



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards Social Studies: Grade 6 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Standard 1: History		
Early and Classical Civilizations: 1900 BCE to 700 CE		
6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. Examples: Greek, Roman, Mayan, Incan, and Aztec	6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. Examples: Greek, Roman, Mayan, Incan, and Aztec	No change
6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica. Examples: Judaism, Christianity, Islam, native practices in Mesoamerica and Europe	6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica. Examples: Judaism, Christianity, Islam, native practices in Mesoamerica and Europe	No change
Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E		
6.1.3 Explain the continuation and contributions of Eastern Roman Empire after the fall of the Western Roman Empire. Examples: Influence of the spread of Christianity in Russia and Eastern Europe	6.1.3 Explain the continuation and contributions of Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire. Examples: Influence of the spread of Christianity in Russia and Eastern Europe	Added <i>Byzantine Empire</i>
6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. Examples: Feudal system, manorial system, rise of	6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. Examples: Feudal system, manorial system, rise of	No change

kingdoms and empires, and religious institutions	kingdoms and empires, and religious institutions	
<p>6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.</p> <p>Examples: Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power</p>	<p>6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.</p> <p>Examples: Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power</p>	No change
<p>6.1.6 Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.</p> <p>Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Picchu, and Teotihuacan</p>	<p>6.1.6 Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.</p> <p>Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Picchu, and Teotihuacan</p>	No change
<p>6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.</p>	<p>6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.</p>	No change
<p>6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.</p> <p>Examples: the importance of the individual, scientific inquiry based on observation and experimentation, interest in</p>	<p>6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.</p> <p>Examples: the importance of the individual, scientific inquiry based on observation and experimentation, interest in</p>	No change

<p>Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare, and Galileo Galilei.</p>	<p>Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare, and Galileo Galilei.</p>	
<p>6.1.9 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.</p>	<p>6.1.9 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.</p>	<p>No change</p>
<p>Early Modern Era: 1500 to 1800</p>		
<p>6.1.10 Examine and explain the outcomes of European colonization including the cultural exchange between Europe and the Americas.</p>	<p>6.1.10 Examine and explain the outcomes of European colonization as it impacted the Americas including the cultural exchange between Europe and the Americas.</p>	<p><i>Added as it impacted Americas</i></p>
<p>6.1.11 Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.</p>	<p>6.1.11 Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.</p>	<p>No change</p>
<p>6.1.12 Describe the Reformations and their effects on European and American society. Examples: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and</p>	<p>6.1.12 Describe the Reformations and their effects on European and American society. Examples: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and</p>	<p>No change</p>

state, Papal reform, and the Council of Trent.	state, Papal reform, and the Council of Trent.	
6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason. Examples: The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.	6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason. Examples: American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.	No change
6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the impact of these changes brought about urbanization, changing role of women and child labor.	6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the impact of these changes brought about urbanization, changing role of women and child labor.	No change
Modern Era: 1700 to the Present		
6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.	6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.	No change
6.1.16 Identify individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries and explain their significance. Examples: liberalism, conservatism,	6.1.24 Identify individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries and explain their significance. Examples: liberalism, conservatism,	2014 standard 6.1.16 becomes 6.1.24 in 2020.

nationalism, socialism, communism, facism, popular sovereignty	nationalism, socialism, communism, facism, popular sovereignty	
6.1.17 Discuss the benefits and challenges related to the development of a highly technological society. Examples: Atomic energy, computers, and environmental change	6.1.16 Discuss the benefits and challenges related to the development of a highly technological society. Examples: Atomic energy, computers, and environmental change	2014 standard indicator 6.1.17 becomes standard indicator 6.1.16 in 2020.
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research		
6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.	6.1.17 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.	2014 standard indicator 6.1.18 becomes standard indicator 6.1.17 in 2020. This change places 6.1.17 into the “Modern Era: 1700 AD to Present” section.
6.1.19 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.	6.1.18 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.	2014 standard indicator 6.1.19 becomes standard indicator 6.1.18 in 2020.
6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. Examples: The decline of Greek city-states, the	6.1.19 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. Examples: The decline of Greek city-states, the	2014 standard indicator 6.1.20 becomes standard indicator 6.1.19 in 2020.

