

History / Social Science Standards

Level 6

World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political systems, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

**HISTORY /SOCIAL SCIENCE
UNIFYING STANDARDS
LEVELS PRE K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives, which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They communicate their thinking through writing, reading, speaking and multimedia presentations.

Focus Goals

Grade 6

1.0 Historical Literacy

- 1.1 Understand the chronology of events and people that led to the development and decline of civilizations.** (*Early Humans, Ancient Mesopotamia, Egypt, and Kush, Ancient Hebrews, Ancient India, Ancient China, Ancient Greece, Ancient Rome*)

2.0 Cultural Literacy

- 2.1 Understand how a civilization expresses its culture through architecture and the arts.**
- 2.2 Understand how a civilization expresses its culture through its laws, religion, and philosophy.**
- 2.3 Understand how a civilization expresses its culture through its tools, technology, and sciences.**
- 2.4 Understand how culture can be transmitted to other civilizations (cultural diffusion).**

3.0 Geographic Literacy

- 3.1 Understand the role of geography in the development of civilizations, cultures, and economies.**

4.0 Economic Literacy

- 4.1 Understand the basic economic problems confronting all civilizations and how their economic systems solved these problems.**

5.0 Sociopolitical Literacy

- 5.1 Understand the interrelationship between social and political systems and how a society's values are reflected in its political institutions.**
- 5.2 Understand how social status, social mobility, and political power are distributed within a society.**
- 5.3 Understand the daily lives of people at all social levels and analyze how their level affects the opportunities that are available to them.**

6.0 Historical Thinking

- 6.1 Make historical connections by applying Language Arts literacy skills.**

History / Social Science
Level 6
EARLY HUMANS

1.0 Historical Literacy

1.1 Understand the chronology of events and people that led to the development and decline of civilizations.

- Examine prehistoric people's chronological place on the historical timeline. (f)
- Identify the reasons why prehistoric people progressed from hunting-gatherers to food producers: Neolithic Revolution. (c6.1/f)

2.0 Cultural Literacy

2.1 Understand how a civilization expresses its culture through architecture and the arts.

- Discuss the development of language as a means for transmitting culture: Oral tradition. (f)
- Analyze early people's attempts to explain the universe through cave art. (f)

2.2 *N/A

2.3 Understand how a civilization expresses its culture through its tools, technology, and sciences.

- Trace the development of stone tools from simple to complex and the creation of metal tools and the use of fire. (c6.1.1)

2.4 *N/A

3.0 Geographic Literacy

3.1 Understand the role of geography in the development of civilizations, cultures, and economies.

- Identify the location of human communities that populated the major regions of the world and explain humans adapted to a variety of environments. (c6.1.2)
- Examine how climatic changes and human modifications of the physical environment gave rise to the domestication of plants and animals which increased sources of food, clothing, and shelter. (c6.1.3)

4.0 Economic Literacy

4.1 *N/A

5.0 Sociopolitical Literacy

5.1 *N/A

5.2 *N/A

5.3 Understand the daily lives of people at all social levels and analyze how their level affects the opportunities that are available to them.

- Examine the role of men as hunters and women as gatherers in Paleolithic societies. (p)

6.0 Historical Thinking

6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text and translated text from the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

5.0 Sociopolitical Literacy

5.1 Understand the interrelationship between social and political systems and how a society's values are reflected in its political institutions.

- Explore the sources of ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice concepts of righteousness and justice, and the importance of study. (c6.3.2)

5.2 *N/A

5.3 *N/A

6.0 Historical Thinking

6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text and translated text from the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

4.0 Economic Literacy

4.1 *N/A

5.0 Sociopolitical Literacy

5.1 Understand the interrelationship between social and political systems and how a society's values are reflected in its political institutions.

- Describe the growth of the Mauryan Empire and the political and moral achievements of Emperor Asoka. (c6.5.6)

5.2 Understand how social status, social mobility, and political power are distributed within a society.

- Explore the social structure of the caste system. (c6.5.4)

5.3 Understand the daily lives of people at all social levels and analyze how their level affects the opportunities that are available to them.

