhart, Zelda Fitzgerald, Helen Keller, Susan B. Anthony, Margaret Washington, suffragettes, suffragists,</li> </ul>		<p>persons of the early 1900s.</p> <ul style="list-style-type: none"> <li>Compare results of various administrative economic policies of Harding, Coolidge, and Hoover.</li> </ul>					
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<p>flappers (Alabama)</p> <ul style="list-style-type: none"> <li>Identifying notable persons of the early 1900s Examples: Babe Ruth, Charles A. Lindbergh, W. E. B. Du Bois, John T. Scopes (Alabama)</li> <li>Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations Examples: higher wages, increase in consumer goods, collapse of farm economy, extension of personal credit, stock market crash,</li> </ul>							
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Immigration Act of 1924							
<p><b>5. Explain causes and effects of the Great Depression on the people of the United States.</b>  <b>Examples: economic failure, loss of farms, rising unemployment, building of Hoovervilles</b></p> <ul style="list-style-type: none"> <li>Identifying patterns of migration during the Great Depression</li> <li>Locating on a map the area of the United States known as the Dust Bowl</li> <li>Describing the importance of the election of Franklin D. Roosevelt as President of the United States, including the New Deal alphabet agencies</li> </ul>	<p>Economics, Geography, History, Civics and Government                      United States Studies: The Industrial Revolution to the Present                      6.IP.5</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain the cause and effects of the Great Depression on the people of the United States.</li> <li>Identify patterns of migration.</li> <li>Locate on a map the area known as the Dust Bowl, as well as the river systems utilized by the Tennessee Valley Authority (TVA).</li> <li>Describe the importance of the election of Franklin D. Roosevelt.</li> <li>Compare and contrast the policies of Harding,</li> </ul>	<ul style="list-style-type: none"> <li>depression</li> <li>economic failure</li> <li>Hoovervilles</li> <li>migration</li> <li>Dust Bowl</li> <li>New Deal</li> <li>Tennessee Valley Authority</li> <li>river systems</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>What caused the Great Depression and the effect it had on the people of the United States.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Examine cause and effect to see relationships between people, places, ideas, and events.</li> <li>Use map skills to locate places of historical significance.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many causes and effects of the Great Depression on the people of the U.S.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<ul style="list-style-type: none"> <li>Locating on a map the river systems utilized by the Tennessee Valley Authority (TVA) (Alabama)</li> </ul>		Hoover, and Roosevelt.					
<p>6. Identify causes and consequences of World War II and reasons for the United States' entry into the war.</p> <ul style="list-style-type: none"> <li>Locating on a map Allied countries and Axis Powers</li> <li>Locating on a map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge</li> <li>Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston</li> </ul>	<p>Geography, History, Civics and Government</p> <p>United States Studies: The Industrial Revolution to the Present</p> <p>6.IP.6</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Identify the causes and consequences of WWII.</li> <li>Identify the factors that led to U.S. entry into WWII.</li> <li>Locate on a map Allied and Axis Powers and key engagements of WWII.</li> <li>Identify significant persons involved in WWII.</li> <li>Describe the creation of the atomic bomb and decision</li> </ul>	<ul style="list-style-type: none"> <li>consequences</li> <li>Allies</li> <li>Axis Powers</li> <li>World War II</li> <li>Pearl Harbor</li> <li>Battle of Normandy</li> <li>Battle of Stalingrad</li> <li>Battle of Midway</li> <li>Battle of the Bulge</li> <li>Atomic Bomb</li> <li>Holocaust</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>How to identify the causes and consequences of WWII and what led to U.S. involvement in WWII.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Recognize relationships among people and places by locating historical events on a map.</li> <li>Cite evidence to support historical events using primary and secondary sources.</li> <li>Describe how world events contribute to international conflict.</li> <li>Examine the contributions of significant individuals and/or groups,</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were many causes and consequences of WWII and the motivations for American involvement in this war.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō</p> <ul style="list-style-type: none"> <li>Describing the development of and the decision to use the atomic bomb</li> <li>Describing human costs associated with World War II Examples: the Holocaust, civilian and military casualties</li> <li>Explaining the importance of the surrender of the Axis Powers ending World War II</li> </ul>		<p>to drop the atomic bomb.</p> <ul style="list-style-type: none"> <li>Describe the human cost of WWII.</li> <li>Explain the Axis Powers' surrender and the importance of this in ending WWII.</li> </ul>			<p>and their role in WWII.</p>		
