

# School Wide Benchmark Assessment Plan

## 6<sup>th</sup> Grade History Standards

Test 1 September  
Test 2 November

Test 3 January  
Test 4 March

Test	Standard	World History & Geography: Ancient Civilizations	# of STAR	World History & Geography: Ancient Civilizations
		Essential History Standards	Items	Kid Friendly Standards
		Ancient Civilizations	16	Ancient Civilizations
1	6.1	<p>Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ul style="list-style-type: none"> <li>▪ Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</li> </ul>	1	I can describe the physical locations and way of life of peoples living from the Paleolithic Era to the agricultural revolution.
1	6.2	<p>Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ul style="list-style-type: none"> <li>▪ Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</li> <li>▪ Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</li> <li>▪ Know the significance of Hammurabi's Code.</li> <li>▪ Discuss the main features of Egyptian art and architecture.</li> </ul>	2	I can describe the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
2	6.5	<p>Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ul style="list-style-type: none"> <li>▪ Outline the social structure of the caste system.</li> <li>▪ Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.</li> <li>▪ Discuss important aesthetic and intellectual traditions.</li> </ul>	2	I can describe the geographic, political, economic, religious, and social structures of the early civilizations of India.
2	6.6	<p>Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ul style="list-style-type: none"> <li>▪ Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</li> <li>▪ List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</li> <li>▪ Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</li> </ul>	2	I can describe the geographic, political, economic, religious, and social structures of the early civilizations of China.

		<ul style="list-style-type: none"> <li>▪ Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</li> </ul>		
3	6.3	<p>Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ul style="list-style-type: none"> <li>▪ Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.</li> <li>▪ Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.</li> <li>▪ Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.</li> </ul>	3	I can describe the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
3	6.4	<p>Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.</p> <ul style="list-style-type: none"> <li>▪ Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship.</li> <li>▪ State the key differences between Athenian, or direct, democracy and representative democracy.</li> <li>▪ Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>.</li> <li>▪ Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</li> <li>▪ Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.</li> <li>▪ Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</li> </ul>	3	I can describe the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.
4	10.7	<p>Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ul style="list-style-type: none"> <li>▪ Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.</li> <li>▪ Describe the government of the Roman Republic and its significance.</li> </ul>	3	I can describe the geographic, political, economic, religious, and social structures during the development of Rome.

		<ul style="list-style-type: none"><li>▪ Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</li><li>▪ Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs.</li><li>▪ Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</li></ul>		
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