

Social Studies - Sixth Grade

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the nature and complexity of culture.
- 1.02 Recognize the role of major religions.
- 1.03 Appreciate the relationship between physical environments and culture.
- 1.04 Recognize how cultural and individual perceptions affect places and regions.
- 1.05 Understand the role that diverse cultures and historical experiences had on the development of the world.
- 1.06 Understand the influence of science and technology on the development of culture through time.

Accomplishments

6.1.01 Understand the nature and complexity of culture.

- a. Define the basic components of culture.
- b. Identify how communities reflect the cultural background of their inhabitants.
- c. Compare how cultures differ in their use of similar environments and resources.
- d. Analyze how human migration and cultural activities influence the character of a place.

6.1.02 Recognize the role of major religions.

- a. Define religion.
- b. Describe the beliefs of the world major religions.
- c. Identify the founders of the world's major religions.

6.1.03 Appreciate the relationship between physical environments and culture.

- a. Identify characteristics of a physical environment that contribute to the growth and development of a culture.
- b. Evaluate the effect of technology on a culture.
- c. Explain why individuals and groups respond differently to their physical and social environments.

6.1.04 Recognize how cultural and individual's perceptions affect places and regions.

- a. Explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.
- b. Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate understanding or cause misunderstanding.

6.1.05 Understand the role that diverse cultures and historical experiences had on the development of the world.

- a. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- b. Define cultural diffusion.
- c. Compare different ways in which cultural diffusion takes place.

6.1.06 Understand the influence of science and technology on the development of culture through time.

- a. Construct a time line of technological innovations and rate the importance of technological advancements.
- b. Show through specific examples how science and technology have changed people's perceptions of the social and natural world.
- c. Describe examples in which values, beliefs, and attitudes have been influenced by technological knowledge.

Performance Indicators State:

As documented through state assessment -

At Level 1, the student is able to

- 6.1.spi.1 recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).
- 6.1.spi.2. identify the job characteristics of archaeologists, anthropologists, geologists, and historians.
- 6.1.spi.3. recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).

At Level 2, the student is able to

- 6.1.spi.4. recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).
- 6.1.spi.5. identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).

- 6.1.spi.6. recognize reasons that cultural groups develop or settle in specific physical environments.
- 6.1.spi.7. identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).

At Level 3, the student is able to

- 6.1.spi.8. recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, languages).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.1.tpi.1. recognize the variety of cultures within a community by comparison.
- 6.1.tpi.2. make and sample foods from a cultural region.
- 6.1.tpi.3. write and decipher messages using various alphabets.

At Level 2, the student is able to

- 6.1.tpi.4. conduct an archaeological dig using replicated items from appropriate civilizations.
- 6.1.tpi.5. describe how technological innovations affected culture and history throughout time.
- 6.1.tpi.6. compare various forms of jewelry, art, music, and literature among historical periods.
- 6.1.tpi.7. Read mythologies and/or oral histories from various cultural groups. (e.g., Greek mythology, African folk tales, Chinese fables).
- 6.1.tpi.8. compare how different belief systems and/or religions confront morals throughout historical periods.

At Level 3, the student is able to

- 6.1.tpi.9. participate in a three-group rotation with a barter market, cuneiform writing, and map skill using reading for information worksheet about a society.
- 6.1.tpi.10. Construct examples of appropriate items from various cultures (e.g. medieval castles, pyramids, clothing items, food).
- 6.1.tpi.11. analyze how communities kept track of and regarded the passage of time.
- 6.1.tpi.12. analyze the power of myth and heroes throughout historical times by reading a community's literature.
- 6.1.tpi. 13. Create a piece of artwork based on a historical example such as a mosaic.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Learning Expectations:

- 2.01 Understand fundamental economic concepts and their application to a variety of economic systems.
- 2.02 Discuss economic connections, conflicts, and interdependence.
- 2.03 Understand the potential costs and benefits of individual economic choices.

Accomplishments

6.2.01 Understand fundamental economic concepts and their application to a variety of economic systems.

- a. Explain the relationship of supply and demand in early World History.
- b. Describe the change from hunter/gatherer economies to economies based on animal and plant domestication.
- c. Investigate the impact of trade on the economies of early civilizations.

