

Grade Six – Ancient and Medieval Civilizations

The standards for grade six build on the study of the world. Students engage in activities that include lessons relative to early civilizations to the countries of the world. Students learn map and globe skills, interpret information, and use processes to reconstruct events. Students compare ancient civilizations and cultures, locate geographic features, explain their relationships within the ecosystem, and describe ways that historical events have influenced national and global settings.

Skills:

- Use geographical and historic tools (time zones, longitude, latitude, atlas, almanac, artifacts) for measurement
- Select an appropriate strategy from alternative courses of action, predict consequences, and determine a rational course of action
- Compare map and text descriptions to draw inferences
- Infer information from captions, cartoons, photographs, etc.
- Distinguish between primary and secondary sources
- Recognize appropriate ways to influence public policy and action
- Create a multimedia report using text, color, and importing graphics, sound, special effects, and/or animation.

S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Analyze the role of dissent and related forms of citizen actions as efforts to change public policy.
- b. Identify roles and responsibilities of citizens throughout history.
- c. Determine how opinion influences the shaping of public policy and decision making.
- d. Participate in activities with a variety of persons from diverse backgrounds.

SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. the cultural contributions of individuals, groups, and societies.
- b. Explore how information and experiences may be interpreted by people from diverse cultural perspectives.
- c. Explain the interaction of culture and religion.
- d. Generate alternatives for dealing with social tensions and issues within and across cultures.

SS3 Time, Continuity, and Change:

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Use sources of historical information to analyze change.
- b. Compare and contrast the effects of inventions and ideas across civilizations.
- c. Analyze connections and patterns of historical change through the use of timelines.
- d. Analyze social change resulting from social conflict.
- e. Analyze the historical development of a current event.

SS4 Space and Place:

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Apply the geographic concepts of location, place, human-environment interactions, movement, and region to the area of study.
- b. Describe how geographic factors have influenced historical events, patterns of change, and daily life.

SS5 Individual Development and Identity:

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Identify how controls and changes imposed by society influence personal growth.
- b. Describe how regional, ethnic, and national cultures influence individual development.
- c. Describe the conflict between one's personal values and society's values.

SS6 Individuals, Groups, and Institutions:

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Analyze the changing role of family throughout history.
- b. Explain concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- c. Identify major groups and institutions that have played important roles in the development of civilizations.
- d. Analyze examples of tensions between expressions of individuality and social conformity.

SS7 Production, Distribution and Consumption:

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Assess the effect of the unequal distribution of wealth.
- b. Discuss the effect of trade on the development of civilization.
- c. Discuss the impact of economic, technological, and social changes on work.
- d. Analyze the development of economic systems over time.

SS8 Power, Authority, and Governance:

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Explain how historical events have influenced an individual's participation in government.
- b. Analyze the qualities needed for successful leadership.
- c. Analyze the political, economic, religious, and social structures of the civilizations.
- d. Trace the historical development of political institutions.
- e. Trace the historical development of democratic ideals.

SS9 Science, Technology, and Society:

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. Describe the changes and issues that have occurred in societies as a result of technological and scientific change.
- b. Describe how science and technology have changed perceptions of the world.
- c. Evaluate the success of civilizations' uses of technology in relationship with their place in time.

SS10 Global Connections:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstandings.
- b. Demonstrate an understanding of how concerns, standards, issues, and universal human rights are viewed differently in societies.
- c. Describe the effects of technology on the global community.