

MIDDLE SCHOOL GRADES
6 - 8

GRADE 6

SUGGESTED CLASSROOM INSTRUCTIONAL TIME
++++ 200 MINUTES PER WEEK +++++

Grade 6

Ancient World Cultures to 1600

Social Studies in grade six expands students' understanding of history through the study of people and events before the era of European exploration and settlement. This study focuses not only on the significance of geography in the development of the human story but also on the everyday lives, problems, and accomplishments of the people and their roles in developing social, economic, and political structures of the major civilizations.

Instruction should emphasize the elements of social studies literacy; and the strategies and perspectives necessary for understanding the four disciplines addressed in this subject area: Geography, History, Political Science, and Economics, within a framework of Catholic Identity and Catholic Social Justice.

Standard 6-1: The student will demonstrate an understanding of geographic skills and terms.

Indicators:

6-1.1 Analyze the human significance of the five themes of geography.

1. Location
2. Place
3. Human interaction with environment
4. Movement
5. Region

6-1.2 Use maps, globes, models

1. Locate major countries in relation to their longitude, latitude, and general location on a globe or map.
2. Demonstrate proficiency in using maps to determine the longitude and latitude.
3. Identify, make and use various types of map projections: relief maps, resource maps, climate maps, population maps, and political maps.
4. Relate landforms, bodies of water, climate, vegetation, and other resources to their specific location on the Earth.
5. Master geographical terms that describe landforms and bodies of water.
6. Recognize that the Earth has twenty-four time zones that relate to the hours in a day.
7. Locate on a map or globe the;
 - a. International Dateline
 - b. Prime Meridian
 - c. Equator
 - d. Climate Zones (Polar, Tropic, Temperate).
8. Examine the effects of geography on the development of world civilizations.
9. Understand how natural resources and technology affect population density.
10. Name major countries of the world and their capitals.
11. Explain the use of land in urban, suburban, and rural areas.
12. Explain the consequences of humans changing the environment.
13. Use maps, charts, and graphs proficiently to study World History.

Standard 6-2: The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the Cradles of Civilization.

Indicators:

- 6-2.1 Analyze the hunter-gatherer communities in regard to their geographic, social and cultural characteristics, including adaptation to the natural environment.
- 6-2.2 Explain the emergence of agriculture and its effect on early human communities, including the impact of irrigation techniques and the domestication of plants and animals.
- 6-2.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenicians), Huang He (Chinese), and Indus (Harappan); the relationship of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment.
- 6-2.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government.
- 6-2.5 Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agricultural techniques that allowed for an economic surplus and the emergence of city centers.
- 6-2.6 Develop a spirit of empathy for the struggling and oppressed nations that are deprived of basic human needs and freedoms.

Standard 6.3: The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world. Know that Baghdad was one of the world's largest cities and a great center of learning for science, math, art, architecture, medicine, astronomy, and trade.

Indicators:

- 6-3.1 Discuss the development of Greco-Roman ideas and their effects on Western culture.
- 6-3.2 Identify the Golden Age of Athens and the Roman Republic and how they led to the formation of democratic governments.
- 6-3.3 Recognize the causes for the rise and eventual fall of empires.
- 6-3.4 Summarize the significant political and cultural features of the classical Greek civilization, including in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics.
- 6-3.5 Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones and aqueducts.
- 6-3.6 Explain the expansion and the decline of the Roman Empire, including the political and geographic reasons for its growth, the role of Julius Caesar and Augustus, and the internal weaknesses and external threats that contributed to the Empire's decline.
- 6-3.7 Summarize the significant features of the classical Indian civilization, including the caste system and contributions to the modern world in literature, the arts, and mathematics.
- 6-3.8 Summarize the features and major contributions of China, including its Golden Age of art and literature, woodblock painting and commercial expansion and the rise of trade.
- 6-3.9 Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph.

- 6-3.10 Summarize the features and major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and contributions in literature and the arts.
- 6-3.11 Summarize the characteristics of the Islamic civilizations and the geographic aspects of its expansion.
- 6-3.12 Compare the significant political, social, geographic, and economic features and the contributions of the Aztecan, Mayan, and Incan civilizations, including their form of government and their contributions in mathematics, astronomy, and architecture.

