

## Standards for Grade 6

### WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

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 the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

#### *Teaching Timeline for the Standards/Benchmarks in your Curriculum*

- Indicate when the respective benchmarks will be taught:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Trimester 1	Trimester 2	Trimester	

#### *Integration of Standards/Benchmarks with the Social Teachings of the Church*

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity	4: Dignity and Work Rights of Workers
2: Human Rights	5: Option for the Poor
3: Call to Family and Community	6: Global Solidarity
	7: Care for God's Creation

#### *Integration of Standards/Benchmarks with other Subject Matter*

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: language arts	M: mathematics	SC: science
FA: fine arts	T: technology	O: other

#### *Available Resources*

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate                      #PA: Partially adequate                      #NA: Not Adequate

#### *Assessment – Degree of Emphasis*

- Indicate to what degree the you have included the respective benchmarks in your teaching:

**0: Not taught              M: Minimal Emphasis              B: Basic Emphasis              S: Strong Emphasis**

#### *Assessment – Degree of Mastery*

- Indicate to what degree students have mastered the benchmark:

1: Only a <i>few</i> of the students are proficient	2: About <i>half</i> of the students are proficient	3: <i>Most</i> of the students are proficient
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## Grade 6 - Standard 1

**6.1. Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
6.1.1 the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			
6.1.2 the location of human communities that populated the major regions of the world and how humans adapted to a variety of environments	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			
6.1.3 the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			

## Grade 6 - Standard 2

### 6.2. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

#### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
6.2.1 the location and description of the river systems, and physical settings that supported permanent settlement and early civilizations	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			
6.2.2 the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			
6.2.3 the relationship between religion and the social and political order in Mesopotamia and Egypt	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			
6.2.4 the significance of the Hamurabi's Code	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			
6.2.5 The Egyptian art and architecture	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T			
					FA			
					O			

6.2.6 the location and description of the role of Egyptian trade in the eastern Mediterranean and Nile valley	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
6.2.7 the significance of the lives of Queen Hatsheput and Ramses the Great	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
6.2.8 the location of the Kush civilization and its political, commercial and cultural relations with Egypt	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
6.2.9 the evolution of language and its written forms	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>

## Grade 6 - Standard 3

**6.3. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
	Q	Tr	ST	ST	OS			
6.3.1 the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
6.3.2 the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of concepts of righteousness and justice, and importance of study; how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
6.3.3 how Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai influenced the development of the Jewish religion	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
6.3.4 the location of the settlements and movements of Hebrew peoples, including the Exodus, the movement to and from Egypt, and the significance of the Exodus experience to the Jewish people and other people in history	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			

6.3.5 how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of the land of Israel after the destruction of the second Temple in 70.	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			

## Grade 6 - Standard 4

### 6.4. Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:

#### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
6.4.1 the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
6.4.2 the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, and the significance of the invention of the idea of citizenship	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
6.4.3 the key differences between Athenian or direct democracy and representative democracy (e.g., draw from Pericles' Funeral Oration)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
6.4.4 the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics such as the <i>Iliad</i> and the <i>Odyssey</i> and from Aesop's Fables	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
6.4.5 the founding, expansion, and political organization of the Persian Empire	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			

6.4.6 similarities and differences between life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
6.4.7 the rise of Alexander the Great in the North and the spread of Greek culture eastward and into Egypt	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
6.4.8 the enduring contributions of important Greek figures in the arts and sciences (e.g., biographies and works of Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>

## Grade 6 - Standard 5

**6.5. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
6.5.1 the location and description of the river system and physical setting that supported the rise of this civilization	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.2 the significance of the Aryan invasions	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.3 the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.4 the social structure of the caste system	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.5.5 the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

6.5.6 the growth of the Maurya empire and the political and moral achievements of the emperor Asoka	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
6.5.7 important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> , and medicine, metallurgy, mathematics including Hindu-Arabic numerals and the zero)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			

**Grade 6 - Standard 6**

**6.6. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China, in terms of:**

**Legend**

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong**

**A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient**

Benchmarks	T		I			R	A	
	Q1	Tr1	ST	ST	OS	A	0	1
6.6.1 the location and description of the origins of Chinese civilization in the Huang-He Valley Shang dynasty	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.6.2 the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that country from the rest of the world	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
6.6.3 the life of Confucius and the fundamental teachings of Confucianism and Taoism	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
6.6.4 the political and cultural problems prevalent in the time of Confucius and how he sought to solve them	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
6.6.5 the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				

6.6.6 the political contributions of the Han dynasty to the development of the imperial bureaucratic state and the expansion of the empire	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
6.6.7 the significance of the trans-Eurasian "silk roads" in the period of the Han and Roman empires and their locations	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>
6.6.8 the diffusion of Buddhism northward to China during the Han dynasty	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	<b>0</b> <b>M</b> <b>B</b> <b>S</b>	<b>1</b> <b>2</b> <b>3</b>

## Grade 6 - Standard 7

**6.7. Students analyze the geographic, political, economic, religious, and social structures in the development of Rome, in terms of:**

### Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong**

**A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient**

Benchmarks	T		I			R	A	
	Q1	Tr1	ST	ST	OS	A	0	1
6.7.1 the location and rise of the Roman Republic, including such important mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
6.7.2 the character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
6.7.3 the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman empire fostered economic growth through the use of currency and trade routes	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
6.7.4 the influence of Julius Caesar and Augustus in Rome's transition from republic to empire	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
6.7.5 the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				

<p>6.7.6 the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)</p>	<p>Q1 Q2 Q3 Q4</p>	<p>Tr1 Tr2 Tr3</p>	<p><u>ST</u> 1 3 5 7</p>	<p><u>ST</u> 2 4 6</p>	<p><u>OS</u> LA M SC T FA O</p>	<p>A PA NA</p>	<p><b>0</b> <b>M</b> <b>B</b> <b>S</b></p>	<p><b>1</b> <b>2</b> <b>3</b></p>
<p>6.7.7 the circumstances that led to the spread of Christianity in Europe and other Roman territories</p>	<p>Q1 Q2 Q3 Q4</p>	<p>Tr1 Tr2 Tr3</p>	<p><u>ST</u> 1 3 5 7</p>	<p><u>ST</u> 2 4 6</p>	<p><u>OS</u> LA M SC T FA O</p>	<p>A PA NA</p>	<p><b>0</b> <b>M</b> <b>B</b> <b>S</b></p>	<p><b>1</b> <b>2</b> <b>3</b></p>
<p>6.7.8 the legacies of Roman art and architecture, technology and science, literature, language, and law</p>	<p>Q1 Q2 Q3 Q4</p>	<p>Tr1 Tr2 Tr3</p>	<p><u>ST</u> 1 3 5 7</p>	<p><u>ST</u> 2 4 6</p>	<p><u>OS</u> LA M SC T FA O</p>	<p>A PA NA</p>	<p><b>0</b> <b>M</b> <b>B</b> <b>S</b></p>	<p><b>1</b> <b>2</b> <b>3</b></p>

<p style="text-align: center;"><b>Historical and Social Sciences Analysis</b> <b>Skills</b> <b>Grades K-5</b></p>
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**PLEASE NOTE**

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

*In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:*

**Chronological and Spatial Thinking**

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

**Research, Evidence and Point of View**

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

**Historical Interpretation**

- 1: students summarize the key events of the era they are studying and explain their historical contexts
- 2: students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3: students identify and interpret the multiple causes and effects of historical events
- 4: students conduct cost/benefit analyses of historical and current events