

RRPS District Standards: SOCIAL STUDIES

Grade 6

Theme: Ancient Civilizations through the European Renaissance

06/2009

STRAND I: HISTORY

NM State Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history, in order to understand the complexity of the human experience.

NM State Benchmarks Grades 5-8

RRPS Grade 6 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark I-A: Grades 5-8

New Mexico History: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

NM Grade 6 Performance Standards

1. Describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures, and religious systems) and their connection to the early development of New Mexico.

NM State Benchmark I-B: Grades 5-8

United States History: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.

NM Grade 6 Performance Standards

1. Explain and describe the origins, obstacles, and impact of the Age of Exploration, to include:

- improvements in technology (e.g., the clock, sextant, work of Prince Henry the Navigator)
- voyages of Columbus to the New World and the later searches for the Northwest passage
- introduction of disease and the resulting population decline, (especially among indigenous peoples)
- exchanges of technology, ideas, agricultural products and practices.

STRAND I: HISTORY

NM State Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

NM State Benchmarks Grades 5-8

RRPS Grade 6 Power Standards

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NM State Benchmark I-C: Grades 5-8

World History: Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration.

NM Grade 6 Performance Standards

1. Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:
 - significance of river valleys
 - early irrigation and its impact on agriculture
 - forms of government (e.g., theocracies in Egypt, dynasties in China) and the effect on world economics and trade
 - key historical figures
 - religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).
2. Describe and analyze the geographic, political, economic, religious, and social structures of early civilizations of India, to include:
 - location and description of the river systems and other topographical features that supported the rise of this civilization
 - significance of the Aryan invasions (e.g., block printing, compass, gunpowder).
 - structure and function of the caste system
 - important aesthetic and intellectual traditions (e.g. Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero).
3. Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include:
 - location and description of the origins of Chinese civilization in the Huang-He Valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country
 - life of Confucius and the fundamental teachings of Confucianism and Taoism
 - rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming)
 - historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder).
4. Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs).
5. Compare and contrast the geographic, political, economic, and social characteristics

Power Standard 1 (Benchmark I-C)

Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:

- significance of river valleys
- early irrigation and its impact on agriculture
- forms of government (e.g., theocracies in Egypt, dynasties in China) and the effect on world economics and trade
- key historical figures
- religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids).

Power Standard 2 (Benchmark I-C)

Compare and contrast the geographic, political, economic, and social characteristics of the Ancient Greek, Ancient Roman, Ottoman, Indian, Arabic, African, and Middle Eastern civilizations and their enduring impacts on later civilizations, to include:

- influence of Mediterranean geography on the development and expansion of the civilizations
- development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi)
- scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy) contributions and roles of key figures, (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus).

Power Standard 3 (Benchmark I-C)

Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its enduring impacts on later civilizations, to include:

<p>of the Ancient Greek, Ancient Roman, Ottoman, Indian, Arabic, African, and Middle Eastern civilizations and their enduring impacts on later civilizations, to include:</p> <ul style="list-style-type: none"> • influence of Mediterranean geography on the development and expansion of the civilizations • development of concepts of government and citizenship (e.g., democracy, republics, codification of laws, Code of Hammurabi) • scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy) contributions and roles of key figures, (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus). <p>5. Compare and contrast the political and economic events and the social and geographic characteristics of Medieval European life and its their enduring impacts on later civilizations, to include:</p>	
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<ul style="list-style-type: none"> • creation and expansion of the Byzantine empire • reasons for the fall of the Roman Empire • new forms of government, feudalism, and the beginning of limited government with the Magna Carta • role of the Roman Catholic Church and its monasteries • causes, course, and effects of the Crusades • impact of the Black Plague • contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo) 	<ul style="list-style-type: none"> • creation and expansion of the Byzantine empire • reasons for the fall of the Roman Empire • new forms of government, feudalism, and the beginning of limited government with the Magna Carta role of the Roman Catholic Church and its monasteries • causes, course, and effects of the Crusades impact of the Black Plague contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).
<p><u>M State Benchmark I-D: Grades 5-8</u> Skills: Research historical events and people from a variety of perspectives.</p>	<p><u>Power Standard 4 (Benchmark I-D)</u> Organize information by sequencing, categorizing, identifying cause-and effect relationships, comparing and contrasting, finding the main ideas, summarizing, making generalizations and predictions, drawing inferences and conclusions and identifying different points of view about an issue or topic.</p>
<p><u>NM Grade 6 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main ideas, summarizing, making generalizations and predictions, drawing inferences and conclusions. 2. Identify different points of view about an issue or topic. 3. Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences, and take action to implement that solution. 	

STRAND II: GEOGRAPHY

NM State Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environment.

NM State Benchmarks Grades 5-8

RRPS Grade 6 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark II-A: Grades 5-8

Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues.

