

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Causes And Effects in History			Notes
Benchmark SS.6.1.1	Define <i>causal relationships</i> in historical chronologies			zoning in on <i>causal relationships</i> and historical chronologies. What caused what/ what lead to what/ why and how
Sample Performance Assessment (SPA)	The student: Identifies the various causes for the fall of the Roman Empire, including administrative problems and Germanic invasions.			
Rubric				THIS IS THE WHOLE STRAND
Advanced	Proficient	Partially Proficient	Novice	
Define, with clear and precise detail, causal relationships in historical chronologies	Define, with detail, causal relationships in historical chronologies	Define, with minimal detail, causal relationships in historical chronologies	Ineffectively define causal relationships in historical chronologies	

Comment [1]: Throughout this document you can see where I went in and made notes on the strands to guide our thinking

Additional Notes:

Comment [2]: The purpose for these boxes is that I created folders for the other members of the 6th grade teams with these standards in them so that as they're planning they can reference the standards and take notes on what they need to be addressing

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Inquiry			Notes
Benchmark SS.6.2.1	Frame and answer questions through historical research			primary and secondary sources lessons
Sample Performance Assessment (SPA)	The student: Uses historical information gathered from primary and secondary sources to formulate an interpretation of the role of religion in ancient Mesopotamia and Egypt.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Frame and answer questions, in an insightful way, through historical research	Frame and answer questions through historical research	Frame and answer questions, in a superficial way, through historical research	Frame and answer questions, in an unclear or incomplete way, through historical research	

Topic	Historical Empathy			Notes
Benchmark SS.6.2.2	Explain the past on its own terms; not judging it solely by present-day norms and values (BIAS)			Bias lessons
Sample Performance Assessment (SPA)	The student: Describes the values of early Buddhism, Christianity, and Islam and explains how they reflected the norms and values of the societies from which they emerged.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Consistently explain the past on its own terms; not judging it solely by present-day norms and values	Usually explain the past on its own terms; not judging it solely by present-day norms and values	Sometimes explain the past on its own terms; not judging it solely by present-day norms and values	Rarely explain the past on its own terms; not judging it solely by present-day norms and values	

Strand	History	This are the actual historical time periods we need to cover
Standard 3: History: WORLD CULTURES/HISTORY- Understand important historical events from ancient times through the Renaissance		

Comment [3]: Though I believe in *Social Studies not History*, the social studies need to be from specific time periods throughout history as noted by the standards.

Topic	Ancient Societies, 3000 B.C.E. to 500 B.C.E.			Notes
Benchmark SS.6.3.1	Examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley			For this section, we need to zone in on how it says "examine written and physical evidence" from the river valley civilizations.
Sample Performance Assessment (SPA)	The student: Assesses the importance of writing, artifacts, and architectural remains for understanding the political and social organization of ancient societies.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	Integration of RI and RHST standards here ex: <ul style="list-style-type: none"> ● Bust of Queen Nefertiti ● Hammurabi's Code <ul style="list-style-type: none"> ○ read like a historian ● Focus on establishment of laws ● Egyptian Pyramids <ul style="list-style-type: none"> ○ Read like a historian ● Assyrian siege of Jerusalem <ul style="list-style-type: none"> ○ Read like a historian
Examine written and physical evidence from ancient societies, drawing relevant and insightful conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing relevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing unsupported or irrelevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Ineffectively examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	

Topic	Ancient Societies, 3000 B.C.E. to 500 B.C.E.			Notes
Benchmark SS.6.3.2	Compare the <i>writing, artifacts, and architectural remains</i> from the Maya, Aztec, Inca, and early Pacific Island societies			We didn't hit this that much last year, if at all, it's interesting to compare after Mesopotamia/ Egypt because you see religious structures like the South American temples are similar in construction
Sample Performance Assessment (SPA)	The student: Analyzes the importance of architectural remains in ancient societies in America and Oceania for understanding political (e.g., government), social (e.g., traditions, daily life), and cultural (e.g., religion, technology) development and features.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Compare writing, artifacts, and architectural remains, drawing relevant and insightful conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing relevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing unsupported or irrelevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Ineffectively compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies	

Topic	Classical Societies, 500 B.C.E to 500 C.E			Notes
Benchmark SS.6.3.3	Compare classical societies, including <i>China</i> during the reign of Han Wudi; <i>Maurya India</i> under Ashoka; <i>Greek city-states</i> under Pericles; and the <i>Roman Empire</i> under Augustus			
Sample Performance Assessment (SPA)	The student: Analyzes how Han Wudi, Ashoka, Pericles, and Augustus dealt with major political problems and explains their significant accomplishments.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Compare classical societies, making significant connections, insights, and generalizations	Compare classical societies, making connections, insights, and generalizations	Describe classical societies	Identify classical societies	

