



Alignment Document
State of Maryland and Aventa Learning

Social Studies 6

Strand	Common Curriculum Goal	Standard	Lesson Name
1.0 Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.	1.A.1 Examine the necessity and purpose of government in early world history	1.A.1.a Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies	Lesson 1: Government
		1.A.1.b Summarize the positions taken on government by political philosophers from early civilizations through the Middle Ages	
	1.A.2 Analyze the historic events, documents, and practices in early world history that are the foundations of political systems	1.A.2.a Examine and report on the roots of democratic principles in World History, such as Sumerian written law, Hammurabi's Code, Greek city-states, Roman Republicanism, and the British Constitution (Magna Carta, English Bill of Rights)	
		1.A.2.b Examine the decline of feudalism and the emergence of monarchies	



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	1.A.3 Analyze the roles of institutions and governments in early world history regarding public policy and issues	1.A.3.a Describe the conflict between the church and the state in the formation and implementation of policy	
		1.A.3.b Analyze perspectives regarding issues in a feudal society, such as the church leaders v. lords of the manor, joining the Crusades, the growth of trade	
	1.B.1 Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history	1.B.1.a Compare methods used in early world history to change governments, such as coups, elections and revolts	
		1.B.1.b Examine the role of citizens in Greek city-states and the Roman Republic/Empire	Lesson 21: Greek City-states and Government Lesson 23: Ancient Rome: Overview Lesson 25: Ancient Rome: The Roman Republic Lesson 26: Ancient Rome: The Roman Empire
		1.B.1.c Examine how religion shaped and influenced government policy	Lesson 8: Ancient Israelites Lesson 9: Persian Empire Lesson 14 Ancient China: Part 2 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 19: Minoan Civilization Lesson 20: Greek Mythology, Epics and Theatre Lesson 34: Europe: The Reformation



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	1.B.2 Analyze the importance of civic participation as a citizen of early world history	1.B.2.a Analyze the usefulness of various sources of information used to make political decisions	
		1.B.2.b Explain why common people did not have a voice in ancient civilizations	Lesson 8: Ancient Israelites Lesson 23: Ancient Rome: Overview Lesson 25: Ancient Rome: The Roman Republic
	1.C.1 Analyze the individual rights and responsibilities in an ancient world civilization	1.C.1.a Describe the importance of citizenship in ancient Rome and Greece	Lesson 21: Greek City-states and Government Lesson 23: Ancient Rome: Overview Lesson 25: Ancient Rome: The Roman Republic Lesson 26: Ancient Rome: The Roman Empire Lesson 27: Rome: A Model for Modern-day US
		1.C.1.b Describe the significance of Hammurabi's Code and how it defined rights of citizens	Lesson 8: Ancient Israelites
	1.C.2 Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and group	1.C.2.a Explain how the Roman Republic and the rule of the Senate affected individuals and groups	Lesson 23: Ancient Rome: Overview Lesson 25: Ancient Rome: The Roman Republic



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Strand	Common Curriculum Goal	Standard	Lesson Name
		1.C.2.b Compare power and authority of rulers in Ancient Egypt, India, Persia and China v. the protection of citizens in Greek city-states	Lesson 7: Ancient Egypt: Part 2 Lesson 8: Ancient Persia Lesson 12: Ancient India : Part 2 Lesson 14: Ancient China: Part 2 Lesson 15: Ancient China: Part 3 Lesson 21: Greek City-states and Government
		1.C.2.c Examine the balance between providing for the common good of the manor v. the rights of the individual serfs	Lesson 31: Charlemagne and the Feudal System
2.0 Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.	2.A.1 Describe characteristics that historians use to organize people into cultures	2.A.1.a Describe how location and environment influenced early world cultures	Lesson 3: Stone Age Lesson 4: Fertile Crescent Lesson 6: Ancient Egypt: Part 1 Lesson 11: Ancient India: Part 1 Lesson 10: Roots of Civilization Lesson 18: The Ancient World in the East



