



INDIANA
DEPARTMENT of
EDUCATION

2026 Indiana Academic Standards
SOCIAL STUDIES
GRADE 6

Indiana Department of Education

100 N. Senate Ave.
Indianapolis, IN 46204



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 6 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code [\(IC\) 20-31-3-3](#), the Indiana Department of Education (IDOE) facilitated the formal revision of the Indiana Academic Standards for K-12 Social Studies. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service. Select standards are identified as essential for mastery by the end of the grade level in alignment with IDOE’s 2023 post-secondary essential skills study. “Essential” standards are indicated with grey shading and an “E.”

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and a variety of stakeholders understand the appropriate content for each grade level or course, and within each content area domain. All standards are required to be taught and should form the basis for strong core instruction for every student enrolled in the designated grade level or course. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM, can be integrated with the content standards.

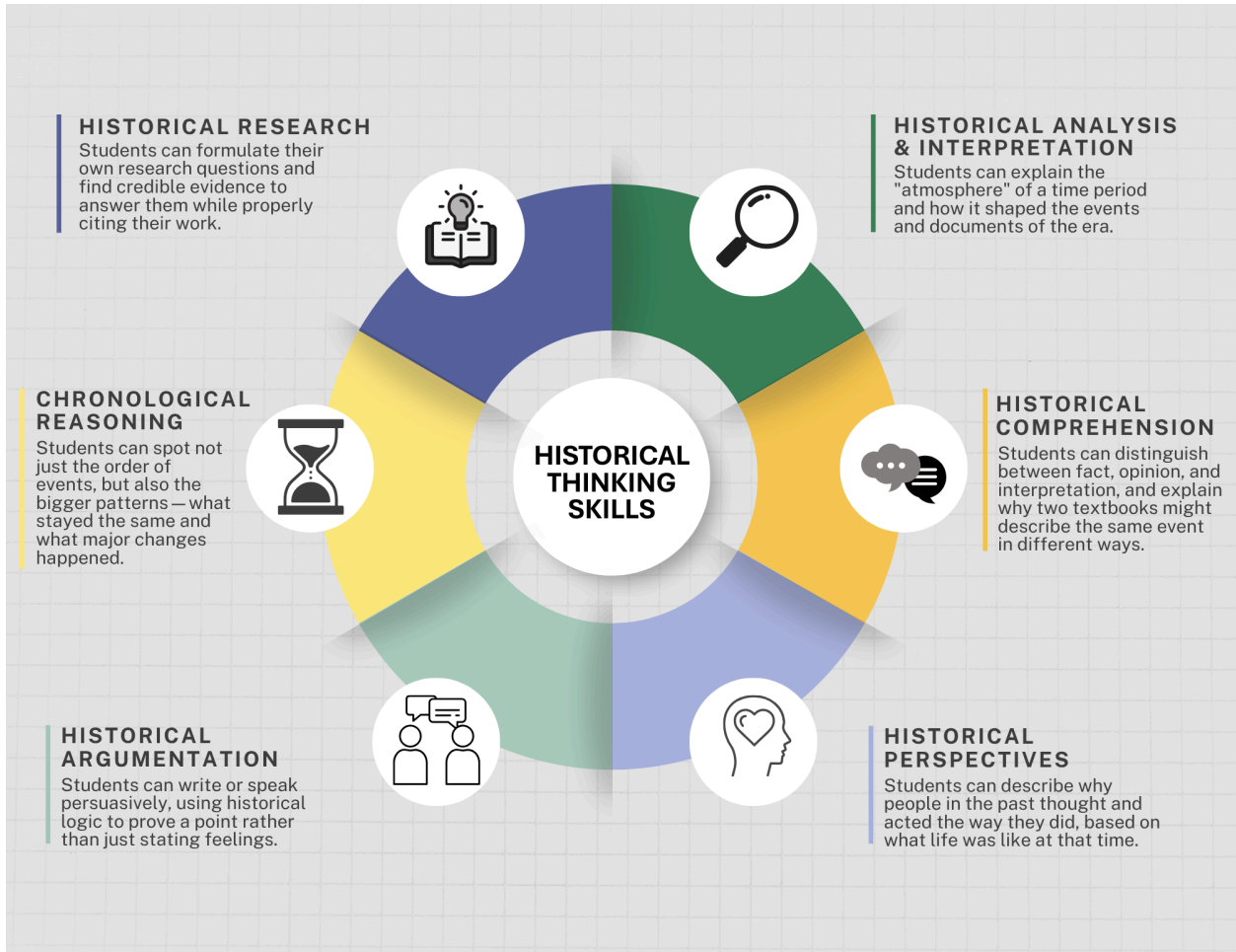
Content-Specific Considerations

The Indiana Academic Standards for Grade 6 Social Studies are organized by four domains: History, Civics and Government, Geography, and Economics. The content and skills listed in each domain indicate what students should know and be able to do in Social Studies by the end of the grade level, including those designated as “essential” for student mastery.

The National Council for the Social Studies' College, Career, and Civic Life (C3) Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. IDOE's formal review process incorporated principles of the C3 Framework to enhance critical thinking skills, increase rigor, and promote literacy skills within the standards.

Historical Thinking Skills

Historical thinking skills enable students to analyze, interpret, and understand the past through evidence-based reasoning and contextual understanding. The six skills featured here underpin all of Indiana's social studies standards and should be a primary consideration for schools when implementing developmentally appropriate social studies instruction for all K-12 students. All thinking skills have equal value but are addressed differently depending on a student's grade level and ability. Schools have considerable flexibility when providing students opportunities to develop these thinking skills, as there is no prescribed starting point or sequence.



Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to especially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Grade 6 Social Studies

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

Domain 1: History	
Learning Outcome: Students explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.	
6.H.1	Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. (E)
6.H.2	Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.
6.H.3	Identify and explain the development and organization of political, cultural, social, and economic systems in Europe and the Americas.