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<p><b>7. Identify changes on the American home front during World War</b></p>	<p>Economics, Geography, History, Civics and</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the types of</li> </ul>	<ul style="list-style-type: none"> <li>internment camp</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The types of rationing that</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Cite evidence to support changes</li> </ul>	<p>Students understand that:</p>	<p><b>Click below to access all ALEX</b></p>
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<p><b>II.</b> <b>Example: rationing</b></p> <ul style="list-style-type: none"> <li>• <b>Recognizing the retooling of factories from consumer to military production</b></li> <li>• <b>Identifying new roles of women and African Americans in the workforce</b></li> <li>• <b>Describing increased demand on the Birmingham steel industry and Port of Mobile facilities (Alabama)</b></li> <li>• <b>Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and</b></li> </ul>	<p>Government United States Studies: The Industrial Revolution to the Present 6.IP.7</p>	<p>rationing implemented and the reasons rationing was necessary.</p> <ul style="list-style-type: none"> <li>• Describe the shift in factory production from consumer to military during WWII.</li> <li>• Describe the changing role of women and ethnic minorities in the workplace.</li> <li>• Describe the industrial contributions of Alabama during WWII, including ports and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• rationing</li> <li>• Birmingham steel industry</li> <li>• Port of Mobile</li> <li>• Tuskegee Airmen</li> <li>• retooling</li> </ul>	<p>occurred in the United States during WWII.</p>	<p>on the home front using primary and secondary sources.</p> <ul style="list-style-type: none"> <li>• Evaluate the contributions of significant individuals and/or groups in the US during WWII.</li> </ul>	<ul style="list-style-type: none"> <li>• Many changes occurred in the United States during WWII.</li> </ul>	<p><b>resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ALEX Resources</a></li> </ul>
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occupants of internment camps (Alabama)							
<p>8. Describe how the United States' role in the Cold War influenced domestic and international events.</p> <ul style="list-style-type: none"> <li>Describing the origin and meaning of the Iron Curtain and communism</li> <li>Recognizing how the Cold War conflict manifested itself through sports Examples: Olympic Games, international chess tournaments, Ping-Pong diplomacy</li> <li>Identifying strategic diplomatic initiatives that intensified the Cold War,</li> </ul>	<p>Economics, Geography, History, Civics and Government United States Studies: The Industrial Revolution to the Present 6.IP.8</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Compare and contrast democracy and communism.</li> <li>Describe the origins and meaning of the Iron Curtain.</li> <li>Recognize the emerging roles of the super powers in influencing cultural, economic, and military changes throughout the world.</li> <li>Recognize Alabama's role in the Cold War.</li> <li>Summarize how the Cold War influenced domestic and foreign policy.</li> </ul>	<ul style="list-style-type: none"> <li>Cold War</li> <li>domestic</li> <li>international</li> <li>Iron Curtain</li> <li>communism</li> <li>democracy</li> <li>embargo</li> <li>blockade</li> <li>diplomacy</li> <li>strategic diplomatic initiative</li> <li>proxy war</li> <li>destruction</li> <li>invasion</li> <li>crisis</li> <li>weapons of mass destruction</li> <li>Strategic Defense Initiative</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>How the role the U.S. played in the Cold War influenced domestic and foreign policy.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Appraise the value of technological advances during the Cold War.</li> <li>Cite specific textual evidence to analyze the influence of the super powers on cultural, technological, and political changes during the Cold War.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The United States played an important role in the Cold War and this influenced U.S. domestic and foreign policy.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>including the policies of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy</p> <p>Examples: trade embargoes, Marshall Plan, arms race, Berlin blockade and airlift, Berlin Wall, mutually assured destruction, North Atlantic Treaty Organization (NATO), Warsaw Pact, Cuban missile crisis, Bay of Pigs invasion</p> <ul style="list-style-type: none"> <li>Identifying how Cold War tensions resulted in armed conflict</li> </ul> <p>Examples: Korean Conflict,</p>							
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<p>Vietnam War, proxy wars</p> <ul style="list-style-type: none"> <li>• Describing the impact of the Cold War on technological innovations Examples: Sputnik; space race; weapons of mass destruction; accessibility of microwave ovens, calculators, and computers</li> <li>• Recognizing Alabama's role in the Cold War (Alabama) Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker (Alabama)</li> <li>• Assessing effects of the end of the Cold War Era Examples:</li> </ul>							
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<p>policies of Mikhail Gorbachev; collapse of the Soviet Union; Ronald W. Reagan's foreign policies, including the Strategic Defense Initiative (SDI or Star Wars)</p>							
