

6th Grade World History

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

(Analysis) 6.W.1.1. Students are able to explain the development of society during the Stone Age.

- I can explain (outline, write about, illustrate, compare and contrast) how the *Stone Age* (Paleolithic, Mesolithic, Neolithic) started and grew.

(Analysis) 6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.

- I can explain (outline, write about, illustrate, compare and contrast) how *river valley civilizations* (Mesopotamia, Egypt, China, India) started and grew because they were located next to rivers

(Analysis) 6.W.1.3. Students are able to explain the development of Mediterranean civilizations.

- I can explain (outline,write about, illustrate, compare and contrast) how the *Mediterranean civilizations* (Greece, Rome) started and grew.

(Analysis) 6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.

- I can explain (outline, write about, illustrate, compare and contrast) how the *Middle Eastern civilizations* (Byzantine, Islamic, Mongolian) started and grew.

(Analysis) 6.W.1.5. Students are able to explain the development of the African empires.

- I can explain (outline, write about, illustrate, compare and contrast) how the African Empire *civilizations* (Gana, Mali, Songhai, Niger) started and grew.

(Analysis) 6.W.1.6. Students are able to explain the development of the Mesoamerican / Andean empires.

- I can explain (outline, write about, illustrate, compare and contrast) how the Mesoamerican/Andean Civilizations (Toltec, Olmec, Maya, Aztec, Inca) started and grew.

(Synthesis) 6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.

- I can summarize (in writing) the changes and forms of government that happened during the Middle Ages.

- I can summarize (in writing) how the people of the Middle Ages used resources to meet their needs.
- I can summarize (in writing) the social (culture, daily life, customs/beliefs, religion) changes that happened during the Middle Ages.

(Analysis) 6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.

- I can compare and contrast what daily life was like before and after the *agricultural revolution*(*Development of farming, division of labor, domestication of animals, trading centers*)

(Comprehension) 6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.

- I can list (match) the contributions (achievements, innovations, inventions) of the *River Valley Civilizations* (*Mesopotamia, Egypt, China, India*).

(Comprehension) 6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.

- I can list (match) the contributions (achievements, innovations, inventions) of the Mediterranean Civilizations (Greece, Rome).

(Comprehension) 6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.

- I can list (match) the contributions (achievements, innovations, inventions) of the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).

(Comprehension) 6.W.2.5. Students are able to identify the cultural contributions of the African empires.

- I can list (match) the contributions (achievements, innovations, inventions) of the African Empire Civilizations (Gana, Mali, Songhai, Niger).

(Comprehension) 6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.

- I can list (match) the contributions (achievements, innovations, inventions) of the Mesoamerican/Andean Civilizations (Olmec, Maya, Aztec, Inca).

(Comprehension) 6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.

- I can list (match) the contributions (achievements, innovations, inventions) of the Middle Ages.

Sixth Grade World History Performance Descriptors

Sixth grade students performing at the advanced level will:

- describe the relationship of cultural contributions to the advancement of society.

Sixth grade students performing at the proficient level will:

- identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development;
- explain cultural contributions from the Stone Age through the Middle Ages.

Sixth grade students performing at the basic level will:

- identify cultural contributions from the Stone Age through the Middle Ages.

Sixth Grade Geography

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

Sixth Grade Civics (Government)

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

(Application) 6.C.1.1. Students are able to relate forms of governments to their civilizations.

- I can classify forms of government (priest-kings vs. god-kings, city-states, dynasties) in the River Valley Civilizations (Mesopotamia, Egypt, China, India)
- I can classify forms of government (city-states, Athenian democracy vs. republic, Roman Empire, monarchy) in the Mediterranean Civilizations (Greece, Rome)
- I can classify forms of government (in the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian)
- I can classify forms of government in the African Empire Civilizations (Gana, Mali, Songhai, Niger)
- I can classify forms of government in the Mesoamerican/Andean Civilizations (Olmec, Maya, Aztec, Inca).
- I can classify forms of government in the Middle Ages.

(Synthesis) 6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.

- I can explain how specific events changed the River Valley civilizations (Mesopotamia, Egypt, China, India).
- I can explain how specific ideas (philosophy, religion) changed the River valley Civilizations (Mesopotamia, Egypt, China, India).
- I can explain how written documents changed the River Valley Civilizations (Mesopotamia, Egypt, China, India).
- I can explain how specific events changed the Mediterranean Civilizations (Greece, Rome).