6.2.02 Discuss economic connections, conflicts, and interdependence.

- a. Define various types of economies and their methods of production and consumption.
- b. Apply economic concepts to evaluate historic developments.
- c. Explain the economic impact of improved communication and transportation.
- d. Appraise the relationship among scarcity of resources, economic development, and international conflict.

6.2.03 Understand the potential costs and benefits of individual economic choices.

- a. Differentiate between needs and wants.
- b. Analyze how supply and demand, and change in technologies impact the cost for goods and services.
- c. Evaluate the relationship between creditors and debtors.

Performance Indicators State:

As documented through state assessment -

At Level 1, the student is able to

- 6.2.spi.1. recognize an example of a barter economy.
- 6.2.spi.2. identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, ocean routes).

At Level 2, the student is able to

- 6.2.spi.3. identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and, domestication of plants and animals).
- 6.2.spi.4. recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus).
- 6.2.spi.5. recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).

At Level 3, the student is able to

- 6.2.spi.6. analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.2.tpi.1. trace the path of an produced item. (e.g. clothing, consumer goods, foods) to the classroom.
- 6.2.tpi.2. discuss how a society's economics are affected by the geography of the community.
- 6.2.tpi.3. research different job opportunities found throughout historical periods.

At Level 2, the student is able to

- 6.2.tpi.4. create a comparison chart between nomadic life and farming life.
- 6.2.tpi.5. create a spice chart detailing origination, pricing and uses of spices in present day and historical foods.
- 6.2.tpi.6. practice a variety of graphs to illustrate historical knowledge.
- 6.2.tpi.7. predict the items and their economic cost of an average household in different geographic areas throughout historical time periods.

At Level 3, the student is able to

- 6.2.tpi.8. write a historical travel brochure about a community listing different economic costs for items found within the community.

- 6.2.tpi.9. explore the different economic crisis and conflicts that confront a society.
- 6.2.tpi.10. judge the relative economic and psychological costs for a community when it commits to a grand scale project.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships among people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand the characteristics and uses of maps.
- 3.02 Know the location of places and geographic features, both physical and human.
- 3.03 Understand the characteristics and uses of spatial organization of Earth's surface.
- 3.04 Understand the physical and human characteristics of place.

Accomplishments

6.3.01 Understand the characteristics and uses of maps.

- a. Use the basic elements of maps and mapping.
- b. Identify the locations of certain physical and human features and events on maps and globes.

6.3.02 Know the location of places and geographic features, both physical and human.

- a. Identify the location of earth's major landforms such as continents, islands, and mountain ranges, and major bodies of water such as the oceans, seas, rivers, and gulfs.
- b. Describe the location of major physical characteristics such as landforms, climate, soils, water, features, vegetation, resources, and animal life, and human characteristics such as language groups, religions, political systems, economic systems, and population centers in the world.
- c. Explain how and why the location of geographic features both physical and human in the world change over time and space.

6.3.03 Understand the characteristics and uses of spatial organization of Earth's surface.

- a. Identify concepts that define and describe spatial organization such as location, distance, direction, scale, movement and region.
- b. Explain how changing technology such as transportation and communication technology affect spatial relationships.

6.3.04 Understand the physical and human characteristics of place.

- a. Describe how physical and human processes shape the characteristics of a place.
- b. Explain how technology shapes the physical and human characteristics of places.
- c. Explain why places have specific physical and human characteristics in different parts of the world.

Performance Indicators State:

As documented through state assessment -

At Level 1, the student is able to

- 6.3.spi.1 identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).
- 6.3.spi.2 identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).

At Level 2, the student is able to

- 6.3.spi.3. identify the location of early civilizations on a map (i.e. Mesopotamian, Egyptian, Ancient Chinese, Indian.).
- 6.3.spi.4 identify geographic reasons for the location of population centers prior to 1500 (i.e. coastal plains, deserts, mountains, river valleys).
- 6.3.spi.5. use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).