6.H.4	Analyze the diverse points of view and motivations of those involved in the Crusades, and give examples of the changes brought about by the Crusades.
6.H.5	Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.
6.H.6	Describe how the Black Death, along with economic, environmental, and social factors, led to the decline of medieval society. (E)
6.H.7	Analyze the interconnections of people, places, and events in the economic, scientific, and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery, and imperial conquest. (E)
6.H.8	Describe the Reformations and their effects on European and American society.
6.H.9	Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason. (E)
6.H.10	Describe the origins, developments, and innovations of the Industrial Revolution throughout Europe and the United States, and explain how the impact of these changes brought about urbanization and the changing role of women and children labor. (E)
6.H.11	Identify an impact of industrialization on trade and cultural exchange between Europe and the Americas.
6.H.12	Discuss the benefits and challenges related to the development of a highly technological society.

6.H.13	Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
6.H.14	Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed.
6.H.15	Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved.
Domain 2: Civics and Government	
Learning Outcome: Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.	
6.C.1	Compare and contrast major forms of governments in Europe and the Americas throughout history.
6.C.2	Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government. (E)
6.C.3	Explain how the elements and foundations of Roman representative democracy are present in modern systems of government. (E)
6.C.4	Examine key ideas of the Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments. (E)
6.C.5	Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.
6.C.6	Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.
6.C.7	Define and compare the citizen's role and methods of participation in civil society in civilizations of Europe and the Americas.

Domain 3: Geography	
Learning Outcome: Students identify the characteristics of climate regions in Europe and the Americas, and describe major physical features, countries, and cities of Europe and the Western Hemisphere.	
6.G.1	Demonstrate a broad understanding of the major countries, capitals, and/or regions of Europe and the Americas. (E)
6.G.2	Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.
6.G.3	Locate, describe, and compare major physical characteristics of regions (e.g., climate, plains) of Europe and the Americas. (E)
Domain 4: Economics	
Learning Outcome: Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.	
6.E.1	Give examples of how trade related to key developments in the history of Europe and the Americas. (E)
6.E.2	Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. (E)
6.E.3	Explain why international trade requires a system for exchanging currency between various countries.
6.E.4	Describe how different economic systems (traditional, command, market, and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce. (E)