

Social Studies – Sixth Grade

Course: The Ancient World I
Course Question: How and why have world civilizations developed and changed over time?
Case Studies: Prehistory, Ancient Mesopotamia, Ancient Egypt, Ancient India, Ancient Japan, Ancient China, etc.

Content Standards

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Describe where and why civilizations develop by analyzing the question within prehistoric societies.	
		Describe how people interact within a civilization by analyzing the question within Ancient Mesopotamian civilization.	
		Analyze how the environment affects the way that a civilization evolves by analyzing the question within Ancient Egyptian civilization.	
		Analyze how civilizations are impacted by isolation from and interaction with other civilizations by analyzing the question within Ancient Indian civilization.	
		Analyze how civilizations are impacted by isolation from and interaction with other civilizations by analyzing the question within Ancient Japanese civilization.	
		Analyze how civilizations leave a lasting impact on the future of the world by analyzing the question within Ancient Chinese civilization.	

Skill Standards: These skills should be applied in reading, writing, or speaking about texts related to the Social Studies concepts prescribed in the aforementioned grade-level content standards.

SKILL: Reading

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Cite specific textual evidence to support analysis of primary and secondary sources.	
		Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
		Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
		Determine the meaning of words / phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
		Describe how a text presents information (e.g. sequentially, comparatively, causally).	
		Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).	
		Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
		Distinguish among fact, opinion, and reasoned judgment in a text.	
		Analyze the relationship between a primary and secondary source on the same topic.	

SKILL: Writing

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Write arguments to support claims with clear reasons and relevant evidence.	
		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
		Write narratives to develop real or historically-inspired experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
		Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

SKILL: Speaking

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing one's own clearly.	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
		Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	

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