

Jackson Area Catholic Schools
Social Studies Academic Standards
for
Sixth Grade

Ancient World Studies of the Eastern and Western Hemisphere

History

H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1 Temporal Thinking: Use historical conceptual devices to organize and study the past.

Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.

6-H1.1.1 The student will explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

6-H1.1.2 The student will compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C/A.D.; contemporary secular – B.C.E./C.E.; the Chinese, Hebrew, and Islamic/Hijri calendars.

H1.2 Historical Inquiry and Analysis: Use historical inquiry and analysis to study the past.

History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain the historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western and Eastern Hemispheres.

- 6-H1.2.1 The student will explain how historians use a variety of sources to explore the past (e.g., artifacts, primary, and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6-H1.2.2 The student will read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6-H1.2.3 The student will identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6-H1.2.4 The student will compare and evaluate competing historical perspectives about the past based on evidence.
- 6-H1.2.5 The student will identify the role of the individual in history and the significance of one person's ideas.

H1.4 Historical Understanding: Use historical concepts, patterns, and themes to study the past.

Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.

- 6-H1.4.1 The student will describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- 6-H1.4.2 The student will describe and use themes of history to study patterns of change and continuity.
- 6-H1.4.3 The student will use historical perspective to analyze global issues faced by humans long ago and today.

W1 The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C. (Era 1)

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth: Describe the spread of people in the Western and Eastern Hemispheres in Era 1.

In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas, Africa, Eurasia, and Australia.

- 6-W1.1.1 The student will explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.
- 6-W1.1.2 The student will describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).
- 6-W1.1.3 The student will examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).
- 6-W1.1.4 The student will explain what archaeologist have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

W1.2 Agricultural Revolution: Describe the Agricultural Revolution and explain why it is a turning point in history.

The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.

- 6-W1.2.1 The student will describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).
- 6-W1.2.2 The student will describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
- 6-W1.2.3 The student will explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 6-W1.2.4 The student will compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

W2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C. (Era 2)

W2.1 Early Civilization and Early Pastoral Societies: Describe the characteristics and analyze early Eastern and Western Hemisphere civilizations and pastoral societies in Era 2.

During this era early agrarian civilization and pastoral societies emerge. Many of the world's fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay, between herding and agrarian societies involving both conflict and mutual dependence. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America.

- 6-W2.1.1 The student will describe the importance of the development of human language, oral and written, and its relationship to the development of culture
 - verbal vocalizations
 - standardization of physical (rock, bird) and abstract (love, fear) words
 - pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions)

Early Civilizations and Early Pastoral Societies (cont.)

- 6-W2.1.2 The student will use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
- 6-W2.1.3 The student will describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
- 6-W2.1.4 The student will examine early civilizations to describe their common features (ways of governing, language, religion, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 6-W2.1.5 The student will define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 6-W2.1.6 The student will describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.
- 6-W2.1.7 The student will use multiple sources of evidence to describe how the culture of early people of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).

W3 Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D. (Era 3)

Analyze the civilization and empires that emerged during Era 3, and the emergence of major world religions, noting their political, economic, and social systems and their changing interactions with the environment.

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forging a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that influence neighboring peoples and endure for centuries.

Analyze the innovation and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economics that occurred in the region.

W3.1 Classical Tradition in Regions of the Eastern Hemisphere: Analyze classical civilization and empires and their lasting impact on institutions, political thought, structures, technology, and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.

- 6-W3.1.1 The student will describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 6-W3.1.2 The student will, using historic and modern maps, locate three major empires of this era, describe their geographic characteristic including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 6-W3.1.3 The student will compare and contrast the defining characteristics of a city-state, civilization, and empire.
- 6-W3.1.4 The student will assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 6-W3.1.5 The student will describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilization in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 6-W3.1.6 The student will use historical and modern maps to locate and describe trade networks among empires in the classical era.
- 6-W3.1.7 The student will use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
- 6-W3.1.8 The student will describe the role of state authority military power, taxation systems, and institutions of coerced labor, including slavery, in building empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states, and the Roman Empire).
- 6-W3.1.9 The student will describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.
- 6-W3.1.10 The student will create a time line that illustrates the rise and fall of classical empires during the classical period.

W3.1a Classical Tradition in Regions of the Western Hemisphere: Describe empires and agrarian civilizations in Mesoamerica and South America. Civilizations and empires that emerged during this era were noted for their political, economic, and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.