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		2.A.1.b Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history	Lesson 3: Stone Age Lesson 4: Fertile Crescent Lesson 5: Fertile Crescent: Babylon Lesson 7: Egypt: Part 2 Lesson 8: Ancient Israelites Lesson 9: Ancient Persia Lesson 12: Ancient India: Part 2 Lesson 14: Ancient China: Part 2 Lesson 15: Ancient China: Part 3 Lesson 16: Ancient Sub-Saharan Africa: Askum Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 18: The Ancient World in the East Lesson 19: Minoan Civilization Lesson 20: Greek Mythology, Epics, and Theatre Lesson 30: Europe: The Dark Ages Lesson 33: Europe: The Renaissance Lesson 34: Europe: The Reformation Lesson 36: Culminating Project



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Strand	Common Curriculum Goal	Standard	Lesson Name
		2.A.1.c Describe the social, political, and religious character of societies in early world history	Lesson 7: Ancient Egypt: Part 2 Lesson 8: Ancient Israelites Lesson 9: Persian Empire Lesson 12: Ancient India: Part 2 Lesson 14: Ancient China: Part 2 Lesson 15: Ancient China: Part 3 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 21: Greek City-states and Government Lesson 23: Ancient Rome: Overview Lesson 24: Ancient Rome: Christianity Lesson 25: Ancient Rome: The Roman Republic Lesson 26: Ancient Rome: The Roman Empire Lesson 30: Europe: The Dark Ages Lesson 31: Europe: Charlemagne and the Feudal System Lesson 33: Europe: The Renaissance Lesson 34: Europe: The Reformation



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Strand	Common Curriculum Goal	Standard	Lesson Name
	2.B.1 Explain how cultural diffusion influenced the development of cultures	2.B.1.a Identify cultural groups within a region in early world history	Lesson 7: Egypt: Part 2 Lesson 8: Ancient Israelites Lesson 9: Persian Empire Lesson 12: Ancient India: Part 2 Lesson 14: Ancient China: Part 2 Lesson 15: Ancient China: Part 3 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 18: The Ancient World in the East Lesson 19: Minoan Civilization Lesson 20: Greek Mythology, Epics and Theatre Lesson 29: Europe: The Celts Lesson 32: Europe: The Saxons and Old Germanic Tribes Lesson 36: Culminating Project



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Strand	Common Curriculum Goal	Standard	Lesson Name
		2.B.1.b Describe factors that resulted in cultural diffusion, such as trade, conflict and migration	Lesson 8: Ancient Israelites Lesson 9: Persian Empire Lesson 15: Ancient China: Part 2 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 19: Minoan Civilization Lesson 20: Greek Mythology, Epics and Theatre Lesson 23: Ancient Rome: Overview Lesson 31: Europe: Charlemagne and the Feudal System (Vikings, Muslims, and Magyars) Lesson 32: Europe: The Saxons and Old Germanic Tribes
		2.B.1.c Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations	Lesson 8: Ancient Israelites Lesson 9: Persian Empire Lesson 15: Ancient China: Part 2 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 19: Minoan Civilization Lesson 20: Greek My



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Strand	Common Curriculum Goal	Standard	Lesson Name
	2.B.2 Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development	2.B.2.a Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism	Lesson 8: Ancient Israelites Lesson 12: Ancient India: Part 2 Lesson 16: Sub Saharan Africa: Askum Lesson 24: Ancient Rome: Christianity
		2.B.2.b Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems	Lesson 24: Ancient Rome: Christianity
	2.C.1 Analyze factors that affected relationships in early world history	2.C.1.a Examine the causes and effects of social, economic, and political conflict such as the Crusades	Lesson 9: Persian Empire Lesson 22: Hellenistic Kingdoms: Introduction Lesson 24: Ancient Rome: Christianity Lesson 34: Europe: The Reformation
		2.C.1.b Describe the impact of trade and migration on the exchange of ideas and beliefs	Lesson 15: Ancient China: Part 3 Lesson 31: Charlemagne and the Feudal System: Vikings, Muslims, and Magyars