Topic	Classical Societies, 500 B.C.E to 500 C.E			Notes
Benchmark SS.6.3.4	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam			Judaism: Old testament, discover of prophets (Muhammad and Jesus)
Sample Performance Assessment (SPA)	The student: Explains the influence of earlier religions and their key figures on later religions (e.g., Judaism on Christianity and Islam or Hinduism on Buddhism).			Confucianism ≠ Daoism Hindu influence on Buddhism (Indian cultural influence on Chinese society and culture)
Rubric				
Advanced	Proficient	Partially Proficient	Novice	History Alive (activity 1.3)!
Compare the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Identify the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Recognize the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	For Daoism, buddhism, confucianism compare/contrast

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.			Notes
Benchmark SS.6.3.5	Compare post-classical societies, including China at the time of Tang Taizong , the Abbasid dynasty at the time of Harun al-Rashid, the Carolingian Empire at the time of Charlemagne , and the Mali Empire at the time of Mansa Musa			Mansa Musa Read like a historian
Sample Performance Assessment (SPA)	The student: Analyzes the major accomplishments of Tang Taizong , Harun-al-Rashid , Charlemagne , and Mansa Musa .			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Compare post-classical societies, making significant connections, insights, and generalizations	Compare post-classical societies, making connections, insights, and generalizations	Describe post-classical societies	Identify post-classical societies	

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.			Notes
Benchmark SS.6.3.6	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague , that linked the post-classical societies			Silk Road: (Actually mostly naval) Sharing of ideas and goods, allowing for spices and warfare goods trade
Sample Performance Assessment (SPA)	The student: Explains the large scale influence of Silk Road trade networks , <i>Saharan</i> caravan trade, <i>Chinese</i> inventions, <i>Crusades</i> , Mongol conquests, and the <i>bubonic</i> plague.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	Caravan Trade:
Describe, with clear and precise detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with minimal detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Ineffectively describe the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Crusades:
				Mongol Conquests***

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.			Notes
Benchmark SS.6.3.7	Describe the re-establishment of Chinese imperial rule and the voyages of Zheng He			History Alive! China - loads of resources available
Sample Performance Assessment (SPA)	The student: Explains the influence of the Ming Dynasty in Asia.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Describe, with clear and precise detail, the re-establishment of Chinese imperial rule and the importance of the voyages of Zheng He	Describe, with detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Describe, with minimal detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Ineffectively describe the re-establishment of Chinese imperial rule and the voyages of Zheng He	

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.			Notes
Benchmark SS.6.3.8	Explain the impact of the Renaissance and the European voyages of exploration			Didn't get to this last year, would be a really good capstone for the year to explain interaction of all the different cultures and what the exploration covered.
Sample Performance Assessment (SPA)	The student: Explains the concept of humanism and the significance of Leonardo da Vinci and Christopher Columbus.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain, with clear and precise detail, the impact of the Renaissance and the European voyages of exploration	Explain, with detail, the impact of the Renaissance and the European voyages of exploration	Explain, with minimal detail, the impact of the Renaissance and the European voyages of exploration	Ineffectively explain the impact of the Renaissance and the European voyages of exploration	

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives	

Topic	Foundations of Democracy			Notes
Benchmark SS.6.4.1	Identify the foundations of democracy in classical Greece and Rome			the WHY of this. Why does this matter (it set the stage for American government establishment) possible activity: Compare and contrast American systems to Greek and Roman democratic systems
Sample Performance Assessment (SPA)	The student: Describes the constitutions of Athens and the Roman Republic.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Identify, with clear and precise detail, the foundations of democracy in classical Greece and Rome	Identify, with detail, the foundations of democracy in classical Greece and Rome	Identify, with minimal detail, the foundations of democracy in classical Greece and Rome	Ineffectively identify the foundations of democracy in classical Greece and Rome	

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic	Cultural Systems and Practices			Notes
Benchmark SS.6.6.1	Examine the ways in which different cultures have influenced families and communities			Status of men, women, slaves.
Sample Performance Assessment (SPA)	The student: Compares the role and status of women in China, India, the Islamic World, Europe, and the Pre-Columbian Americas.			Social Structures and hierarchies
Rubric				Hammurabi's code set up social structure for men and women.
Advanced	Proficient	Partially Proficient	Novice	
Examine the ways in which different cultures have influenced families and communities, making significant connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making weak connections, insights, and generalizations	Ineffectively examine the ways in which different cultures have influenced families and communities	Sparta vs. Athens re: women Quran texts about "the roles of women" vs. biblical

