

## Year at a Glance - Sixth Grade History-Social Science

### *World History and Geography: Ancient Civilizations*

#### What Students Learn

The study of Ancient Civilizations will require sixth-grade students to understand and evaluate change over time (Early Beginnings to 300 CE) and appropriately use historical evidence to answer questions and develop arguments about the past.

As stated in the HSS Framework, “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 structures, 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 various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.”

#### Related Content & Overview of Depth of Mastery

The list of grade level content standards below represents those that have been identified, by a team of IUSD teachers with expertise in this subject area, as Essential Standards for all sixth grade students. Those History-Social Science Content Standards not listed on this document, should also be taught during this academic year at the discretion of each school site and the appropriate PLC team. Because a robust social studies education requires students to acquire the discipline-specific ways that historians and social scientists think and communicate, teachers must pay particular attention to the analysis skills listed on the following page as well as support the development of reading, writing, listening, and speaking skills using the California Common Core State Standards for 6-12 Literacy in History-Social Studies as a guide.

*Grade 6 students should **master** an understanding of the:*

##### **6.1 Early Humankind and the Development of Human Societies**

- Discuss climatic changes and ways humans modified the physical environment leading to the domestication of plants and animals and new sources of clothing and shelter. (6.1.3)

##### **6.2 The Early Civilizations of Mesopotamia, Egypt, and Kush**

- Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations. (6.2.1)
- Trace the development of agricultural techniques that permitted the production of economic surplus and led to cities becoming the centers of culture and power. (6.2.2)
- Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. (6.2.3)

##### **6.3 The Ancient Israelites (Hebrews)**

- Describe the origins and significance of Judaism as the first religion to be based on the concept of one God (monotheism) who sets down moral laws for humanity. (6.3.1)
- Identify the sources of the teachings and central beliefs of Judaism and how the ideas of Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. (6.3.2)

##### **6.4 Ancient Greece**

- Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship. (6.4.2)
- State the key differences between Athenian, or direct, democracy and representative democracy. (6.4.3)
- Describe the enduring contributions of important Greek figures in the arts and sciences. (6.4.8)

##### **6.5 The Early Civilizations of India**

- Explain the major beliefs and practices of Brahmanism in India and how those beliefs and practices evolved into early Hinduism. (6.5.3)
- Discuss the important aesthetic (or visually appealing) and intellectual traditions of the early civilizations of India. (6.5.7)

##### **6.6 The Early Civilizations of China**

- Explain the geographic features of China that made governing and the spread of ideas and goods difficult as well as served to isolate the country from the rest of the world. (6.6.2)
- Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. (6.6.3)

### 6.7 The Development of Rome

- Describe the government of the Roman Republic and its significance. (6.7.2)
- Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. (6.7.8)

## Grades Six through Eight Related Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed *only in conjunction with* the content standards in grades six through eight. *In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:*

### Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.\*
2. Students construct various timelines of key events, people, and periods of the historical era they are studying.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. \*

### Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives)\*

### Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.\*
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.\*
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

*\*6th Grade High Priority History-Social Science Analysis Skills*