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3.0 Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.	3.A.1.a Use maps to compare geographic locations of civilizations from world history to:	3.A.1.a.1 Mesopotamia	Lesson 4: The Fertile Crescent Lesson 5: The Fertile Crescent: Babylon
		3.A.1.a.2 Africa including Egypt, Nubia/Kush and sub-Saharan Africa	
		3.A.1.a.3 Indus River Valley	Lesson 11: Ancient India: Part 1 Lesson 12: Ancient India: Part 2
		3.A.1.a.4 Northern China	Lesson 13: Ancient China: Part 1 Lesson 14: Ancient China: Part 2 Lesson 15: Ancient China: Part 3



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		3.A.1.a.5 Greeks and Romans	Lesson 20: Greek Mythology, Epics, and Theatre Lesson 21: Greek City-states and Government Lesson 22: Hellenistic Kingdoms: Introduction Lesson 23: Ancient Rome: Overview Lesson 24: Ancient Rome: Christianity Lesson 25: Ancient Rome: The Roman Republic Lesson 26: Ancient Rome: The Roman Empire Lesson 27: Rome: A Model for Modern-day Government
		3.A.1.a.6 Mesoamerican, such as the Incas, Mayans and Aztecs	
	3.A.1 Use geographic tools to locate places and describe the human and physical characteristics in early world history	3.A.1.b Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations	Lesson 2: Map skills Lesson 5: The Fertile Crescent: Babylon Lesson 11: Ancient India: Part 1 Lesson 16: Ancient Sub Saharan Africa: Askum



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Strand	Common Curriculum Goal	Standard	Lesson Name
	3.B.1 Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history	3.B.1.a Identify and describe physical characteristics that influenced human settlement	Lesson 4: The Fertile Crescent Lesson 5: The Fertile Crescent: Babylon Lesson 6: Egypt: Part 1 Lesson 11: Ancient India: Part 1 Lesson 13: Ancient China: Part 1 Lesson 16: Ancient Sub Saharan Africa: Askum
		3.B.1.b Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world	
		3.B.1.c Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements	
	3.C.1 Describe and analyze population growth, migration and settlement patterns in early world history	3.C.1.a Identify reasons why people migrate, such as economic opportunity, climate, and political reasons	Lesson 3: Stone Age Lesson 4: Fertile Crescent Lesson 8: Ancient Israelites Lesson 39: Europe: The Celts Lesson 31: Charlemagne and Feudal System: Vikings, Muslims, and Magyars Lesson 32: Europe: The Saxons and Old Germanic Tribes



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		3.C.1.b Explain how the development of transportation and communication networks influenced the movement of people, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam	Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 19: Minoan Civilization Lesson
		3.C.1.c Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction	
	3.D.1 Analyze why and how people modify their natural environment and the impact of those modifications	3.D.1.a Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts	
		3.D.1.b Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions	Lesson 4: Fertile Crescent Lesson 6: Egypt: Part 1 Lesson 11: Ancient India: Part 1 Lesson 14: Ancient China: Part 1



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4.0 Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.	4.A.1 Explain that people made choices because resources relative to economic wants to goods and services in the context of early world history	4.A.1.a Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade	
	4.A.2 Analyze how scarce economic resources were used to satisfy economic wants in early world history	4.A.2.a Identify ways people have used resources to meet economic wants such as domesticating *animals* and agriculture	
		4.A.2.b Describe how available resources affected specialization and trade	Lesson 15: Ancient China: Part 3
	4.A.3 Analyze how technological changes affected consumption and production in early world history	4.A.3.a Give examples of how technology changed consumption and provided greater access to goods and services	