destruction of the Aztecs, and state-sponsored genocide, including the Holocaust	destruction of the Aztecs, and state-sponsored genocide, including the Holocaust	
6.1.21 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 and gaps in the historical record.	6.1.20 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 and gaps in the historical record.	2014 standard indicator 6.1.21 becomes standard indicator 6.1.20 in 2020.
6.1.22 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas. Examples: Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia, and access to health care in the European Union (EU)	6.1.21 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas. Examples: Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia, and access to health care in the European Union (EU)	2014 standard indicator 6.1.22 becomes standard indicator 6.1.21 in 2020.
6.1.23 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved. Examples: The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights	6.1.22 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved. Examples: The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights	2014 standard indicator 6.1.23 becomes standard indicator 6.1.22 in 2020.

	6.1.23 Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.	2020 indicator 6.1.23 is a new standard.
	6.1.24 Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries and explain their significance. Examples: Liberalism, conservatism, nationalism, socialism, communism, fascism, and popular sovereignty.	2020 indicator 6.1.24 is the previous 2014 indicator 6.1.16.
Standard 2: Civics and Government		
Foundations of Government		
6.2.1 Compare and contrast major forms of governments in Europe and the Americas throughout history. Examples: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism	6.2.1 Compare and contrast major forms of governments in Europe and the Americas throughout history. Examples: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism	No Change
6.2.2 Explain how elements of Greek direct democracy and Roman representative	6.2.2 Explain how the elements and foundations of Greek direct democracy can be found	2020 6.2.2 is revised standard. Roman content was removed and was listed in a new

democracy are present in modern systems of government.	in modern systems of government.	standard indicator 6.2.3.
	6.2.3 Explain how the elements and foundations of Roman representative democracy are present in modern systems of government.	2020 6.2.3 is a new standard. Roman content was originally a part of 2014 standard indicator 6.2.2.
6.2.3 Examine key ideas of 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.	6.2.4 Examine key ideas of 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.	2014 standard indicator 6.2.3 becomes standard indicator 6.2.4 in 2020.
6.2.4 Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.	6.2.5 Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.	2014 standard indicator 6.2.4 becomes standard indicator 6.2.5 in 2020.
Functions of Government		
6.2.5 Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.	6.2.6 Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.	2014 standard indicator 6.2.5 becomes standard indicator 6.2.6 in 2020.
6.2.6 Identify and describe the functions of international political organizations in the world today. Examples: Examine the functions of the World Court, North Atlantic Treaty Organization (NATO), and the United Nations (UN)	6.2.7 Identify and describe the functions of international political organizations in the world today. Examples: Examine the functions of the World Court, North Atlantic Treaty Organization (NATO), and the United Nations (UN)	2014 standard indicator 6.2.6 becomes standard indicator 6.2.7 in 2020.

Roles of Citizens		
6.2.7 Define and compare citizenship and the citizen's role throughout history in Europe and the Americas. Examples: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico, and Canada	6.2.8 Define and compare citizenship and the citizen's role throughout history in Europe and the Americas. Examples: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico, and Canada	2014 standard indicator 6.2.7 becomes standard indicator 6.2.8 in 2020.
Standard 3: Geography		
The World in Spatial Terms		
6.3.1 Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.	6.3.1 Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.	No change
6.3.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.	6.3.2 Identify the four hemispheres of the earth and use latitude and longitude to locate the capital cities of Europe, North America, and South America to show absolute location and relative location to the Earth's surfaces.	Rewritten with similar content.
	6.3.3 Name and locate the seven continents, the five oceans, and four hemispheres on a world map. Continents include Africa, Antarctica, Asia, North America, South America, Europe, and Australia. Oceans	2020 6.3.3 is a new standard.