Standard 6-4: The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

Indicators:

- 6-4.1 Compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography on their growth and the impact of Islam and Christianity on their cultures.
- 6-4.2 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism.

Standard 6-5: The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.

Indicators:

- 6-5.1 Explain feudalism and its relationship to the development of European nation-states and monarchies, including feudal relationships, the daily lives of peasants and serfs, and the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power.
- 6-5.2 Discuss the crusades and the rise of towns. Explain the crusades effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe.
- 6-5.3 Explain the development of English government and legal practices, including the principles of the Magna Carta, its effect on the feudal system, and its contribution to the development of representative government in England.
- 6-5.4 Explain the influence of the Roman Catholic Church in Europe, including its role in spreading Christianity and the fact that monasteries affected education and the arts by founding universities and preserving ancient language and learning.
- 6-5.5 Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe and explain the impact of the plague on society, including the plague's effect on people's daily lives, its role in bringing an end to the feudal system, and its impact on the global population.
- 6-5.6 Explain the contributions that the Byzantine Empire made to the world, including the Justinian Code and the preservation of ancient Greek and Roman learning and traditions, architecture, and government.

Standard 6-6: The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

Indicators:

- 6-6.1 Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth.
- 6-6.2 Explain why the Renaissance was a “rebirth” of civilization. Summarize the features and contributions of the Italian Renaissance, including the importance of Florence and the accomplishments the Italians in art, music, literature, and architecture.
- 6-6.3 Explain the significance of Humanism and the revival of classical learning in daily life during the Renaissance, including the effect of Humanism on education art, religion, and government.
- 6-6.4 Identify the key figures of the Renaissance and their contributions, including Leonardo da Vinci, Michelangelo, and Johannes Gutenberg.
- 6-6.5 Describe the importance of the Reformation and the role it played in the rise of religious conflicts in Western Europe.
- 6-6.6 Identify the key figures of the Reformation and their contributions, including Martin Luther, John Calvin, and King Henry VIII.
- 6-6.7 Explain the principal causes and key events of the Reformation, including conflicts surrounding the Roman Catholic Church, the main points of theological differences, the regional patterns of the religious affiliations involved, and the key events and figures of the Counter Reformation.
- 6-6.8 Provide examples of developments in the Renaissance that had a lasting impact on culture, politics, and government in Europe, including advances in printing technology and improved understanding of anatomy and astronomy.

Standard 6-7: The student will demonstrate an understanding of the movement of people, the Age of European exploration and settlement in the New World.

Indicators:

- 6-7.1 Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the Age of European exploration, including a discussion on the importance of water currents and the new technology enabling sailors to sail off shore.
- 6-7.2 Compare the incentives of the various European countries to explore and settle new lands.
- 6-7.3 Illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on the people of those regions.

Standard 6-8: The student will demonstrate a basic knowledge of basic market concepts and the interdependence among nations.

Indicators:

- 6-8.1 Explain the differences between raw materials and finished products.
- 6-8.2 Explain the differences between natural resources and man-made resources.
- 6-8.3 Use the terminology of economics such as, supply and demand, market, wants, goods, trade, imports, exports, and competition.
- 6-8.4 Discuss the Industrial Revolution in Europe.
- 6-8.5 Determine how economic developments are affected by a region's resources, population, technology, trade, government, and cultural patterns.
- 6-8.6 Explain the interdependence among nations and how this is influenced by imports and exports.
- 6-8.7 Describe the differences and give examples of countries that are: First World Nation (developed), Second World Nation (developing), and Third World Nation (underdeveloped).

Standard 6-9: The student will demonstrate an understanding of how the developments of the ancient world influenced the modern world.

Indicators:

- 6-9.1 Understand the development of social classes and occupations in ancient societies to modern day.
- 6-9.2 Describe how the behavior of people is influenced by a society's heritage.
- 6-9.3 Discuss countries where human rights are denied and recommend solutions to improve these conditions.
- 6-9.4 Describe ways to report environmental and social issues and make informed decision on how to solve them.
- 6-9.5 Use newspapers, magazines, internet sources as a means of study current events.
- 6-9.6 Demonstrate the role of the Church during the Middle Ages in education, scholarship, growth of cities, political movements, the Arts, and in inventions with emphasis in community and nation building.