Topic	Cultural Dynamics/Change And Continuity			Notes
Benchmark SS.6.6.2	Use examples of changing culture to identify and analyze ways to respond to cultural differences and problems within and across groups (e.g., stereotyping, ethics)			
Sample Performance Assessment (SPA)	The student: Explains the evolution of cultural changes and/or problems related to the spread of a major religion through the world (e.g., Judaism, Christianity, Confucianism, Taoism, Buddhism, Hinduism, Islam).			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Identify and analyze ways to respond to cultural differences and problems within and across groups, using highly relevant and insightful examples of changing culture	Identify and analyze ways to respond to cultural differences and problems within and across groups, using relevant examples of changing culture	Identify and describe ways to respond to cultural differences and problems within and across groups, using somewhat relevant examples of changing culture	Identify ways to respond to cultural differences and problems within and across groups, using unclear examples of changing culture	

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Places and Regions			Notes
Benchmark SS.6.7.1	Describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys			How agriculture lead to the internet TED talk
Sample Performance Assessment (SPA)	The student: Explains how environmental conditions influenced the development of ancient societies in Mesopotamia and Egypt.			This is backing up for combining Egypt and Mesopotamia
Rubric				
Advanced	Proficient	Partially Proficient	Novice	How agriculture lead to these civilizations flourishing in terms of art, architecture, etc. it allowed for expansion of civilization
Describe, with clear and precise detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with minimal detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Ineffectively describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys	

Topic	Human Systems			Notes
Benchmark SS.6.7.2	Describe the impact of printing, the compass, and gunpowder in <u>China and Europe</u>			China and Europe, cross cultural influence
Sample Performance Assessment (SPA)	The student: Explains different applications of technological innovations in different lands.			Marco Polo?
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Describe, using relevant and insightful examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using relevant examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using weakly connected examples, the impact of printing, the compass, and/or gunpowder in China and Europe	Ineffectively describe the impact of printing, the compass, and/or gunpowder in China and Europe	

Topic	Human Systems			Notes
Benchmark SS.6.7.3	Analyze patterns of cultural encounters and exchanges and assess their impact on societies			Exploration, Encounter, Exchange in History India - China Greece - Rome Mesopotamia - Egypt Egypt and everyone
Sample Performance Assessment (SPA)	The student: Assesses the impact of the Crusades in fostering cultural exchange between the East and the West in the areas of technology, food, language, and learning.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making significant connections, insights, and generalizations	Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making connections, insights, and generalizations	Describe patterns of cultural encounters and exchanges and their impact on societies	Ineffectively analyze patterns of cultural encounters and exchanges and their impact on societies	

Strand	ECONOMICS
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice			Notes
Benchmark SS.6.8.1	Explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes and the impact of these exchanges			Exchanges and social advances: Currency, trade, new weapons, food, clothes, ability to adapt better
Sample Performance Assessment (SPA)	The student: Describes reasons societies trade with others.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and assess the impact of these exchanges	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and explain the impact of these changes	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes	Ineffectively explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes	

Topic	Limited Resources and Choice			Notes
Benchmark SS.6.8.2	Describe, in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages			Christopher Columbus,
Sample Performance Assessment (SPA)	The student: Explains reasons, in terms of opportunity cost, Christopher Columbus could not find royal support in Portugal for his voyages and why Ferdinand and Isabella of Spain agreed to finance him.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Describe, with clear and precise detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with minimal detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Ineffectively describe in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	

Topic	Limited Resources and Choice			Notes
Benchmark SS.6.8.3	Explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500			
Sample Performance Assessment (SPA)	The student: Identifies the various trade items that made their way to lands throughout the Indian Ocean Basin, including silk and porcelain from China, nutmeg and mace from southeast Asia, cotton and pepper from India, and ivory and gold from east Africa, and describes the effects of this trade throughout the Indian Ocean.			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain, with clear and precise detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with minimal detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Ineffectively explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	

Reading History Standards:

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

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.

CCSS.ELA-LITERACY.RH.6-8.3

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).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

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).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Comment [4]: These are the English standards that we need to be consistently incorporating into our lessons and our planning.

One of my main focuses this year is to have a heavy cross curricular emphasis on the English -> social studies. Most of my assessments for social studies are in written paragraph format.