

GRADE SIX CIVICS

DIOCESAN STANDARDS/GOALS
<p>Through the study of ancient and medieval cultures the student will:</p> <ul style="list-style-type: none"> I. Grow in understanding the importance of good citizenship: II. Working for the common good III. Treating all peoples as equals IV. Understanding various customs and celebrations V. Understand social groups and institutions: VI. Similarities among diverse groups VII. Contributions of diverse groups

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To describe and analyze social groups and institutions, noting similarities and differences among diverse groups and their contributions to civilization.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast ancient civilizations: (Rome, Greece, China, India, etc.) with one another and with modern U.S. civilization (chart, table, essay, etc.) 2. Describe ancient governments and/or political systems: republics, empires, feudalism, etc. 3. Describe the movements of the Middle Ages: Renaissance, Reformation and the Enlightenment (civilization - religion, art, etc.) 4. Explain the reasons for and the effects of political revolutions: French, Russian, Non-violent Indian 5. Describe the diversity or lack of it in ancient cultures and explain how this contributed to conflict 6. Analyze how ancient and medieval peoples encouraged unity and dealt with diversity to maintain order and security 7. Analyze the effect of the growth of Christianity on early cultures 	

B. To examine the qualities of good government and citizenship in ancient and medieval cultures.	
I. The student will: 1. Describe ways in which ancient and medieval governments failed to promote the common good 2. Compare and contrast an issue of public concern from multiple points of view (i.e. government service in Sparta and Athens) (chart, table, essay, etc.) 3. Identify the responsibilities of good citizenship in ancient, medieval and modern cultures	

RESOURCES

Text chosen from the *Approved Programs and Text List*

Literature such as:

- Life in a Medieval Village by Frances and Joseph Giles,
- Catherine, Called Birdy by Karen Cushman

Publishers Websites:

www.eduplace.com

www.scholastic.com

www.scottforesman.com

www.mhschool.com

www.harcourtschool.com

GRADE SIX ECONOMICS

DIOCESAN STANDARDS/GOALS
<p>Through a study of ancient and medieval history the student will:</p> <ol style="list-style-type: none"> I. Understand the economy of ancient and medieval cultures: how goods and services were produced and distributed II. Distinguish between needs and wants III. Understand supply and demand IV. Understand exchange rate

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To analyze the structure of ancient and medieval cultures.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the goods and services produced and distributed in ancient and medieval cultures 2. Describe the change in ancient societies from bartering to currency 3. Compare banking in medieval societies with modern banking 4. Compare and contrast taxation between and among medieval and modern times (chart, table, essay, etc.) 5. Explain how trade affects the relationship of nations with their trading partners 6. Explain how climate and geographical location affect economy (what is traded, how trade takes place, growth of cities) 7. Describe the effects of catastrophic events on economy 8. Analyze the effect of economic protests on government (India-Great Britain) 9. Compare and contrast how the underprivileged, the poor, and women were treated in ancient and medieval societies (chart, table, essay, etc.) 10. Evaluate the way the economic systems of ancient and medieval societies affected the common good 11. Describe how ancient and medieval economic systems worked 12. Evaluate the effects of ancient and medieval economic systems on modern economics 	

RESOURCES

Text and related resources selected from the *Approved Programs and Texts*

Books such as:

- Adventures in the Middle Ages by Linda Bailey
- The Midwife's Apprentice by Karen Cushman

Publishers Websites:

www.eduplace.com

www.harcourtschool.com

www.mhschool.com

www.scholastic.com

www.scottforesman.com

GRADE SIX GEOGRAPHY

DIOCESAN STANDARDS/GOALS

Through a study of ancient and medieval cultures the student will:

- I. Understand the concept of location
- II. Understand the concept of place
- III. Understand human-environment interaction
- IV. Understand the concept of movement
- V. Understand the concept of region
- VI. Understand and use geographic tools to collect, analyze, and interpret information

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
A. To demonstrate an understanding of location and place in ancient and medieval cultures.	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Describe the geography (physical, political) of ancient and medieval civilizations including, but not limited to: <ul style="list-style-type: none"> ○ Ancient Greece ○ Ancient Rome ○ Ancient India ○ Ancient China ○ Ancient Egypt ○ Byzantine Civilizations ○ Muslim Civilizations ○ Ancient Africa ○ The Americas (Early Civilizations) ○ Medieval Europe 2. Locate absolute and/or relative positions of countries studied (Ancient Greece, Rome, Sparta, etc) 	

<p>B. To analyze human interaction with environment.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast geographical features of ancient and medieval lands with one another and with modern world (chart, table, essay, etc.) 2. Analyze ways in which ancient and medieval cultures changed their environments 3. Describe how technology (tools and processes) changed the way people lived in ancient and medieval times 	
<p>C. To analyze movement of people and cultures in ancient and medieval cultures.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Explain how ancient empires grew and expanded 2. Compare and contrast the ways people, products, and ideas are moved across the world between and among ancient and modern societies (Use tables, charts, essays, etc.) 3. Describe the effects of climatic and meteorological events on lives of ancient people 4. Compare and contrast modern and ancient regions (landforms, vegetation, etc.) using tables, charts, essays, etc. 	
<p>D. To examine geographic sources of tension and cooperation among ancient and medieval cultures.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify factors that contributed to or caused disputes between ancient and medieval cultures 2. Identify belief systems, music, art and language that contributed to understanding between ancient and medieval cultures 3. Identify human rights issues in ancient and medieval cultures such as the treatment of children, religious groups, and effects of war and compare them with modern events 	
<p>E. To visualize, create, read and interpret maps.</p>	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Use maps, globes and satellite images to gather information 2. Define and use compass rose, intermediate directions, key, scale, locator 3. Describe location in terms of latitude and longitude 	