- Describe the daily life of members of each caste. (f)

6.0 Historical Thinking

6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text and translated text from the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

History / Social Science

Level 6

ANCIENT CHINA

1.0 Historical Literacy

1.1 Understand the chronology of events and people that led to the development and decline of civilizations.

- Identify the locations and descriptions of Chinese civilization in the Huang-He River valley during the Shang Dynasty. (c6.6.1)
- Examine the impact of feudalism in China, warring states period, and the life of Confucius. (f/p)
- Explain how the end of feudalism under emperor Qin and his methods, both positive and negative, unified China. (f)
- Describe the reunification of China during the Han dynasty. (f)

2.0 Cultural Literacy

2.1 Understand how a civilization expresses its culture through architecture and the arts.

- Explore China's contributions to art, literature, and architecture. (p)

2.2 Understand how a civilization expresses its culture through its laws, religion, and philosophy.

- Examine the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (c6.6.4)
- Trace the life of Confucius and the fundamental teachings of Confucianism and Taoism. (c6.6.3)
- Evaluate the impact that the philosophy of legalism had on China. (p)

2.3 Understand how a civilization expresses its culture through its tools, technology, and sciences.

- Examine the invention of silk cloth production. (p)
- Examine the development of paper and gunpowder. (p)
- Describe the creation of the Great Wall. (p)

2.4 Understand how culture can be transmitted to other civilizations (cultural diffusion).

- Trace the diffusion of Buddhism northward to China, from India, during the Han dynasty. (c6.6.8)

3.0 Geographic Literacy

3.1 Understand the role of geography in the development of civilizations, cultures, and economies.

- Map the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate China from the rest of the world. (c6.6.2)

4.0 Economic Literacy

4.1 Understand the basic economic problems confronting all civilizations and how their economic systems solved these problems.

- Explain the significance of the trans-Eurasian “silk roads” in the period of the Han and Roman empires and their locations. (c6.6.7)

5.0 Sociopolitical Literacy

5.1 Understand the interrelationship between social and political systems and how a society’s values are reflected in its political institutions.

- Discuss the policies and achievements of the emperor Qin Shi Huangdi. (c6.6.5)
- Analyze the political contributions of the Han dynasty. (c6.6.6)

5.2 Understand how social status, social mobility, and political power are distributed within a society.

- Trace the development of the imperial bureaucratic state during the Han dynasty and the expansion of the Han empire. (c6.6.6)

5.3 Understand the daily lives of people at all social levels and analyze how their level affects the opportunities that are available to them.

- Examine the role of women in Confucian society. (f)
- Compare the lives of ordinary people and the educated classes during the Han dynasty. (f)

6.0 Historical Thinking

6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text and translated text from the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text and translated text from the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

3.0 Geographic Literacy

3.1 Understand the role of geography in the development of civilizations, cultures, and economies.

- Map the location of and geographic reasons for the growth of Roman territories and expansion of the empire. (c6.7.3)

4.0 Economic Literacy

4.1 Understand the basic economic problems confronting all civilizations and how their economic systems solved these problems.

- Discuss how the Roman Empire fostered economic growth through the use of currency and trade routes. (c6.7.3)

5.0 Sociopolitical Literacy

5.1 Understand the interrelationship between social and political systems and how a society's values are reflected in its political institutions.

- Describe the character of the government of the Roman Republic and its significance (e.g., written constitution, three-branched government, checks and balances, and civic duty) (c6.7.2)

5.2 Understand how social status, social mobility, and political power are distributed within a society.

- Analyze the characteristics of the social classes present during the republic including Patricians and Plebeians, and during the period of the Roman Empire. (p)

5.3 Understand the daily lives of people at all social levels and analyze how their level affects the opportunities that are available to them.

- Describe everyday life in Roman society focusing on slavery and social conflict (e.g., Spartacus). (f)

6.0 Historical Thinking

6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text and translated text from the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, persuasive essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)