Power Standard 5 (Benchmark II-C)

Compare and contrast the influences of man-made and natural environments upon ancient civilizations.

NM Grade 6 Performance Standards

1. Identify the location of places using latitude and longitude.
2. Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.

NM State Benchmark II-B: Grades 5-8

Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change.

NM Grade 6 Performance Standards

1. Explain how places change due to human activity.
2. Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols.
3. Identify a region by its formal, functional, or perceived characteristics.

NM State Benchmark II-C: Grades 5-8

Understand how human behavior impacts man-made and natural environments, recognize past and present results, and predict potential changes.

NM Grade 6 Performance Standards

1. Compare and contrast the influences of man-made and natural environments upon ancient civilizations.

STRAND II: GEOGRAPHY

NM State Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environment.

NM State Benchmarks Grades 5-8

RRPS Grade 6 Power Standards

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NM State Benchmark II-D: Grades 5-8

Explain how physical processes shape the Earth's surface patterns and biosystems.

Power Standard 6 (Benchmark II-E)

Describe, locate, and compare different settlement patterns throughout the world.

NM Grade 6 Performance Standards

1. Describe how physical processes shape the environmental patterns of air, land, water, plants and animals, including flooding of rivers and volcanic activity.

NM State Benchmark II-E: Grades 5-8

Understand Explain how economic, political, cultural, and social processes interact to shape patterns of human populations and their inter-dependence, cooperation, and conflict.

Power Standard 7 (Benchmark II-F)

Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.

NM Grade 6 Performance Standards

1. Explain how human migration impacted places, societies, and civilizations.
2. Describe, locate, and compare different settlement patterns throughout the world.
3. Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.

NM State Benchmark II-F: Grades 5-8

Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources.

NM Grade 6 Performance Standards

1. Describe how human modifications to physical environments and use of resources in one place often lead to changes in other places.

STRAND III: GOVERNMENT AND CIVICS AND GOVERNMENT

NM State Content Standard III: Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

NM State Benchmarks Grades 5-8

RRPS Grade 6 Power Standards

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NM State Benchmark III-A: Grades 5-8

Understand Demonstrate understanding of the structure, functions, and powers of government (local, state, tribal, and national).

Power Standard 8 (Benchmark III-A)

Understand the origins, structures, functions, and powers of ancient governments.

NM Grade 6 Performance Standards

1. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.
2. Describe the concept of republic as developed by the Romans and compare to other republican governments.

Power Standard 9 (Benchmark III-A)

Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.

NM State Benchmark III-B: Grades 5-8

Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.

Power Standard 10 (Benchmark III-A)

Describe the concept of *republic* as developed by the Romans and compare to other republican governments

NM Grade 6 Performance Standards

1. Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:
 - qualities of leadership
 - names and contributions New Mexico leaders
 - names and contributions of national leaders.

Power Standard 11 (Benchmark III-D)

Understand that the nature of citizenship varies among societies.

NM State Benchmark III-C: Grades 5-8

Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States Government.

NM Grade 6 Performance Standards

1. Explain how Greek and Roman societies expanded and advanced the role of citizen. in Athens, Sparta, and Rome as well as the role of Plebeians and Patricians
2. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).

NM State Benchmark III-D: Grades 5-8

Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.

NM Grade 6 Performance Standards

1. Understand that the nature of citizenship varies among societies.
2. Explain how the role of citizenship varies among societies and compare life in ancient and modern times.

STRAND IV: ECONOMICS

NM State Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

NM State Benchmarks Grades 5-8

RRPS Grade 6 Power Standards

While all benchmark standards are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark IV-A: Grades 5-8

Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.

Power Standard 12 (Benchmark IV-B)

Describe the characteristics of traditional, command, market, and mixed economic systems.

NM Grade 6 Performance Standards

1. Explain how people respond to economic and basic incentives.
1. Explain and predict how people respond to economic and intrinsic incentives.

Power Standard 13 (Benchmark IV-B)

Explain how different economic systems affect the allocation of resources.

NM State Benchmark IV-B: Grades 5-8

Explain how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

Power Standard 14 (Benchmark IV-C)

Describe the patterns of trade and exchange in the development of ancient civilizations.

NM Grade 6 Performance Standards

1. Describe the characteristics of traditional, command, market, and mixed economic systems.
2. Explain how different economic systems affect the allocation of resources.
3. Understand the role that 'factors of production' play in a society's economy (e.g., natural resources, labor, capital, entrepreneurs).

NM State Benchmark IV-C: Grades 5-8

Describe the patterns of trade and exchange in early societies and civilizations, and explore the extent of their continuation in today's world.

NM Grade 6 Performance Standards

1. Compare and contrast the trade patterns of early civilizations.
2. Analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the Bronze Age and the Iron Age.