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		4.A.3.b Examine why technology has changed production such as the development of the printing press	Lesson 33: Europe: The Renaissance Lesson 34: Europe: The Reformation
	4.A.4 Examine how specialization, interdependence and trade affected the production of goods and services in early world history	4.A.4.a Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming	
		4.A.4.b Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world	
		4.A.4.c Identify African and Eurasian trade routes to explain how surplus goods and regional specialization resulted in economic interdependence	Lesson 15: Ancient China: Part 3 Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 19: Minoan Civilization
	4.B.1 Describe the types of economic systems in early world societies	4.B.1.a Describe how various early world societies answer the basic question of what, how, and for whom to produce	
		4.B.1.b Describe examples of tradition in economies such as the economic roles of men and women in tribal societies	
		4.B.1.c Describe examples of command in economies, such as the feudal system	



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	4.B.2 Describe the transition from feudalism and the manor system to the development of early towns	4.B.2.a Explain how the growth and management of towns, guilds, and the banking system were affected by technology and agriculture	
		4.B.2.b Analyze how the guild system addressed changes in the economy, such as dictating price and production	
	4.B.3 Describe the importance of medium of exchange in early world history	4.B.3.a Explain how societies used mediums of exchange to facilitate trade and help their economies grow	Lesson 15: Ancient China: Part 3 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 19: Minoan Civilization Lesson 21: Greek City-states and Government
5.0 Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.	5.A.1 Analyze how the rise of the earliest communities led to the emergence of agricultural societies	5.A.1.a Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities	Lesson 3: Stone Age



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		5.A.1.b Explain how and why towns and cities grew from early human settlements, including the need for security and government	
	5.A.2 Examine the emergence, growth and decline of empires in the Americas	5.A.2.a Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs	
	5.B.1 Analyze how civilizations emerged in the river valley areas	5.B.1.a Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities	Lesson 18: The Ancient World in the East Lesson 36: Culminating Project
		5.B.1.b Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush	
	5.B.2 Analyze the emergence and enduring influence of Aegean civilizations	5.B.2.a Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time	Lesson 20: Greek Mythology, Epics, and Theatre Lesson 21: Greek City-states and Government Lesson 22: Hellenistic Kingdoms: Introduction
		5.B.2.b Explain the emergence, rise and decline of the Greek city-states	Lesson 21: Greek City-states and Government



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	5.B.3 Analyze the emergence, expansion and decline of the Roman Empire	5.B.3.a Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary	Lesson 23: Ancient Rome: Overview Lesson 24: Ancient Rome: Christianity Lesson 25: Ancient Rome: The Roman Republic Lesson 26: Ancient Rome: The Roman Empire Lesson 27: Rome: A Model for Modern-day US
		5.B.3.b Explain the transition from Roman Republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions	Lesson 23: Ancient Rome: Overview Lesson 25: Ancient Rome: The Roman Republic Lesson 26: Ancient Rome: The Roman Empire
		5.B.3.c Summarize the factors that led to the decline of the Roman Empire	Lesson 23: Ancient Rome: Overview Lesson 25: Ancient Rome: The Roman Republic Lesson 26: Ancient Rome: The Roman Empire
	5.B.4 Compare the dynasties and empires in ancient China	5.B.4.a Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han and Tang	
		5.B.4.b Explain the major traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties	Lesson 8: Ancient Israelites Lesson 14: Ancient China: Part 2



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Strand	Common Curriculum Goal	Standard	Lesson Name
		5.B.4.c Analyze China's cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia	
	5.B.5 Analyze the emergence, growth and decline of African Empires	5.B.5.a Describe the contributions of major African monarchies, cities, and trade networks, such as Ghana, Mali and Songhai	Lesson 17: Ancient ient Sub Saharan Africa: Ghana, Mali, and Songhai
		5.B.5.b Analyze the cultural and economic impact of African regional and worldwide trade routes	
		5.B.5.c Summarize the factors that led to the decline of the African empires	
	5.C.1 Analyze the effect of interactions between civilizations in early world history	5.C.1.a Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires	
		5.C.1.b Analyze the causes of the rise and fall, expansion and contraction of political entities and nation-states	
	5.C.2 Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia	5.C.2.a Describe the major traditions, customs and beliefs of Buddhism	Lesson 12: Ancient India: Part 2
		5.C.2.b Explain the major traditions, customs and beliefs of Hinduism and its political and social impact on India	Lesson 12: Ancient India: Part 2
	5.C.3 Analyze the emergence and expansion of Islamic civilization	5.C.3.a Analyze the major traditions, customs, and beliefs of Islam	Lesson 16: Ancient Sub Saharan Africa: Askum



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		5.C.3.b Describe causes and consequences of the expansion of Islam into other regions, such as Southwest Asia, Southeast Asia, North Africa, Europe and India	
	5.C.4 Analyze the changes in the European society during the Middle Ages	5.C.4.a Analyze the major traditions, customs, and beliefs of Christianity	Lesson 8: Ancient Israelites Lesson 24: Ancient Rome: Christianity
		5.C.4.b Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power	Lesson 33: Europe: The Renaissance Lesson 34: Europe: The Reformation
		5.C.4.c Analyze the characteristics of the development and decline of feudalism and the emergence of monarchies	Lesson 31: Charlemagne and the Feudal System
		5.C.4.d Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas	



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6.0 Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.	6.A.1 Use appropriate strategies and opportunities to increase understandings of social studies vocabulary	6.A.1.a Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources	
		6.A.1.b Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences	The vocabulary is used throughout the readings in the Lesson s. Vocab from the first semester is used as prior knowledge in the second semester Lesson s. For example, Lesson 19: Minoan Civilization Lesson 29: Europe: The Celts



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		6.A.1.c Use context clues to understand new social studies vocabulary	The vocabulary is used throughout the readings in the Lessons. For example, Lesson 9: Persian Empire Lesson 19: Minoan Civilization
		6.A.1.d Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	Every Lesson has a vocabulary list and often flashcard, crossword puzzle, or review vocab/content activity in it. For example, Lesson 25: Ancient Rome: The Roman Republic
	6.A.2 Use strategies to prepare for reading (before reading)	6.A.2.a Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features	
		6.A.2.b Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons	
		6.A.2.c Set a purpose for reading the text	Every Lesson has a warm up activity in it. For example, Lesson 25: Ancient Rome: The Roman Republic
		6.A.2.d Ask questions and make predictions about the text	



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		6.A.2.e Make connections to the text using prior knowledge and experiences	Students send "postcards" home throughout the course. For example, Lesson 7: Egypt: Part 2 Lesson 23: Ancient Rome: Overview Lesson 24: Ancient Rome: Christianity Students complete current event assignments. For example, Lesson 25: Ancient Rome: The Roman Republic
	6.A.3 Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)	6.A.3.a Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning	Timelines and graphic organizers, Venn Diagrams throughout. For example, Lesson 10: Roots of Civilization Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 20: Greek Mythology, Epics and Theatre Lesson 27: Rome: A Model for Modern-day US Lesson 29: Age of Antiquities



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		6.A.3.b Reread slowly and carefully, restate, or read on and revisit difficult parts	Students are free to click back and forth between units of material in this course. Including Lessons where they are reminded about previous vocabulary. For example, Lesson 21: Greek City-states and Government Lesson 24: Ancient Rome: Christianity
		6.A.3.c Use a graphic organizer or another note-taking technique to record important ideas or information	Lesson 5: The Fertile Crescent: Babylon Lesson 8: Ancient Israelites Lesson 10: Roots of Civilization Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 20: Greek Mythology, Epics, and Theatre Lesson 27: Ancient Rome: A Model for Modern-day US
		6.A.3.d Look back through the text to search for connections between and among ideas	Lesson 4: The Fertile Crescent Lesson 7: Egypt: Part 2 Lesson 20: Greek Mythology, Epics, and Theatre Lesson 33: The Renaissance Lesson 34: Europe: The Reformation



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		6.A.3.e Make, confirm, or adjust predictions about the text	
		6.A.3.f Periodically summarize or paraphrase important ideas while reading	
		6.A.3.g Visualize what was read for deeper meaning	
		6.A.3.h Explain personal connections to the ideas or information in the text	Lesson 18: The Ancient World in the East Lesson 19: Minoan Civilization Lesson 20: Greek Mythology, Epics, and Theatre
	6.A.4 Use strategies to demonstrate understanding of the text (after reading)	6.A.4.a Identify and explain what is directly stated in the text	Every unit has a quiz. For example, Lesson 1: Government through Lesson 21: Greek City-states and Government through Lesson 35: Ancient Civilizations
		6.A.4.b Identify, paraphrase, or summarize the main idea of the text	
		6.A.4.c Determine and explain the author's purpose	
		6.A.4.d Distinguish between facts and opinions	



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		6.A.4.e Explain whether or not the author's opinion is presented fairly	
		6.A.4.f Explain what is not directly stated in the text by drawing inferences	
		6.A.4.g Confirm or refute predictions made about the text to form new ideas	
		6.A.4.h Connect the text to prior knowledge or personal experiences	Lesson 20: Greek Mythology, Epics, and Theatre Lesson 26: Ancient Rome: The Roman Empire
		6.A.4.i Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge	
	6.B.1 Select and use informal writing strategies, such as short/response/essay answer/ brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings	6.B.1.a Identify key ideas	Every Lesson has objectives as well as frequent assessments via clickable questions through the readings as well as activities. Every Lesson has a quiz as well. For example, Lesson 7: Egypt: Part 2 Lesson 13: Ancient China: Part 1 Lesson 23: Ancient Rome: Overview



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		6.B.1.b Connect key ideas to prior knowledge (personal experience, text and world)	Lesson 13: Ancient China: Part 1 Lesson 25: Ancient Rome: The Roman Republic
	6.B.2 Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters, summaries, to inform	6.B.2.a Identify form, audience, topic, and purpose before writing	Lesson 18: The Ancient World in the East Lesson 27: Rome: A Model for Modern-day US Lesson 34: Europe: The Reformation Lesson 36: Culminating Project
		6.B.2.b Organize facts and/or data/statistics to support a topic	Lesson 18: The Ancient World in the East Lesson 27: Rome: A Model for Modern-day US Lesson 34: Europe: The Reformation Lesson 36: Culminating Project
		6.B.2.c Provide introduction, body, and conclusion	Lesson 18: The Ancient World in the East Lesson 27: Rome: A Model for Modern-day US Lesson 34: Europe: The Reformation Lesson 36: Culminating Project



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		6.B.2.d Cite sources when paraphrasing, summarizing, and quoting	Lesson 18: The Ancient World in the East Lesson 27: Rome: A Model for Modern-day US Lesson 34: Europe: The Reformation Lesson 36: Culminating Project
		6.B.2.e Enhance text with graphics, such as charts, maps, and diagrams	Lesson 18: The Ancient World in the East Lesson 27: Rome: A Model for Modern-day US Lesson 34: Europe: The Reformation Lesson 36: Culminating Project
	6.B.3 Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade	6.B.3.a Identify form, audience, topic, and purpose	Lesson 20: Greek Mythology, Epics, and Theatre
		6.B.3.b State a clear opinion or position	Lesson 20: Greek Mythology, Epics, and Theatre
		6.B.3.c Modify or refute a position when appropriate	Lesson 20: Greek Mythology, Epics, and Theatre
		6.B.3.d Provide reasons and cite reliable supporting evidence	Lesson 20: Greek Mythology, Epics, and Theatre



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.B.3.e Demonstrate understandings of social studies knowledge	Every unit has a quiz and the course has an exam. There are vocabulary words, maps, timelines, and activities throughout. For example: Lesson 5: The Fertile Crescent: Babylon Lesson 10: Roots of Civilization Lesson 19: Minoan Civilization
	6.B.4 Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)	6.B.4.a Address the topic	
		6.B.4.b Provide accurate information	
		6.B.4.c Support topic with appropriate details	
		6.B.4.d Integrate social studies concepts and skills	
	6.C.1 Identify a topic that requires further study	6.C.1.a Identify prior knowledge about the topic	Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 18: The Ancient World in the East Lesson 36: Culminating Project



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.C.1.b Pose questions the about the topic	Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 18: The Ancient World in the East Lesson 36: Culminating Project
		6.C.1.c Formulate research questions	Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 18: The Ancient World in the East Lesson 36: Culminating Project
		6.C.1.d Develop a plan for how to answer questions about the topic	Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 18: The Ancient World in the East Lesson 36: Culminating Project
	6.C.2 Identify a situation/issue that requires further study	6.C.2.a Define the situation/issue	Lesson 20: Greek Mythology, Epics, and Theatre
		6.C.2.b Identify prior knowledge about the situation/issue	Lesson 20: Greek Mythology, Epics, and Theatre
		6.C.2.c Pose questions about the situation/issue from a variety of perspectives	Lesson 20: Greek Mythology, Epics, and Theatre



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.C.2.d Pose questions that elicit higher order thinking responses	Lesson 20: Greek Mythology, Epics, and Theatre
		6.C.2.e Formulate research questions	Lesson 20: Greek Mythology, Epics, and Theatre
		6.C.2.f Develop a plan for how to answer questions about the situation/issue	Lesson 20: Greek Mythology, Epics, and Theatre
	6.D.1 Identify primary and secondary sources of information that relate to the topic/situation/problem being studied	6.D.1.a Gather and read appropriate print sources, such as journals, periodicals, government documents, timelines, databases, reference works, and web sites	Students can read appropriate print sources, etc. ... while researching for various projects throughout the course including Lesson 18: The Ancient World in the East Lesson 22: Hellenistic Kingdoms: Introduction Lesson 28: The Age of Antiquities Lesson 29: Europe: The Celts Lesson 31: Europe: Charlemagne and the Feudal System Lesson 32: The Saxons and Old Germanic Tribes Lesson 34: Europe: The Reformation Lesson 36: Culminating Project



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.D.1.b Read and obtain information from texts representing diversity in content, culture, authorship, and perspective	Students can reference texts while researching for various projects throughout the course including Lesson 18: The Ancient World in the East Lesson 22: Hellenistic Kingdoms: Introduction Lesson 28: The Age of Antiquities Lesson 29: Europe: The Celts Lesson 31: Europe: Charlemagne and the Feudal System Lesson 32: The Saxons and Old Germanic Tribes Lesson 34: Europe: The Reformation Lesson 36: Culminating Project
		6.D.1.c Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, multimedia, interviews, and oral histories	
		6.D.1.d Access and process information that is factual and reliable from readings, investigations, and/or oral communications	



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Strand	Common Curriculum Goal	Standard	Lesson Name
	6.D.2 Engage in field work that relates to the topic/ situation/ problem being studied	6.D.2.a Gather data	Students complete a writing or research activity in every Lesson . They create postcards, children's books, video games, coffee table book, collages and PowerPoints throughout the course. They are continually gathering data including these units: Lesson 22: Hellenistic Kingdoms: Introduction Lesson 28: The Age of Antiquities Lesson 29: Europe: The Celts Lesson 31: Europe: Charlemagne and the Feudal System Lesson 32: The Saxons and Old Germanic Tribes Lesson 34: Europe: The Reformation



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.D.2.b Make and record observations	Students complete a writing or research activity in every Lesson . They create postcards, children's books, video games, coffee table book, collages and PowerPoints throughout the course. They are continually recording their observations. Lesson 22: Hellenistic Kingdoms: Introduction Lesson 28: The Age of Antiquities Lesson 29: Europe: The Celts Lesson 31: Europe: Charlemagne and the Feudal System Lesson 32: The Saxons and Old Germanic Tribes Lesson 34: Europe: The Reformation
		6.D.2.c Design and conduct surveys and oral histories	
	6.E.1 Organize information from non-print sources	6.E.1.a Prioritize information gathered according to importance and relevance	
		6.E.1.b Distinguish factual from fictional information	
		6.E.1.c Find relationships among gathered information	



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.E.1.d Display information on various types of graphic organizers, maps, and charts	Lesson 2: Map skills Lesson 5: The Fertile Crescent: Babylon Lesson 8: Ancient Israelites Lesson 10: Roots of Civilizations Lesson 11: Ancient India: Part 1 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 20: Greek Mythology, Epics, and Theatre Lesson 27: Rome: A Model for Modern-day US
		6.E.1.e Summarize information obtained from surveys and field work	
	6.E.2 Organize information from print sources	6.E.2.a Prioritize information gathered according to importance and relevance	
		6.E.2.b Determine the bias and reliability of a source	
		6.E.2.c Find relationships among gathered information	



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.E.2.d Construct various types of graphic organizers, maps, and charts to display information	Lesson 2: Map skills Lesson 5: The Fertile Crescent: Babylon Lesson 8: Ancient Israelites Lesson 10: Roots of Civilizations Lesson 11: Ancient India: Part 1 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 20: Greek Mythology, Epics, and Theatre Lesson 27: Rome: A Model for Modern-day US
	6.F.1 Interpret information from primary and secondary sources	6.F.1.a Interpret information in maps, charts and graphs	Lesson 2: Map skills Lesson 5: The Fertile Crescent: Babylon Lesson 8: Ancient Israelites Lesson 10: Roots of Civilizations Lesson 11: Ancient India: Part 1 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 20: Greek Mythology, Epics, and Theatre
		6.F.1.b Interpret information from field studies and surveys	
		6.F.1.c Analyze a document to determine point of view	



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.F.1.d Analyze the perspective of the author to determine if the document or topic is historically significant	
		6.F.1.e Identify bias and prejudice	
	6.F.2 Evaluate information from a variety of sources	6.F.2.a Compare information from a variety of sources	
		6.F.2.b Compare information to prior knowledge	
		6.F.2.c Determine the reliability of the document	
		6.F.2.d Compare ideas, models, systems, and perspectives	Lesson 27: Rome: A Model for Modern-day US
	6.F.3 Synthesize information from a variety of sources	6.F.3.a Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details	Lesson 7: Ancient Egypt: Part 2 Lesson 28: Age of Antiquities
		6.F.3.b Reconstruct the arguments of issues or events	
		6.F.3.c Assess the costs and benefits of alternatives	
		6.F.3.d Modify understandings of social studies concepts and trend	
		6.F.3.e Verify or change prior understandings based on new information	
	6.G.1 Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources	6.G.1.a Present social studies information in a variety ways, such as mock trials, simulations, debates, and skits	
		6.G.1.b Engage in civic participation and public discourse	



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.G.1.c Use effective speaking techniques to deliver narrative, persuasive, and research presentations	
	6.G.2 Use historic contexts to answer questions	6.G.2.a Use historically accurate resources to answer questions, make predictions, and support ideas	Lesson 18: The Ancient World in the East Lesson 26: Ancient Rome: The Roman Empire Lesson 32: Europe: The Saxons and Old Germanic Tribes Lesson 36: Culminating Project
		6.G.2.b Explain why historic interpretations vary and are subject to change	
		6.G.2.c Construct a sound historical interpretation	Lesson 18: The Ancient World in the East Lesson 22: Hellenistic Kingdoms: Introduction Lesson 32: Europe: The Saxons and Old Germanic Tribes Lesson 36: Culminating Project
		6.G.2.d Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions	
	6.G.3 Use current events/issues to answer questions	6.G.3.a Summarize the main points of an issue explaining different viewpoints	Lesson 20: Greek Mythology, Epics, and Theatre



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Strand	Common Curriculum Goal	Standard	Lesson Name
		6.G.3.b Make a decision based on the analysis of issues and evaluate the consequences of these decisions	Lesson 20: Greek Mythology, Epics, and Theatre
		6.G.3.c Identify and formulate a position on a course of action or an issue	Lesson 20: Greek Mythology, Epics, and Theatre
		6.G.3.d Propose and justify solutions to social studies problems	Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai
		6.G.3.e Use media resources to deliberate and advocate issues and policy	