At Level 3, the student is able to

- 6.3.spi.6. interpret a graph that illustrates a major trend in world history (i.e. population growth, economic development, governance land areas, growth of religions).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.3.tpi.1. construct a map of major trade routes and/or geographic forms (e.g., draw map, salt-map, collage map).
- 6.3.tpi.2. research various methods of farming exhibited by various communities.
- 6.3.tpi.3. determine how the environment affected the development of a community.
- 6.3.tpi.4. discuss the environment, physical geography, plant and animal life of communities throughout historical time periods.

At Level 2, the student is able to

- 6.3.tpi.5. investigate the impact of a local river system on the development of the local community. Compare these consequences to those of an earlier river-based civilization.
- 6.3.tpi.6. analyze different types of housing utilized by indigenous peoples throughout time. Contrast housing changes after a community interacts with others from a different community.
- 6.3.tpi.7. create maps of early civilizations. Layer the maps to show how the civilization responded to the geography.

At Level 3, the student is able to

- 6.3.tpi.8. decide where to settle a hypothetical community on a geographic map.
- 6.3.tpi.9. debate the role of geography in warfare throughout historical time periods.
- 6.3.tpi.10. write a fictional account describing a historical community's physical geography choosing from a contemporary community that history changed dramatically through human or natural consequences (e.g., countryside vs. urbanization, desertification, irrigation).
- 6.3.tpi.11 examine the role of transportation networks in transferring of goods and ideas (e.g., Silk Road, Roman road building).

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Explain the development of a people's need to belong and organize into a system of governance.
- 4.02 Describe the purposes and structure of governments.
- 4.03 Identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

Accomplishments

6.4.01 Explain the development of a people's need to belong and organize into a system of governance.

- a. Identify informal and formal forms of governance.
- b. Describe the purpose of governance and how its powers are acquired, used and justified.
- c. Analyze the necessity of establishing and enforcing the rule of law.
- d. Originate models of lower to higher forms of social and political orders.

6.4.02 Describe the purposes and structure of governments.

- a. Identify written laws handed down from ancient civilizations.
- b. Explore the development of citizenship and government in ancient civilizations.
- c. Explain and apply concepts such as power, role, status, justice and influence to the examination of persistent issues and social problems.
- d. Recognize the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges in that place.

6.4.03 Identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

- a. Identify natural resources that are necessary to the survival of a civilization.
- b. Differentiate between rights and privileges of the individual.
- c. Consider how cooperation and conflict affects the dissemination of resources, rights and privileges.

Performance Indicators State:

As documented through state assessment -

At Level 1, the student is able to

- 6.4.spi.1 recognize types of government (i.e. formal/informal, monarchy, direct/indirect democracy, republics, theocracy).

At Level 2, the student is able to

- 6.4.spi.2. recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).
- 6.4.spi.3. identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, Magna Carta).
- 6.4.spi.4. recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems).

At Level 3, the student is able to

- 6.4.spi.5. compare and contrast the lives of individual citizens in various governmental organizations (i.e. monarchical systems, feudal systems, caste systems, democratic systems-Greek).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.4.tpi.1. create a comparison chart for several types of government including monarchy, formal/informal, direct/indirect democracy, republics, and theocracy.
- 6.4.tpi.2. role-play various types of government with students playing the government officials, citizens, and other members of the society.
- 6.4.tpi.3. list advantages and disadvantages to varying forms of governance.

At Level 2, the student is able to

- 6.4.tpi.4. write a set of laws for the classroom. Compare these laws to various historical codes. (e.g. Hammurabi's Code, Ten Commandments).
- 6.4.tpi.5. discuss reasons why individuals combine to form governments.
- 6.4.tpi.6. recognize how warfare affects a community's governance system.
- 6.4.tpi.7. discover the importance of leadership in a governance system.

At Level 3, the student is able to

- 6.4.tpi.8. write a series of short fictional biographies of individuals living at various levels of society, (e.g. caste system, feudal system).
- 6.4.tpi.9. explain how wealth affects a community's governance system.
- 6.4.tpi.10. debate the influence of three stages of a governance cycle on a community (i.e., beginnings, status quo, and decline).