<p><b>9. Critique major social and cultural changes in the United States since World War II.</b></p> <ul style="list-style-type: none"> <li>Identifying key persons and events of the modern Civil Rights Movement Examples: persons— Martin Luther King Jr.; Rosa Parks; Fred Shuttlesworth ; John Lewis (Alabama) events— <i>Brown versus Board of Education</i>, Montgomery Bus Boycott,</li> </ul>	<p>Economics, History, Civics and Government United States Studies: The Industrial Revolution to the Present 6.IP.9</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain how the use of boycotts and demonstrations led by various ethnic groups has resulted in social change in the United States.</li> <li>Describe the changing role of women in the workplace and the impact on the family unit.</li> <li>Describe the cultural effect of music genres, artists and media on</li> </ul>	<ul style="list-style-type: none"> <li><i>Brown vs. Board of Education</i></li> <li>Montgomery Bus Boycott</li> <li>Freedom Rides</li> <li>Selma-to-Montgomery Voting Rights March</li> <li>Motown</li> <li>AM/FM radio</li> <li>protest songs</li> <li>demonstrations</li> <li>genre</li> <li>political assassinations</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The key figures involved in the Civil Rights Movement.</li> <li>The major social and cultural changes that occurred in the United States post WWII.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Critique multiple points of view to explain the ideas and actions of individuals and ethnic groups to gain equality.</li> <li>Cite evidence to support changes in social and cultural traditions using primary and secondary sources.</li> <li>Evaluate the contribution of technology and mass methods of</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There were important the social and cultural changes that occurred in the U.S. after WWII.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>



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<p>student protests, Freedom Rides, Selma-to-Montgomery Voting Rights March, political assassinations (Alabama)</p> <ul style="list-style-type: none"> <li>• Describing the changing role of women in United States' society and how it affected the family unit Examples: women in the workplace, latchkey children</li> <li>• Recognizing the impact of music genres and artists on United States' culture since World War II Examples: genres— protest songs; Motown, rock and roll, rap, folk, and country music</li> </ul>		<p>influencing social practices and policies following World War II.</p>	<ul style="list-style-type: none"> <li>• latchkey children</li> <li>• Civil Rights Movement</li> </ul>		<p>communication to influence people, places, ideas, and events.</p>		
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<p>artists—Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams (Alabama)</p> <ul style="list-style-type: none"> <li>Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four hour sports and news programming, talk radio, and Internet social networking, on United States' culture since World War II</li> </ul>							
<p>10. Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II. Examples: shift from manufacturing to service economy, higher standard of</p>	<p>Economics, Geography, History, Civics and Government United States Studies: The Industrial Revolution to the</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Analyze economic cycles of expansion and contraction and how this impacted American</li> </ul>	<ul style="list-style-type: none"> <li>economic expansion</li> <li>economic contraction</li> <li>service economy</li> <li>"boom and bust"</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The cycles of economic expansion and contraction and the impact these cycles had on American society after WWII.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Analyze and explain policies and programs that economically impacted society since World War II.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are cycles of economic expansion and contraction and this has had an impact on</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>living, globalization, outsourcing, insourcing, "boom and bust," economic bubbles</p> <ul style="list-style-type: none"> <li>Identifying policies and programs that had an economic impact on society since World War II Examples: Servicemen's Readjustment Act of 1944 (G. I. Bill of Rights), Medicare and Medicaid, Head Start programs, space exploration, Children's Health Insurance Program (CHIP), environmental protection issues (Alabama)</li> <li>Analyzing consequences of immigration for their</li> </ul>	<p>Present 6.IP.10</p>	<p>society after WWII.</p> <ul style="list-style-type: none"> <li>Describe the policies and programs that had an economic impact on society since World War II.</li> <li>Analyze consequences of immigration for their impact on national and Alabama economies since World War II.</li> </ul>	<ul style="list-style-type: none"> <li>economic bubbles</li> <li>GI Bill of Rights of 1944</li> <li>Medicare</li> <li>Medicaid</li> <li>Head Start programs</li> <li>Children's Health Insurance Program</li> <li>manufacturing</li> <li>standard of living</li> <li>globalization</li> <li>outsourcing</li> <li>insourcing</li> <li>environmental protection</li> <li>immigration</li> </ul>			<p>American society after WWII.</p>	
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<p>impact on national and Alabama economies since World War II (Alabama)</p>							
