

Ancient Civilizations

6th Grade Social Studies

Standard 1

1. I can explain why physical geography affected the development of early civilizations.

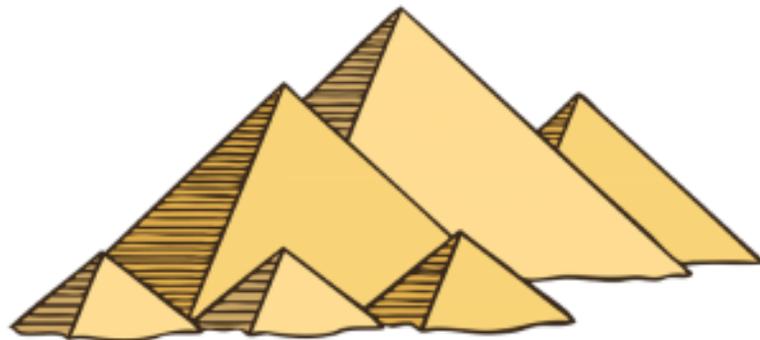
- 1.a □ I can identify the major physical features of the regions where ancient civilizations flourished.
- 1.b □ I can describe how these features influenced the success of decline of the civilizations.
- 1.c □ I can compare maps of these ancient civilizations to current political maps and make inferences about the continuing affects of physical geography on cultural development.

2. I can evaluate how religion has played a central role in human history from ancient times to today.

- 2.a □ I can explore the importance of religion in the cultural expression of ancient civilizations (e.g. customs, artistic expression, creation stories).
- 2.b □ I can identify key tenets of the major world religions (e.g. Buddhism, Christianity, Islam)
- 2.c □ I can analyze how religious ideas influence current issues.

3. I can explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient times.

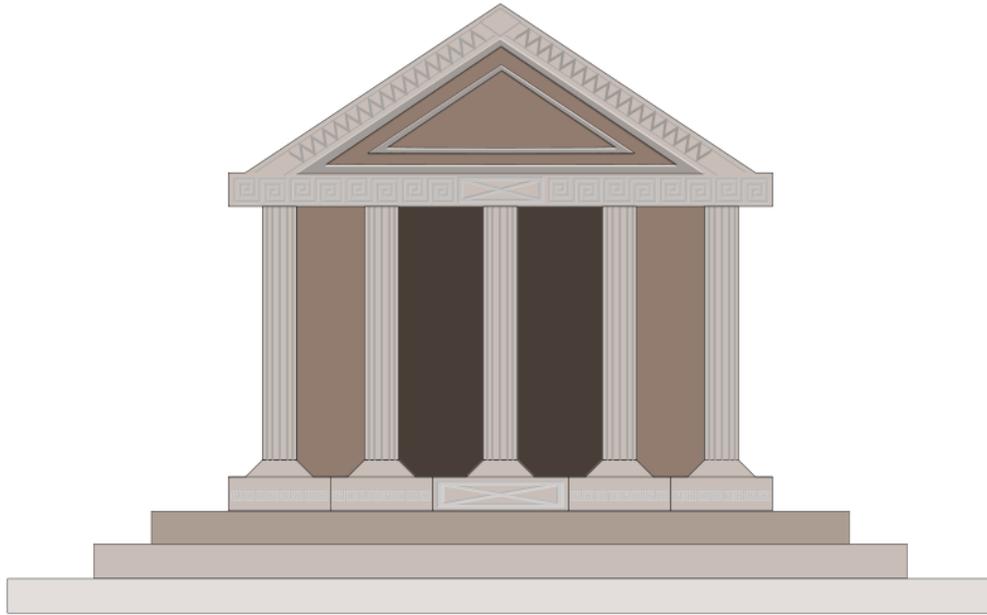
- 3.a □ I can identify forms of government within these civilizations.
- 3.b □ I can compare those forms to existing systems of governance in today's world.



Ancient Civilizations

6th Grade Social Studies

Standard 1



4. I can analyze how the earliest civilizations created technologies and systems to meet community and personal

- 4.a I can identify innovations in manmade structures over time (e.g. irrigations, roads, building materials) and their influence on meeting needs).
- 4.b I can examine the evolution and importance of writing.
- 4.c I can identify cultural expressions that reflect these systems (e.g. architecture, artistic expression, medicine, drama).
- 4.d I can compare social classes, vocations, and gender roles within ancient civilizations.

Middle Ages & Renaissance

6th Grade Social Studies Standard 2

1. I can explain how physical geography affects economic and cultural expansion.

- 1.a I can identify natural resources and physical features that affected expansion.
- 1.b I can describe the development of international trade via the desert, sea, and land and the resultant cultural exchanges between Asia, the Middle East, and Europe.