<ol style="list-style-type: none">4. Read and create large and small scale maps, time zone maps, distribution maps5. Use the Internet to access maps and other sources of information6. Create maps of the ancient world	
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RESOURCES

- Text (chosen from the *Approved Programs and Texts* list) and text related supports (including Online)
- Maps, globes, gazetteers
- Publishers Websites
 - www.eduplace.com
 - www.harcourtschool.com
 - www.mhschool.com
 - www.scholastic.com
 - www.scottforesman.com

GRADE SIX HISTORY

DIOCESAN STANDARDS/GOALS

Through the study of ancient and medieval civilizations the student will:

- I. Develop historical thinking skills, including:
- II. Chronological thinking
- III. Recognizing change over time
- IV. Contextualizing
- V. Researching historical sources
- VI. Understanding competing narratives and interpretation
- VII. Constructing narratives and interpretations
- VIII. Use historical thinking skills to develop an understanding of major historical periods, issues and trends in world history
- IX. Use understanding of historical periods to examine historical ideals, beliefs, and institutions, conflicts and resolution of conflicts, human movement and interaction, science and technology to determine how the world came to be what it is
- X. Recognize the importance of historical thinking and knowledge in their own lives and in the world in which they live
- XI. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns
- XII. Explain how information and experiences may be interpreted by people from diverse cultural perspectives
- XIII. Understand how to use resources to gather and analyze information
- XIV. Understand how geography and economics affect history

STUDENT OBJECTIVES	ASSESSMENT/CONTENT NOTES
<p>A. To compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.</p>	
ENABLING OUTCOMES	
<p>The student will:</p> <ol style="list-style-type: none"> 1. Compare and contrast early peoples and cultures including, but not limited to: <ul style="list-style-type: none"> ○ Ancient Egypt ○ Mesopotamia ○ Ancient India ○ China ○ Ancient Greece ○ Ancient Rome ○ Arabia ○ Ancient Byzantine Civilization ○ Ancient America ○ Europe – Medieval ○ Europe – Renaissance ○ Europe – Protestant Reformation ○ Europe – Age of Enlightenment <p>(Use chart, table, essay, etc.)</p> 2. Analyze the conflicts between and among ancient civilization 3. List the contributions of ancient and medieval cultures to subsequent cultures 4. Compare and contrast the successes and failures of ancient civilizations 5. Identify the characteristics of Renaissance society 6. Describe the impact of the Renaissance on society 7. Identify the causes of the Reformation 8. Describe the effects of the Reformation on religious practice and political interaction 9. Identify Important people of the Renaissance, the Reformation, and the Enlightenment 10. Describe the impact of the Enlightenment on the course of history 11. Explain the reasons for and the effects of political revolutions: French, Russian, Non-violent Indian 	

B. To analyze how geography and economics affect the history of ancient and medieval cultures.	
The student will: 1. Describe how the geography of regions affected historical events 2. Describe how the economics of ancient cultures affected historical events	

RESOURCES
<ul style="list-style-type: none">○ Text and text related websites○ Internet○ Publishers Websites www.eduplace.com www.harcourtschool.com www.mhschool.com www.scholastic.com www.scottforesman.com

STRATEGIES – Grade Six

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Talks about world events with students especially as they relate to the ancient/medieval cultures studied • Displays maps of the areas of study- Ancient Greece, Rome, etc. <p>Other:</p> <hr/> <hr/> <hr/> <hr/>	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Sets up mock elections and a simple system of classroom government • Displays primary sources • Plans virtual and actual field trips to places of historical, civic, economic or geographic significance <p>Other:</p> <hr/> <hr/> <hr/> <p>Student Directed Students:</p> <ul style="list-style-type: none"> • Work in cooperative groups creating cultural events that mirror those of the cultures they study (Olympics, Toga parties, etc.) • Work in groups to determine how ancient or medieval cultures might interpret modern events or technology <p>Other:</p> <hr/> <hr/> <hr/> <p>Independent Students:</p> <ul style="list-style-type: none"> • Develop the habit of reading news sources (text or electronic) regularly • Use graphic organizers to manage information <p>Other:</p> <hr/> <hr/> <hr/>

**Suggested Cross Curricular and Catholic Social Teaching Links
Grade Six**

- 🏠 Students identify the economic injustices of ancient and medieval societies and the ways they have or have not been remedied. (History)

- 🏠 Students evaluate ancient and medieval cultures in terms of Catholic social teaching. (History, Religion)

- 🏠 In a description of culture in Medieval Europe, students examine the growth of the Catholic Church. (Language Arts, Religion)

- 🏠 Investigate how the education of Roman Citizens and education in Italy during the Renaissance reflects the ideals of Catholic Social Justice Teachings and service to the community. (History, Religion)

Notes:

Text/Resources:
