



Access M/J
World History
(#7821022)

May 2017

Access M/J World History (#7821021)

Course Number: 7821021

Course Path: Section: Exceptional Student Education > **Grade Group:** Middle/Junior High > **Subject:** Academics - Subject Areas

Course Status : Course Approved

Grade Level(s): 6,7,8

Abbreviated Title: ACCESS M/J WRLD HIST

Course Length: Year (Y)

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

Additional Instructional Resources:

A.V.E. for Success Collection: [Click here](#)

Course Standards

[SS.6.C.1.1:](#)

Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.

Remarks/Examples:

Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.C.1.In.a:	Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.			
SS.6.C.1.Su.a:	Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting.			
SS.6.C.1.Pa.a:	Recognize that citizens vote for leaders.			
Resources:				

[SS.6.C.1.2:](#)

Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.C.1.In.b:	Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty.			
SS.6.C.1.Su.b:	Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty.			
SS.6.C.1.Pa.b:	Recognize that citizens must obey the law.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

SS.6.C.2.1:

Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.C.2.In.a:	Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.			
SS.6.C.2.Su.a:	Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.			
SS.6.C.2.Pa.a:	Recognize that citizens participate in government.			
Resources: Element Card Click here				

SS.6.E.1.1:

Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.1.In.a:	Recognize factors that increase the economy, such as new resources, increased productivity, and technology.			
SS.6.E.1.Su.a:	Recognize a factor that increases the economy, such as new resources, increased productivity, or technology.			
SS.6.E.1.Pa.a:	Recognize a result of an increase in the production of goods, such as increased productivity.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.6.E.1.2:](#)

Describe and identify traditional and command economies as they appear in different civilizations.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.1.In.b:	Recognize basic characteristics of trade/barter (traditional) economies.			
SS.6.E.1.Su.b:	Recognize a basic characteristic of trade/barter (traditional) economies.			
SS.6.E.1.Pa.b:	Recognize that people can purchase or trade desired goods or services.			
Resources:				

[SS.6.E.1.3:](#)

Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.1.In.c:	Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.			
SS.6.E.1.Su.c:	Recognize economic concepts as they relate to early civilization, such as scarcity and trade.			
SS.6.E.1.Pa.c:	Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).			
Resources:				

[SS.6.E.2.1:](#)

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.2.In.a:	Identify that leaders or family groups make economic decisions for their civilizations.			
SS.6.E.2.Su.a:	Recognize that leaders or family groups make economic decisions for their civilizations.			
SS.6.E.2.Pa.a:	Recognize that leaders make decisions about money.			
Resources:				

SS.6.E.3.1:

Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.3.In.a:	Recognize why people used different types of currency for trade in past civilizations.			
SS.6.E.3.Su.a:	Recognize that people used different types of currency for trade in past civilizations			
SS.7.C.1.Pa.h:	Recognize that people use money for trade.			
Resources:				

SS.6.E.3.2:

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.3.In.b:	Identify products that were traded among civilizations and an example of a barrier to trade.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.3.Su.b:	Recognize products that were traded among civilizations.			
SS.6.E.3.Pa.b:	Recognize an example of a product that was traded.			
Resources:				

[SS.6.E.3.3:](#)

Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.3.In.c:	Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants.			
SS.6.E.3.Su.c:	Recognize the role of the merchant in the exchange of goods and services.			
SS.6.E.3.Pa.c:	Recognize that some people (merchants) sell goods to others.			
Resources:				

[SS.6.E.3.4:](#)

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.E.3.In.d:	Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade.			
SS.6.E.3.Su.d:	Recognize that both buyers and sellers expect to gain when making a trade.			
SS.6.E.3.Pa.d:	Recognize give and take in a voluntary trade.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:				

[SS.6.G.1.1:](#)

Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.1.In.a:	Use lines of latitude and longitude to locate places and to identify climate and time zones.			
SS.6.G.1.Su.a:	Use a coordinate grid on a map to locate places.			
SS.6.G.1.Pa.a:	Use positional words to identify a relative location.			
Resources:				

[SS.6.G.1.2:](#)

Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.1.In.b:	Identify the purposes of different types of maps, such as political, physical, or special purpose.			
SS.6.G.1.Su.b:	Identify differences between maps and globes.			
SS.6.G.1.Pa.b:	Recognize a purpose of maps and globes.			
Resources:				

[SS.6.G.1.3:](#)

Identify natural wonders of the ancient world.

Remarks/Examples: Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.1.In.c:	Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.			
SS.6.G.1.Su.c:	Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert.			
SS.6.G.1.Pa.c:	Recognize natural landforms, such as mountains and deserts.			
Resources:				

[SS.6.G.1.4:](#)

Utilize tools geographers use to study the world.

Remarks/Examples: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.1.In.d:	Use tools of geography, such as maps, globes, satellite images, and charts.			
SS.6.G.1.Su.d:	Use selected tools of geography, such as maps, globes, and charts.			
SS.6.G.1.Pa.d:	Use a tool of geography, such as a simple map or globe.			
Resources:				

[SS.6.G.1.5:](#)

Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.1.In.e:	Use scale and cardinal directions to describe the relative location between two places on a map.			
SS.6.G.1.Su.e:	Use cardinal directions to describe the relative location of a place on a map.			
SS.6.G.1.Pa.e:	Use positional words to identify a relative location on a map.			
Resources:				

[SS.6.G.1.6:](#)

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

Remarks/Examples: Examples are major rivers, seas, oceans.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.1.In.f:	Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization.			
SS.6.G.1.Su.f:	Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization.			
SS.6.G.1.Pa.f:	Use a map to recognize a body of water.			
Resources:				

[SS.6.G.1.7:](#)

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

Remarks/Examples: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.1.In.g:	Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome.			
SS.6.G.1.Su.g:	Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome.			
SS.6.G.1.Pa.g:	Use an outline map to recognize a country or civilization.			
Resources:				

[SS.6.G.2.1:](#)

Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.2.In.a:	Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.			
SS.6.G.2.Su.a:	Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world.			
SS.6.G.2.Pa.a:	Recognize a way the environment affects people.			
Resources:				

[SS.6.G.2.2:](#)

Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

Remarks/Examples: Examples are city-states, provinces, kingdoms, empires.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.2.In.b:	Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.			
SS.6.G.2.Su.b:	Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.			
SS.6.G.2.Pa.b:	Recognize a way the environment affects people.			
Resources:				

[SS.6.G.2.3:](#)

Analyze the relationship of physical geography to the development of ancient river valley civilizations.

Remarks/Examples: Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.2.In.c:	Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.			
SS.6.G.2.Su.c:	Recognize effects of living near the water, such as the Nile River Valley.			
SS.6.G.2.Pa.c:	Recognize a way living near water affects people.			
Resources:				

[SS.6.G.2.4:](#)

Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

Remarks/Examples: Examples are Egypt, Rome, Greece, China, Kush.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.2.In.d:	Recognize ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.			
SS.6.G.2.Su.d:	Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.			
SS.6.G.2.Pa.d:	Recognize a way the geographical location of a country or civilization affects people.			
Resources:				

[SS.6.G.2.5:](#)

Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

Remarks/Examples: Examples are China limits and Greece invites.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.2.In.e:	Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.			
SS.6.G.2.Su.e:	Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.			
SS.6.G.2.Pa.e:	Recognize a way a geographic boundary affects people.			
Resources:				

[SS.6.G.2.6:](#)

Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

Remarks/Examples: Examples are Phoenicia on Greece and Greece on Rome.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.2.In.f:	Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques.			
SS.6.G.2.Su.f:	Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques.			
SS.6.G.2.Pa.f:	Recognize that people share culture.			
Resources:				

[SS.6.G.2.7:](#)

Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.2.In.g:	Identify relative population density on a map.			
SS.6.G.2.Su.g:	Recognize relative population density on a map.			
SS.6.G.2.Pa.g:	Recognize a city on a map.			
Resources:				

[SS.6.G.3.1:](#)

Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.3.In.a:	Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.3.Su.a:	Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations.			
SS.6.G.3.Pa.a:	Recognize a characteristic of the environment necessary for agriculture.			
Resources:				

[SS.6.G.3.2:](#)

Analyze the impact of human populations on the ancient world's ecosystems.

Remarks/Examples: Examples are desertification, deforestation, abuse of resources, erosion.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.3.In.b:	Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.			
SS.6.G.3.Su.b:	Recognize an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.			
SS.6.G.3.Pa.b:	Recognize that humans affect the environment.			
Resources:				

[SS.6.G.4.1:](#)

Explain how family and ethnic relationships influenced ancient cultures.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.4.In.a:	Recognize ways family or ethnic relationships influenced ancient cultures.			
SS.6.G.4.Su.a:	Recognize characteristics of families in an ancient culture.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.4.Pa.a:	Recognize a characteristic of families.			
Resources:				

[SS.6.G.4.2:](#)

Use maps to trace significant migrations, and analyze their results.

Remarks/Examples: Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.4.In.b:	Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas.			
SS.6.G.4.Su.b:	Use a map to recognize human migration, such as prehistoric Asians to the Americas.			
SS.6.G.4.Pa.b:	Recognize a result of migration.			
Resources:				

[SS.6.G.4.3:](#)

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.4.In.c:	Identify a site in Africa or Asia where evidence of early human societies has been found.			
SS.6.G.4.Su.c:	Recognize an archeological site in Africa where evidence of early human societies has been found.			
SS.6.G.4.Pa.c:	Recognize a result of migration.			
Resources:				

[SS.6.G.4.4:](#)

Map and analyze the impact of the spread of various belief systems in the ancient world.

Remarks/Examples: Examples are Buddhism, Christianity, Judaism.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.4.In.d:	Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world.			
SS.6.G.4.Su.d:	Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world.			
SS.6.G.4.Pa.d:	Recognize that people have different religions (belief systems).			
Resources:				

[SS.6.G.5.1:](#)

Identify the methods used to compensate for the scarcity of resources in the ancient world.

Remarks/Examples: Examples are water in the Middle East, fertile soil, fuel.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.5.In.a:	Identify how government makes a law.			
SS.6.G.5.In.a:	Recognize how government makes a law.			
SS.6.G.5.Pa.a:	Recognize that the government makes laws.			
Resources:				

[SS.6.G.5.2:](#)

Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.5.In.b:	Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways.			
SS.6.G.5.Su.b:	Use geographic tools to identify a transportation network developed in an ancient civilization.			
SS.6.G.5.Pa.b:	Recognize a way people overcome barriers, such as developing transportation networks.			
Resources:				

[SS.6.G.5.3:](#)

Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

Remarks/Examples: Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.5.In.c:	Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia.			
SS.6.G.5.Su.c:	Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations.			
SS.6.G.5.Pa.c:	Recognize an effect of a natural disaster.			
Resources:				

[SS.6.G.6.1:](#)

Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.6.In.a:	Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.			
SS.6.G.6.Su.a:	Recognize a way that geographers organize information, such as by places and regions or the environment.			
SS.6.G.6.Pa.a:	Recognize types of geographic information, such as places or spatial terms.			
Resources:				

[SS.6.G.6.2:](#)

Compare maps of the world in ancient times with current political maps.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.G.6.In.b:	Identify differences in ancient and current maps of the world.			
SS.6.G.6.Su.b:	Recognize differences in ancient and current maps of the world.			
SS.6.G.6.Pa.b:	Recognize differences between maps.			
Resources:				

[SS.6.W.1.1:](#)

Use timelines to identify chronological order of historical events.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.In.a:	Use a simple timeline to identify the sequence of historical events.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.Su.a:	Use a simple pictorial timeline to identify the sequence of historical events.			
SS.6.W.1.Pa.a:	Use a simple pictorial timeline to identify an event.			
Resources:				

[SS.6.W.1.2:](#)

Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.In.b:	Identify terms for time periods, such as decade and century.			
SS.6.W.1.Su.b:	Recognize terms for time periods, such as a decade.			
SS.6.W.1.Pa.b:	Recognize terms that relate to time, such as today and tomorrow.			
Resources: Element Card Click here				

[SS.6.W.1.3:](#)

Interpret primary and secondary sources.

Remarks/Examples: Examples are artifacts, images, auditory sources, written sources.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.In.c:	Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.			
SS.6.W.1.Su.c:	Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.Pa.c:	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.			
Resources:				

[SS.6.W.1.4:](#)

Describe the methods of historical inquiry and how history relates to the other social sciences.

Remarks/Examples: Examples are archaeology, geography, political science, economics.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.In.d:	Identify basic methods of historical inquiry and how history relates to geography, economics, and civics.			
SS.6.W.1.Su.d:	Recognize a method of historical inquiry and how history relates to geography, economics, and civics.			
SS.6.W.1.Pa.d:	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.			
Resources:				

[SS.6.W.1.5:](#)

Describe the roles of historians and recognize varying historical interpretations (historiography)..

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.In.e:	Identify the role of historians and recognize that interpretations of historians may differ.			
SS.6.W.1.Su.e:	Recognize the role of historians.			
SS.6.W.1.Pa.e:	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.			
Resources:				

[SS.6.W.1.6:](#)

Describe how history transmits culture and heritage and provides models of human character.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.1.In.f:	Identify how history transmits culture and models of human character.			
SS.6.W.1.Su.f:	Recognize how history transmits culture.			
SS.6.W.1.Pa.f:	Recognize a characteristic of culture.			
Resources:				

[SS.6.W.2.1:](#)

Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.a:	Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities.			
SS.6.W.2.Su.a:	Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities.			
SS.6.W.2.Pa.a:	Recognize that people need food and shelter.			
Resources:				

[SS.6.W.2.2:](#)

Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.b:	Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops.			
SS.6.W.2.Su.b:	Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops.			
SS.6.W.2.Pa.b:	Recognize that tools make it easier to do work.			
Resources:	Element Card Click here			

[SS.6.W.2.3:](#)

Identify the characteristics of civilization.

Remarks/Examples: Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.c:	Recognize common characteristics of civilizations, such as cities, technology, government, and religion.			
SS.6.W.2.Su.c:	Recognize a characteristic of civilizations, such as cities, technology, government, or religion.			
SS.6.W.2.Pa.c:	Recognize a characteristic of civilization, such as a city.			
Resources:	Element Card Click here			

[SS.6.W.2.4:](#)

Compare the economic, political, social, and religious institutions of ancient river civilizations.

Remarks/Examples: Examples are Nile, Tigris-Euphrates, Indus, Huang He.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.d:	Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.			
SS.6.W.2.Su.d:	Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.			
SS.6.W.2.Pa.d:	Recognize a characteristic of civilization, such as a city.			
Resources:	Element Card Click here			

[SS.6.W.2.5:](#)

Summarize important achievements of Egyptian civilization.

Remarks/Examples: Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.e:	Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification.			
SS.6.W.2.Su.e:	Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture.			
SS.6.W.2.Pa.e:	Recognize an achievement of civilization, such as art, architecture, writing, or technology.			
Resources:	Element Card Click here			

[SS.6.W.2.6:](#)

Determine the contributions of key figures from ancient Egypt.

Remarks/Examples: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.f:	Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun.			
SS.6.W.2.Su.f:	Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun.			
SS.6.W.2.Pa.f:	Recognize that civilizations had different leaders.			
Resources:	Element Card Click here			

[SS.6.W.2.7:](#)

Summarize the important achievements of Mesopotamian civilization.

Remarks/Examples: Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.g:	Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow.			
SS.6.W.2.Su.g:	Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow.			
SS.6.W.2.Pa.g:	Recognize an achievement of civilization, such as art, architecture, writing, or technology.			
Resources:	Element Card Click here			

[SS.6.W.2.8:](#)

Determine the impact of key figures from ancient Mesopotamian civilizations.

Remarks/Examples: Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.h:	Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations.			
SS.6.W.2.Su.h:	Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.			
SS.6.W.2.Pa.h:	Recognize that civilizations had different leaders.			
Resources:				

[SS.6.W.2.9:](#)

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

Remarks/Examples: Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.i:	Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility.			
SS.6.W.2.Su.i:	Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility.			
SS.6.W.2.Pa.i:	Recognize that civilizations had different leaders.			
Resources:				

[SS.6.W.2.10:](#)

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

Remarks/Examples: Examples are Olmec, Zapotec, Chavin.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.2.In.j:	Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion.			
SS.6.W.2.Su.j:	Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion.			
SS.6.W.2.Pa.j:	Recognize a characteristic of civilization, such as the use of technology.			
Resources:				

[SS.6.W.3.1:](#)

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.a:	Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication.			
SS.6.W.3.Su.a:	Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, or written communication.			
SS.6.W.3.Pa.a:	Recognize the impact of written communication.			
Resources: Element Card Click here				

[SS.6.W.3.2:](#)

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.b:	Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.			
SS.6.W.3.Su.b:	Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting.			
SS.6.W.3.Pa.b:	Recognize that citizens can vote for leaders.			
Resources:	Element Card Click here			

[SS.6.W.3.3:](#)

Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.c:	Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots).			
SS.6.W.3.Su.c:	Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children.			
SS.6.W.3.Pa.c:	Recognize that people have different roles, such as citizens or soldiers.			
Resources:				

[SS.6.W.3.4:](#)

Explain the causes and effects of the Persian and Peloponnesian Wars.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.d:	Recognize a cause and effect of the Persian War, such as Persia's desire to control Greece and the cooperation between			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
	Greek city-states to defend their homeland and maintain their independence.			
SS.6.W.3.Su.d:	Recognize that wars were fought to control Greece.			
SS.6.W.3.Pa.d:	Recognize that wars are fought for control.			
Resources:				

[SS.6.W.3.5:](#)

Summarize the important achievements and contributions of ancient Greek civilization.

Remarks/Examples: Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.e:	Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science.			
SS.6.W.3.Su.e:	Recognize an important achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science.			
SS.6.W.3.Pa.e:	Recognize an achievement or contribution from ancient civilization.			
Resources: Element Card Click here				

[SS.6.W.3.6:](#)

Determine the impact of key figures from ancient Greece.

Remarks/Examples: Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.f:	Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.			
SS.6.W.3.Su.f:	Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.			
SS.6.W.3.Pa.f:	Recognize the importance of writers, leaders, scientists, soldiers, or teachers.			
Resources:				

[SS.6.W.3.7:](#)

Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

Remarks/Examples: Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.g:	Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes.			
SS.6.W.3.Su.g:	Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes.			
SS.6.W.3.Pa.g:	Recognize an achievement or contribution from ancient civilization.			
Resources:				

[SS.6.W.3.8:](#)

Determine the impact of significant figures associated with ancient Rome.

Remarks/Examples: Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.h:	Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.			
SS.6.W.3.Su.h:	Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.			
SS.6.W.3.Pa.h:	Recognize the importance of writers, leaders, scientists, soldiers, or teachers.			
Resources:				

[SS.6.W.3.9:](#)

Explain the impact of the Punic Wars on the development of the Roman Empire.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.i:	Identify that Rome became an important power because it won the Punic Wars.			
SS.6.W.3.Su.i:	Recognize that Rome became an important power because it won a war.			
SS.6.W.3.Pa.i:	Recognize that wars are fought for control.			
Resources:				

[SS.6.W.3.10:](#)

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.Su.j:	Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty.			
Resources:	Element Card Click here			

[SS.6.W.3.11:](#)

Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.k:	Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice and role in government and were led by a dictator.			
SS.6.W.3.Su.k:	Recognize characteristics of ancient Roman life and culture.			
SS.6.W.3.Pa.k:	Recognize a characteristic of culture.			
Resources:				

[SS.6.W.3.12:](#)

Explain the causes for the growth and longevity of the Roman Empire.

Remarks/Examples: Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.l:	Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.Su.l:	Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks.			
SS.6.W.3.Pa.l	Recognize an achievement or contribution from ancient civilization.			
Resources: Element Card Click here				

[SS.6.W.3.13:](#)

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

Remarks/Examples: Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.m:	Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.			
SS.6.W.3.Su.m:	Recognize that the religion known as Christianity began a long time ago.			
SS.6.W.3.Pa.m:	Recognize a characteristic of religion.			
Resources:				

[SS.6.W.3.14:](#)

Describe the key achievements and contributions of Roman civilization.

Remarks/Examples: Examples are art and architecture, engineering, law, literature, technology.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.n:	Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.Su.n:	Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government.			
SS.6.W.3.Pa.n:	Recognize an achievement or contribution from ancient civilization.			
Resources: Element Card Click here				

[SS.6.W.3.15:](#)

Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

Remarks/Examples: Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.o:	Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.			
SS.6.W.3.Su.o:	Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.			
SS.6.W.3.Pa.o:	Recognize a characteristic of a power struggle.			
Resources:				

[SS.6.W.3.16:](#)

Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.p:	Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves.			
SS.6.W.3.Su.p:	Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves.			
SS.6.W.3.Pa.p:	Recognize that people have different roles, such as citizens or soldiers.			
Resources:				

[SS.6.W.3.17:](#)

Explain the spread and influence of the Latin language on Western Civilization.

Remarks/Examples: Examples are education, law, medicine, religion, science.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.q:	Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science.			
SS.6.W.3.Su.q:	Recognize an influence of different languages on civilization, such as in education or science.			
SS.6.W.3.Pa.q:	Recognize the importance of language.			
Resources:				

[SS.6.W.3.18:](#)

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.3.In.r:	Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles.			
SS.6.W.3.Su.r:	Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy.			
SS.6.W.3.Pa.r:	Recognize an achievement or contribution from ancient civilization.			
Resources:				

[SS.6.W.4.1:](#)

Discuss the significance of Aryan and other tribal migrations on Indian civilization.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.a:	Recognize the significance of Aryan and other tribal migrations on Indian civilization, such as the spread of Hinduism.			
SS.6.W.4.Su.a:	Recognize that a group of people migrated to India and brought a new religion, Hinduism.			
SS.6.W.4.Pa.a:	Recognize an impact of migration.			
Resources: Element Card Click here				

[SS.6.W.4.2:](#)

Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

Remarks/Examples: Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.b:	Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system.			
SS.6.W.4.Su.b:	Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system.			
SS.6.W.4.Pa.b:	Recognize that people have different beliefs (religions).			
Resources:	Element Card Click here			

[SS.6.W.4.3:](#)

Recognize the political and cultural achievements of the Mauryan and Gupta empires.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.c:	Recognize achievements of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, and astronomy.			
SS.6.W.4.Su.c:	Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy.			
SS.6.W.4.Pa.c:	Recognize an achievement or contribution of Asian civilizations.			
Resources:				

[SS.6.W.4.4:](#)

Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

Remarks/Examples: Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.d:	Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment.			
SS.6.W.4.Su.d:	Recognize a teaching of Buddha, such as compassion, selflessness, or enlightenment.			
SS.6.W.4.Pa.d:	Recognize that people have different beliefs (religions).			
Resources:				

[SS.6.W.4.5:](#)

Summarize the important achievements and contributions of ancient Indian civilization.

Remarks/Examples: Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.e:	Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.			
SS.6.W.4.Su.e:	Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.			
SS.6.W.4.Pa.e:	Recognize an achievement or contribution of Asian civilizations.			
Resources: Element Card Click here				

[SS.6.W.4.6:](#)

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.f:	Identify that some Chinese dynasties believed their power came from the Mandate of Heaven.			
SS.6.W.4.Su.f:	Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven.			
SS.6.W.4.Pa.f:	Recognize that the leadership of government changes.			
Resources:				

[SS.6.W.4.7:](#)

Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

Remarks/Examples: Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.g:	Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order.			
SS.6.W.4.Su.g:	Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety).			
SS.6.W.4.Pa.g:	Recognize an achievement or contribution of Asian civilizations.			
Resources:				

[SS.6.W.4.8:](#)

Describe the contributions of classical and post classical China.

Remarks/Examples: Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.h:	Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass.			
SS.6.W.4.Su.h:	Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass.			
SS.6.W.4.Pa.h:	Recognize an achievement or contribution of Asian civilizations.			
Resources:	Element Card Click here			

[SS.6.W.4.9:](#)

Identify key figures from classical and post classical China.

Remarks/Examples: Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.i:	Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall.			
SS.6.W.4.Su.i:	Recognize that the first emperor in China built the Great Wall.			
SS.6.W.4.Pa.i:	Recognize that Asian civilizations have leaders.			
Resources:				

[SS.6.W.4.10:](#)

Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.j:	Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.			
SS.6.W.4.Su.j:	Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.			
SS.6.W.4.Pa.j:	Recognize that people exchange goods.			
Resources:	Element Card Click here			

[SS.6.W.4.11:](#)

Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.k:	Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks.			
SS.6.W.4.Su.k:	Recognize that the Mongols used fighting and fear to control other countries.			
SS.6.W.4.Pa.k:	Recognize that people fight to gain control of a country.			
Resources:				

[SS.6.W.4.12:](#)

Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.6.W.4.In.1:	Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe.			
SS.6.W.4.Su.1:	Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall.			
SS.6.W.4.Pa.1:	Recognize a characteristic of isolation.			
Resources:	Element Card Click here			

[LAFS.6.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.6.SL.1.AP.1a:	Make appropriate comments that contribute to a collaborative discussion.			
LAFS.6.SL.1.AP.1b:	Review the key ideas expressed within a collaborative discussion.			

[LAFS.6.SL.1.2:](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.6.SL.1.AP.2a:	Explain information learned from various mediums.			
LAFS.6.SL.1.AP.2b:	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.			

[LAFS.6.SL.1.3:](#)

Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.6.SL.1.AP.3a:	Summarize the points a speaker makes.			
LAFS.6.SL.1.AP.3b:	Summarize the points an author makes.			
LAFS.6.SL.1.AP.3c:	Distinguish claims or arguments that are supported by evidence from those that are not.			
LAFS.6.SL.1.AP.3d:	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.			

[LAFS.6.SL.2.4:](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
LAFS.6.SL.2.AP.4a:	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details			

[LAFS.68.RH.1.1:](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[LAFS.68.RH.1.2:](#) 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.

[LAFS.68.RH.1.3:](#) 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).

[LAFS.68.RH.2.4:](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[LAFS.68.RH.2.5:](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).

[LAFS.68.RH.2.6:](#) 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).

[LAFS.68.RH.3.7:](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[LAFS.68.RH.3.8:](#) Distinguish among fact, opinion, and reasoned judgment in a text.

[LAFS.68.RH.3.9:](#) Analyze the relationship between a primary and secondary source on the same topic.

[LAFS.68.WHST.1.1:](#) Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

[LAFS.68.WHST.1.2:](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Use precise language and domain-specific vocabulary to inform about or explain the topic.
Establish and maintain a formal style and objective tone.
Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[LAFS.68.WHST.2.5:](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.2.6:](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#) 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.

[LAFS.68.WHST.3.8:](#) 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.

[LAFS.68.WHST.3.9:](#) Draw evidence from informational texts to support analysis reflection, and research.

[LAFS.68.WHST.4.10:](#) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[MAFS.K12.MP.1.1:](#) **Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need.

Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check

their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

[HE.6.C.2.4:](#) Investigate school and public health policies that influence health promotion and disease prevention.

Remarks/Examples: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.6.C.2.In.d:	Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, and school-district wellness policies.			
HE.6.C.2.Su.d:	Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, or school-district wellness policies.			
HE.6.C.2.Pa.d:	Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school-zone speeding laws, or school-district wellness policies.			