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

World History Standards Era 1: The Beginnings of Human Society

- 5.01 Recognize the importance of fire, weapons, and tools to early cultures and agriculture.
- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Identify how to use historical information acquired from a variety of sources.

World History Standards Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

- 5.04 Recognize the importance of agriculture, evolution of writing, education, law, and trade in the development of early civilizations.
- 5.05 Understand the place of historical events in the context of past, present and future.
- 5.06 Identify how to use historical information acquired from a variety of sources.

World History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)

- 5.07 Recognize the influence of major religions between both ancient eastern and western cultures.
- 5.08 Understand the place of historical events in the context of past, present, and future.
- 5.09 Identify how to use historical information acquired from a variety of sources.
- 5.10 Understand the rise and decline of ancient civilizations.

World History Standards Era 4: Expanding Zones of Exchange and Encounter (300AD-1000 AD)

- 5.11 Understand feudalism and the rise of the Christian church as dominant factors in Medieval Europe.
- 5.12 Understand the place of historical events in the context of past, present and future.
- 5.13 Identify how to use historical information acquired from a variety of sources.
- 5.14 Understand the achievements of great African and Asian empires.

World History Standards Era 5: The Emergence of Europe (1200-1500AD)

- 5.15 Appreciate the shift in institutions resulting as cultures moved from church dominated societies to an emphasis on science, philosophy, and art.
- 5.16 Understand the place of historical events in the context of past, present and future.
- 5.17 Identify how to use historical information acquired from a variety of sources.

Accomplishments

World History Standards Era 1: The Beginnings of Human Society

6.5.01 Recognize the importance of fire, weapons, and tools to early cultures and agriculture.

- a. List ancient weapons and tools.
- b. Understand the role of the environment in terms of influencing the development of weapons, and tools.
- c. Explain the role of agriculture in early settled communities.
- d. Recognize the immediate and long term impacts and influences of early agricultural communities such as Southwest Asia and the African Nile Valley.

6.5.02 Understand the place of historical events in the context of past, present and future.

- a. Describe the biological processes that shaped the earliest human communities.
- b. Identify the characteristics of hunter-gatherer communities in various continental regions in Africa versus the Americas.
- c. Explain how different early human communities expressed their beliefs.

6.5.03 Identify how to use historical information acquired from a variety of sources.

- a. Explain how geologists, archaeologists, and anthropologists study early human development.
- b. Identify scientific evidence regarding early human settlements in Africa.

World History Standards Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

6.5.04 Recognize the importance of agriculture, evolution of writing, education, law, and trade in the development of early civilizations.

- a. Describe the characteristics of writing in Mesopotamia, Egypt, and the Indus valley and how their written records shaped political, legal, religious, and cultural life.
- b. Compare and contrast the Mycenaean Greek development of agriculture, writing, education, law and trade with another society.
- c. Explain how the development of different types of tools, laws, and religion influenced early Chinese civilization.

6.5.05 Understand the place of historical events in the context of past, present and future.

- a. Compare and contrast how the economic, political, cultural, and environmental factors among the ancient civilizations of Egypt, Indus River Valley, China, and Mesopotamia shaped their histories.
- b. Explain the decline of the Indus Valley civilization.
- c. Identify significant individuals and events in Egyptian civilization.

- d. Describe the characteristics of Aryan society.

6.5.06 Identify how to use historical information acquired from a variety of sources.

- a. Describe what archaeological evidence reveals about Chinese history during the Chang Dynasty.
- b. Identify early forms of writing, law, and trade i.e. cuneiform, hieroglyphics, barter, Code of Hammurabi, and the Ten Commandments.

World History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)

6.5.07 Recognize the influence of major religions between both ancient eastern and western cultures.

- a. Illustrate the placement of major religions on the earth's surface.
- b. Compare and contrast elements of Judaism, Christianity, and Islam.
- c. Identify the causes and spread of Christianity.
- d. Explain the origins of Buddhism and fundamental Buddhist beliefs.

6.5.08 Understand the place of historical events in the context of past, present, and future.

- a. Explain the patterns of Phoenician political organization, culture, and trade in the Mediterranean basin.
- b. Describe the development of Greek city-states and their political and social characteristics.
- c. Identify the characteristics of the Assyrian and Babylonian Empires.
- d. Explain the impact and achievements of the Hellenistic period on art, mathematics, science, philosophy, and political thought.
- e. Understand the origins and social framework of Roman society.
- f. Identify fundamental social, political, and cultural characteristics of Chinese society under early imperial dynasties.

6.5.09 Identify how to use historical information acquired from a variety of sources.

- a. Compare geographical and architectural features of Egypt.
- b. Identify major cultural elements of Greek society such as sculpture, architecture, and pottery.
- c. Explore the role of art, literature, and mythology in Greek society by analyzing primary sources.
- d. Explain the political, commercial and cultural uses of Latin and Greek as universal languages of the Roman Empire.

6.5.10 Understand the rise and decline of ancient civilizations.

- a. Construct time lines to show sequences of important dates and events.
- b. Identify cause and effect of events leading to the rise and decline of civilizations.
- c. Describe how the rise and decline of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks affected societies.

World History Standards Era 4: Expanding Zones of Exchange and Encounter (300AD-1000 AD)

6.5.11 Understand feudalism and the rise of the Christian church a dominant factor in Medieval Europe.

- a. Identify the spread of Christian belief in Europe.
- b. Diagram the social structure of medieval society.
- c. Explain the significance of Norse migrations and invasions.
- d. Describe social class and gender roles in Medieval Europe.

6.5.12 Understand the place of historical events in the context of past, present and future.

- a. Understand the significant features of Mayan and Andean civilization as in their location of cities, road systems, sea routes, status of elite women and men, art, and architecture.
- b. Recognize the importance of maritime and overland trade routes linking regions of Afro-Eurasian societies.

6.5.13 Identify how to use historical information acquired from a variety of sources.

- a. List the major achievements in technology, astronomy, and medicine in the Gupta societies.
- b. Identify monastic examples of preserving Greco-Roman and early Christian learning.
- c. Read an example of African oral history for its historical importance.

6.5.14 Understand the achievements of great African and Asian empires.

- a. Identify the spread of Islamic belief in Asia and Africa.
- b. Explain how the influence of Islamic ideas and practices influenced culture and social behavior.
- c. Describe the characteristics of and development of great African and Asian civilizations.
- d. Identify the impact of Chinese society on surrounding cultures in terms of assimilation of ideas and political autonomy.

World History Standards Era 5: The Emergence of Europe (1200-1500AD)

6.5.15 Appreciate the shift in institutions from a church dominated society to the rise of science, philosophy, and art.

- a. Recognize the developments of science, philosophy, and art in the 14th and 15th centuries.
- b. Understand the significant developments of medieval English in legal and constitutional practices and how this shaped the development of European governments.
- c. Recognize the origins and the economic, social, and political impact of the plague upon Eurasian societies.
- d. Judge the significance of the Reformation on the development of Europe.

6.5.16 Understand the place of historical events in the context of past, present and future.

- a. Compare and contrast feudalism and manorialism.
- b. Explain the cultural characteristics of Islamic society such as a common language, religious text, and society and how this led to cohesiveness across regions.
- c. Identify features of trade routes in Asia, Europe, and Africa.
- d. Describe the roles and motivations of squires, saints, and soldiers in Christian Europe.
- e. Describe the economic, social, and religious features of West Africa.

6.5.17 Identify how to use historical information acquired from a variety of sources.

- a. Identify aspects of the architecture of Medieval Europe and how some elements may still be seen in local and modern architecture.
- b. Compare and contrast art, architecture, and education in medieval Christian and Spanish Muslim society.
- c. Rate the importance of foreign sources in recording the history in areas of Mongol domination as in the travels of Marco Polo and Ibn Battuta.

Performance Indicators State:

As documented through state assessment -

At Level 1, the student is able to

- 6.5.spi.1 read a timeline and order events of the past between prehistory and the Renaissance.
- 6.5.spi.2. recognize the types of early communities (i.e., nomadic, fishing, farming).
- 6.5.spi.3. identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).

- 6.5.spi.4. recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics).
- 6.5.spi.5. identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).
- 6.5.spi.6. recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic.)
- 6.5.spi.7. recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).

At Level 2, the student is able to

- 6.5.spi.8. identify conclusions about early world historical events using primary and secondary sources.
- 6.5.spi.9. recognize and order major historical events on a timeline between the Middle Ages and Renaissance.
- 6.5.spi.10. identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).
- 6.5.spi.11. identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).
- 6.5.spi.12. recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).
- 6.5.spi.13. identify the impact of advances in technology on history (i.e. agricultural revolution, Renaissance scientists, exploration during the 1400s).
- 6.5.spi.14. recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art).

At Level 3, the student is able to

- 6.5.spi.15. evaluate to what extent civilizations build on the accomplishments of previous civilizations.
- 6.5.spi.16. compare and contrast the historical development of the Western, Eastern, and African cultures.
- 6.5.spi.17. recognize the significant mythologies of the Sumerians, Egyptian, Greeks, and Romans.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.5.tpi.1. create a self-time line from birth to present to reinforce the purposes and use of timelines.

- 6.5.tpi.2. create an example of an artifact that could be found by an archaeologist today (e.g., pottery shard, eating utensils, plaster bones).
- 6.5.tpi.3. make a facsimile Rosetta Stone (e.g., compare English, a student created language, and cuneiform or hieroglyphics).

At Level 2, the student is able to

- 6.5.tpi.3. study examples of primary and secondary sources about the same event.
- 6.5.tpi.4. create a timeline with various images depicting historical events.
- 6.5.tpi.5. attend a historical festival. (e.g., Renaissance festival).
- 6.5.tpi.6. read excerpts from historical documents. (e.g., Odyssey, Illiad).
- 6.5.tpi.7. write a short epic describing the events of the students life.

At Level 3, the student is able to

- 6.5.tpi.8. chart the names of the various gods from Greek and Roman mythologies to research which modern day words come from the Greek or Roman mythologies.
- 6.5.tpi.9. create a chart to compare societies. (e.g., Athens v. Sparta).
- 6.5.tpi.10. analyze the ever-changing role of transportation and subsequent effects on society.
- 6.5.tpi.11 attend a field trip pertaining to an early world history topic.

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Understand the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at world levels.

Accomplishments

6.6.01 Understand the impact of individual and group decisions on citizens and communities.

- a. Recognize that individuals can belong to groups but still have their own identity.
- b. Relate personal changes to social, cultural, and historical contexts.

- c. Describe personal connections to place, as associated with community, nation and world.
- d. Describe ways regional, ethnic, and national cultures influence individuals' daily lives.

6.6.02 Understand how groups can impact change at world levels.

- a. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.
- b. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- c. Analyze group and institutional influences on people, events, and elements of culture.

Performance Indicators State:

As documented through state assessment -

At Level 1, the student is able to

- 6.6.spi.1 identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors.)

At Level 2, the student is able to

- 6.6.spi.2. recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).

At Level 3, the student is able to

- 6.6.spi.3. describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, Buddha – Chinese Culture).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.6.tpi.1. go to an archaeological dig in Tennessee (e.g., Chucaloosa, the Hermitage, Rocky Mount).

- 6.6.tpi.2. present information on the significance of individuals from world history. (e.g., costuming, written report, oral report, diorama).
- 6.6.tpi.3. demonstrate model behavior when a guest speaker attends the classroom.

At Level 2, the student is able to

- 6.6.tpi.4. compare an average person's life within a community with that of a historically significant person throughout historical time periods.
- 6.6.tpi.5. explore the importance of scientific advancements to the development of communities.
- 6.6.tpi.6. experience a storyteller's rendition of a historical event.

At Level 3, the student is able to

- 6.6.tpi.7. assume the role of a historical person to debate an issue within the classroom.
- 6.6.tpi.7. analyze differing communities' perception of beauty.
- 6.6.tpi.8. debate how human beings adopted new skills throughout time in order to predict the future.
- 6.6.tpi.8. analyze a society in history to compare it to its status today.