<p><b>11. Identify technological advancements on society in the United States since World War II.</b>  <b>Examples: 1950s—fashion doll, audio cassette</b>  <b>1960s—action figure, artificial heart, Internet, calculator</b>  <b>1970s—word processor, video game, cellular telephone</b>  <b>1980s—personal computer, Doppler radar, digital cellular telephone</b>  <b>1990s—World Wide Web, digital video diskette (DVD)</b>  <b>2000s—digital music player, social networking technology, personal Global Positioning System (GPS) device</b></p>	<p>Economics, History                      United States Studies: The Industrial Revolution to the Present                      6.IP.11</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe how advances in technology since WWII have impacted American society.</li> </ul>	<ul style="list-style-type: none"> <li>fashion dolls</li> <li>audio cassette</li> <li>artificial heart</li> <li>internet</li> <li>calculator</li> <li>World Wide Web</li> <li>DVD</li> <li>word processor</li> <li>Doppler radar</li> <li>fiber optics</li> <li>trade agreements</li> <li>digital</li> <li>Global Positioning System</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Progressive changes in technology have occurred in each decade since WWII in the United States.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Appraise the value of technological advances and their impact on society.</li> <li>Cite evidence to explain the progression of technological advancements from the 1950's to present.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There have been important technological advancements in society in the United States since WWII.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
<p><b>12. Evaluate significant political issues and policies of presidential</b></p>	<p>Economics, Geography, History, Civics and</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Evaluate the domestic and</li> </ul>	<ul style="list-style-type: none"> <li>Interstate Highway System</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The significant political issues</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Appraise the value of</li> </ul>	<p>Students understand that:</p>	<p>Click below to access all ALEX</p>

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<p>administrations since World War II.</p> <ul style="list-style-type: none"> <li>Identifying domestic policies that shaped the United States since World War II Examples: desegregation of the military, Interstate Highway System, federal funding for education, Great Society, affirmative action, Americans with Disabilities Act, welfare reform, Patriot Act, No Child Left Behind Act</li> <li>Recognizing domestic issues that shaped the United States since World War II Examples:</li> </ul>	<p>Government United States Studies: The Industrial Revolution to the Present 6.IP.12</p>	<p>foreign policies of the US following WWII.</p> <ul style="list-style-type: none"> <li>Explain the domestic issues that shaped the US following WWII.</li> <li>Explain the causes of the intensifying conflict in the Middle East and the impact on life in the US.</li> <li>Describe the importance of the election of Barack Obama in the movement to provide equal opportunities for all Americans.</li> <li>Describe the technological advances used in the 2008 presidential election and its influence</li> </ul>	<ul style="list-style-type: none"> <li>Great Society</li> <li>affirmative action</li> <li>Americans with Disabilities Act</li> <li>Welfare Reform</li> <li>Patriot Act</li> <li>No Child Left Behind</li> <li>McCarthyism</li> <li>Watergate Scandal</li> <li>impeachment</li> <li>Hurricane Katrina</li> <li>Vietnam Conflict</li> <li>Iranian Hostage Crisis</li> <li>Camp David Accords</li> <li>Persian Gulf Wars</li> <li>domestic and foreign policy</li> <li>desegregation</li> </ul>	<p>and policies of American presidents since WWII.</p>	<p>technological advances.</p> <ul style="list-style-type: none"> <li>Cite evidence to support historical events.</li> <li>Evaluate the foreign and domestic policies of the US after WWII.</li> </ul>	<ul style="list-style-type: none"> <li>We can evaluate the politics and policies of American presidents since WWII.</li> </ul>	<p>resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
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<p>McCarthyism, Watergate scandal, political assassinations, health care, impeachment, Hurricane Katrina</p> <ul style="list-style-type: none"> <li>Identifying issues of foreign affairs that shaped the United States since World War II Examples: Vietnam Conflict, Richard Nixon's China initiative, Jimmy Carter's human rights initiative, emergence of China and India as economic powers</li> <li>Explaining how conflict in the Middle East impacted life in the United States since World</li> </ul>		<p>on voter participation.</p>	<ul style="list-style-type: none"> <li>human rights</li> <li>embargo</li> <li>terrorism</li> <li>equal opportunity</li> </ul>				
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<p>War II Examples: oil embargoes; Iranian hostage situation; Camp David Accords; Persian Gulf Wars; 1993 World Trade Center bombing; terrorist attacks on September 11, 2001; War on Terrorism; homeland security</p> <ul style="list-style-type: none"> <li>Recognizing the election of Barack Obama as the culmination of a movement in the United States to realize equal opportunity for all Americans</li> <li>Identifying the 2008 presidential election as a watershed in</li> </ul>							
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the use of new technology and mass participation in the electoral process							
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