- 6-W3a.1.1 The student will analyze the role of environment in the development of early empires referencing both useful environmental features and those that presented obstacles.
- 6-W3a.1.2 The student will explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 6-W3a.1.3 The student will describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, role, and class structure.
- 6-W3a.1.4 The student will describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
- 6-W3a.1.5 The student will construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

W3.2 Growth and Development of World Religions: Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, and Islam grew and their significance.

- 6-W3.2.1 The student will identify and describe the beliefs of the five major world religions.
- 6-W3.2.2 The student will locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.
- 6-W3.2.3 The student will identify and describe the ways that religions unified people's perception of the world and contributed to cultural integration of large regions of Afro-Eurasia.

G6 Global Issues Past and Present

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

G6.1 Global Topic Investigation and Issue Analysis: Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.

6-G6.1.1 Contemporary Investigation- The students will conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.

Contemporary Investigation Topics:

- Global climate change – The student will investigate global climate change.
- Globalization – The student will investigate the significance of globalization and describe its impact on international economics and political relationships.
- Migration – The student will investigate issues arising from international movement of people and the economic political and cultural consequences.
- Human-Environmental Interactions- The student will investigate how policies from the past and their implementation have a positive or negative consequences for the environment in the future.
- Natural Disaster- The student will investigate the significance of natural disasters and describe the effects on human and physical systems and the economy, and the responsibilities of government.

G6.1 Global Topic Investigation and Issue Analysis (cont.)

6-G6.1.2 Investigations Designed for Ancient World History Eras- The student will conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.

Era 1- Population Growth and Resources- The student will investigate how population growth affects resource availability.

Migration- The student will investigate the significance of migration of peoples and the resulting benefits and challenges.

Era 2- Sustainable Agriculture- The student will investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

Era 3- Development- The student will investigate economic effects on development in a region and its ecosystems and societies.

Civics and Government

C1 Purposes of Government: Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government: Describe civic life, politics, and government and explain their relationships.

Political scientists analyze why people engage in the political process; the role citizens play in civic life; the concepts of power, authority, sovereignty, and legitimacy; and competing arguments about the purpose and necessity of government.

6-C1.1.1 The student will analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

6-C1.1.2 The student will explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

- C3 Structure and Functions of Government:** Describe the major activities of government, assigning individual and collective responsibilities, generating revenue, and providing national security.
- C3.6 Characteristics of Nation-States:** Describe the characteristics of nation-states and how they may interact.
- 6-C3.6.1 The student will define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Eastern Hemisphere nations interact.
- 6-C3.6.2 The student will define the characteristics of a nation-state and how Western Hemisphere nations interact.
- 6-C3.6.3 The student will compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.
- C4 Relationship of United States to Other Nations and World Affairs:** Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.
- C4.3 Conflict and Cooperation Between and Among Nations:** Explain the various ways that nation interact both positively and negatively.
- 6-C4.3.1 The student will explain the geopolitical relationships between countries (e.g., the use of and access to natural resources; foreign aid for health care).
- 6-C4.3.2 The student will explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
- 6-C4.3.3 The student will give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN), North Atlantic Treaty Organization (NATO), Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU)).

Economics

E1 The Market Economy: Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices: Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.

6-E1.1.1 The student will explain how incentives vary in different economic systems (e.g., acquiring money, profit goods, wanting to avoid loss in position in society, job placement).

6-E1.1.2 The student will describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g. education, healthcare, military protection).

E2 The National Economy: Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government: Describe how national governments make decisions that affect the national economy.

6-E2.3.1 The student will describe the impact of government policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

E3 International Economy: Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence: Describe patterns and networks of economic interdependence, including trade.

- 6-E3.1.1 The student will use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.
- 6-E3.1.2 The student will diagram or map the movement of consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
- 6-E3.1.3 The student will explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

E3.3 Economic Systems: Describe how societies organize to allocate resources to produce and distribute goods and services.

- 6-E3.3.1 The student will explain and compare how economic systems (traditional, command, and market) answers four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica).

Public Discourse, Decision Making, and Citizen Involvement**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

6-P3.1.1 The student will clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.
- Identify the cause and consequences and analyze the impact, both positive and negative.
- Share and discuss findings of research and issue analyze in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue at the local to global scales.

P4.2 Citizen Involvement: Act constructively to further the public good.

6-P4.2.1 The student will demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6-P4.2.2 The student will engage in activities intended to contribute to solving a national or international problem studied.

6-P4.2.3 The student will participate in projects to help or inform others (e.g., service learning projects).