	include Arctic, Atlantic, Pacific, Indian, and Southern Oceans. Note: The National Oceanic and Atmospheric Administration (NOAA) recognizes five Oceans.	
Places and Regions		
6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas. Examples: Mountain ranges, rivers, deserts, etc.		2014 standard indicator 6.3.3 removed from standards.
6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. Examples: Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions	6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. Examples: Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions	No change
Physical Systems		
6.3.5 Give examples and describe the formation of important river deltas, mountains, and bodies of water in Europe and the Americas. Examples: Volga River, Canadian Rockies, Sierra Madre Mountains, and Lochs in Scotland	6.3.5 Give examples and describe the formation of important river deltas, mountains, and bodies of water in Europe and the Americas. Examples: Volga River, Canadian Rockies, Sierra Madre Mountains, and Lochs in Scotland	No change
6.3.6 Explain how ocean currents and winds influence climate differences for Europe and the Americas.	6.3.6 Explain how ocean currents and winds influence climate differences for Europe and the Americas.	No change
6.3.7 Locate and describe the climate regions of Europe and	6.3.7 Locate and describe the climate regions of Europe and	No change

the Americas and explain how and why they differ. Examples: Gulf Stream and North Atlantic Current (NAC)	the Americas and explain how and why they differ. Examples: Gulf Stream and North Atlantic Current (NAC)	
6.3.8 Identify major biomes of Europe and the Americas and explain how these are influenced by climate. Examples: Rainforests, tundra, woodlands, and deserts	6.3.8 Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas. Examples: Rainforests, Mountain ranges, rivers, woodlands, and deserts	Rewritten with similar content.
Human Systems		
6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors trigger migrations. Examples: Rural and urban areas; immigration	6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, satellite images, and aerial photography. Evaluate different push and pull factors trigger migrations. Examples: Rural and urban areas; immigration	No change
6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.	6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.	No change
6.3.11 Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.	6.3.11 Differentiate between the terms anthropology, archeology, and artifacts while explaining how these contribute to our understanding of societies in the present and the past.	Added <i>Differentiate between</i> Removed <i>Define the terms</i> Add <i>artifacts</i> Change <i>explain</i> to <i>while explaining</i>
6.3.12 Compare the distribution and evaluate the	6.3.12 Compare the distribution and evaluate the	No change

importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood, and water in Europe and the Americas.	importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood, and water in Europe and the Americas.	
6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.	6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.	No change
6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.	6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.	No change
Standard 4: Economics		
6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas. Examples: The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.	6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas. Examples: The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.	No change
6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. Examples: Increased production and consumption and lower prices	6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. Examples: Increased production and consumption and lower prices	No change

<p>6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p>	<p>6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p>	<p>No change</p>
<p>6.4.4 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.</p>	<p>6.4.4 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.</p>	<p>No change</p>
<p>6.4.5 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.</p>	<p>6.4.5 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator. Note: Gross Domestic Product is the value of all final goods and services produced in a country in one year.</p>	<p><i>Added Note: Gross Domestic Product is the value of all final goods and services produced in a country in one year; added to the Terminology section at end of standards.</i></p>
<p>6.4.6 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources. Examples: Use information sources such as digital newspapers, the Internet, and podcasts to examine changes in energy prices and consumption, exchange rates, and currency values.</p>	<p>6.4.6 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources. Examples: Use information sources such as digital newspapers, the Internet, and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.</p>	<p>No change</p>
<p>6.4.7 Identify economic connections between the local community and the countries of Europe and the Americas, and identify job skills needed to</p>	<p>6.4.7 Identify economic connections between the local community and the countries of Europe and the Americas, and identify job skills needed to</p>	<p>No change</p>

be successful in the workplace.	be successful in the workplace.	
6.4.8 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Europe or the Americas. Examples: Government support of public education and governments taxing or regulating pollution * externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party	6.4.8 Define how European and American countries utilize a welfare state system, and then identify ways that societies engage with helpful and harmful externalities in Europe and the Americas. Examples: Government support of public education and governments taxing or regulating pollution	Added <i>Define how European and American countries utilize a welfare state system, and</i> Removed <i>(spillovers*) and (spillover)</i>
6.4.9 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options. Examples: Savings accounts, certificates of deposit (CDs) and stocks	6.4.9 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options. Examples: Savings accounts, certificates of deposit (CDs) and stocks	No change