- I can explain how specific ideas (philosophy, religion) changed the Mediterranean Civilizations (Greece, Rome).
- I can explain how written documents changed the Mediterranean Civilizations (Greece, Rome).
- I can explain how specific events changed the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).
- I can explain how specific ideas (philosophy, religion) changed the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).
- I can explain how written documents changed the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).
- I can explain how specific events changed the African Empire civilizations (Gana, Mali, Songhai, Niger).
- I can explain how specific ideas (philosophy, religion) changed the African Empire Civilizations(Gana, Mali, Songhai, Niger).
- I can explain how written documents changed the African Empire Civilizations (Gana, Mali, Songhai, Niger).
- I can explain how specific events changed the Mesoamerican/Andean civilizations (Olmec, Maya, Aztec, Inca).
- I can explain how specific ideas (philosophy, religion) changed the Mesoamerican/Andean Civilizations (Olmec, Maya, Aztec, Inca).
- I can explain how written documents changed the Mesoamerican/Andean Civilizations (Olmec, Maya, Aztec, Inca).
- I can explain how specific events changed life during the Middle Ages.
- I can explain how specific ideas (philosophy, religion) changed life during the Middle Ages.
- I can explain how written documents changed life during the Middle Ages.

(Evaluation) 6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.

- I can determine how River Valley civilizations (Mesopotamia, Egypt, China, India) affect the rights and responsibilities of citizens today.
- I can determine how Mediterranean civilizations (Greece, Rome) affect the rights and responsibilities of citizens today.
- I can determine how Middle Eastern civilizations (Byzantine, Islamic, Mongolian) affect the rights and responsibilities of citizens today.
- I can determine how African Empire civilizations (Gana, Mali, Songhai, Niger) affect the rights and responsibilities of citizens today.
- I can determine how Mesoamerican/Andean civilizations affect the rights and responsibilities of citizens today.
- I can determine how the Middle Ages affect the rights and responsibilities of citizens today.

Sixth Grade Civics (Government) Performance Descriptors

Sixth grade students performing at the advanced level will:

- compare and contrast governments and their influence on civilizations.

Sixth grade students performing at the proficient level will:

- relate forms of governments to their civilizations;

- describe how events, ideals, and written documents influenced structures within civilizations;
- recognize how historical civilizations influence the rights and responsibilities of citizens today.

Basic Sixth grade students performing at the basic level will:

- identify forms of governments;
- identify events and written documents that influenced civilizations.

Sixth Grade Economics

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

(Application) 6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.

- I can show how people in the Stone Age used natural resources available to them to meet their needs.
- I can show how people in the River Valley Civilizations used natural resources available to them to meet their needs.
- I can show how people in the Mediterranean Civilizations (Greece, Rome) used natural resources available to them to meet their needs.
- I can show how people in the Middle Eastern Civilizations used natural resources available to them to meet their needs.
- I can show how people in the African Empire (Gana, Mali, Songhai, Niger) used natural resources available to them to meet their needs.
- I can show how people in the Mesoamerican/Andean Civilizations used natural resources available to them to meet their needs.
- I can show how people in the Middle Ages used natural resources available to them to meet their needs.

(Knowledge) 6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.

- I can list/name the basic economic system used in the River Valley civilizations (Mesopotamia, Egypt, China, and India).
- I can list/name the basic economic system used in the Middle Ages.
- I can list/name the basic economic system used in the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian).
- I can list/name the basic economic system used in the African Empire Civilizations (Gana, Mali, Songhai, Niger).
- I can list/name the basic economic system used in the Mesoamerican/Andean civilizations.
- I can list/name the basic economic system used in the Middle Ages.

(Application) 6.E.1.3. Students are able to identify the effects of economic systems on society.

- I can list the reasons why the natural resources available to the people of the River Valley Civilizations affected the way they lived.
- I can list the reasons why the natural resources available to the people of the Mediterranean Civilizations affected the way they lived.
- I can list the reasons why the natural resources available to the people of the Middle Eastern Civilizations (Byzantine, Islamic, Mongolian) affected the way they lived.
- I can list the reasons why the natural resources available to the people of the African Empire Civilizations (Gana, Mali, Songhai, Niger) affected the way they lived.
- I can list the reasons why the natural resources available to the people of the Mesoamerican/Andean Civilizations affected the way they lived.
- I can list the reasons why the natural resources available to the people of the Middle Ages affected the way they lived.

Sixth Grade Economics Performance Descriptors

Sixth grade students performing at the advanced level will:

- explain the consequences of failing to meet the needs and wants of society;
- compare and contrast past and present economic characteristics.

Sixth grade students performing at the proficient level will:

- explain societies' attempt to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources;
- identify basic economic systems up through the Middle Ages;
- identify the effects of economic systems on society.

Sixth grade students performing at the basic level will:

- identify one basic economic system up through the Middle Ages;
- identify an effect of an economic system on society.