2. I can explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.

- 2.a I can explain the influence of religion on cultural expression (e.g. the arts, architecture, government, education, family).
- 2.b I can compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world.



Middle Ages & Renaissance

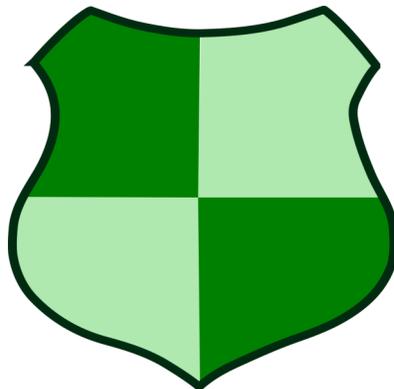
6th Grade Social Studies

Standard 2

3. I can examine how systems of governance began steps towards self-rule during the Middle Ages and Renaissance.

3.a □ I can examine relationships between significant events and ideas and their influence on systems of government (e.g. impact of Black Death, city-states, feudalism).

3.b □ I can compare individual rights of people in the United States today with the rights of selected groups in the Middle Ages and the Renaissance (e.g. serfs, nobility, merchant



4. I can explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.

4.a □ I can investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (e.g. moveable type, telescope, microscope).

4.b □ I can identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g. Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare).

Revolution

6th Grade Social Studies

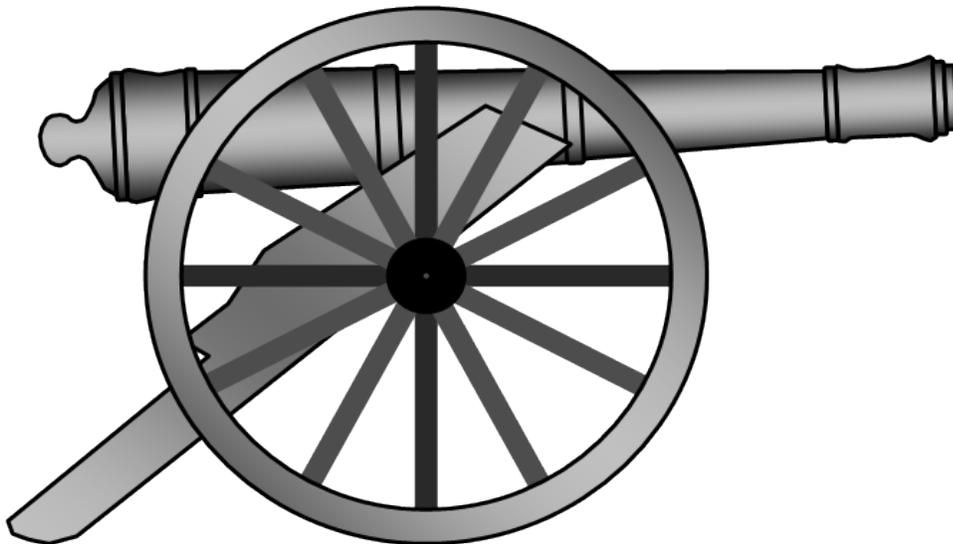
Standard 3

1. I can understand processes of revolution.

- 1.a □ I can examine social, religious, and economic issues that may lead to revolution.
- 1.b □ I can identify and compare how revolutions develop in multiple areas of human life (e.g. scientific, agricultural, industrial, political, medical).

2. I can analyze the impact of selected revolutions.

- 2.a □ I can identify representative people from selected revolutions (e.g. Napoleon, Martin Luther, Isaac Newton, Madame Curie).
- 2.b □ I can examine the outcome of selected revolutions (e.g. the scientific and industrial revolutions, the Reformation, the French Revolution).



20th Century & Current Events

6th Grade Social Studies

Standard 4



1. I can analyze how major world events of the 20th century affect the world today.

1.a I can identify key events, ideas, and leaders of the 20th century (e.g. World War I, World War II, the Cold War, the Korean and Vietnamese conflicts).

1.b I can describe the impact of these events on the world today.

2. I can explore current global issues facing the modern world and identify potential solutions.

2.a I can investigate pressing issues facing the world.

2.b I can identify potential solutions to pressing issues.

2.c I can identify individuals and groups making positive changes

3. I can determine human rights and responsibilities in the world.

3.a I can identify rights considered essential for all humans.

3.b I can propose steps individual students can take to protect these rights (e.g. support for sister schools, energy and resource conservation, letter writing, career choices).