

# Grade 6

Adopted 2023

## Anchor Standards

### Civics and Government

1. Identify what political power is and who has political power in a society. **CG.P.1**
  2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. **CG.P.2**
  3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. **CG.P.3**
  4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. **CG.P.4**
1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. **CG.RL.1**
  2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. **CG.RL.2**
  3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. **CG.RL.3**
  4. Argue how rules and laws can be used to create an equitable society. **CG.RL.4**
1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. **CG.RR.1**
  2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. **CG.RR.2**
  3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. **CG.RR.3**
  4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. **CG.RR.4**

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## History

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. **H.CC.1**
  2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. **H.CC.2**
  3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. **H.CC.3**
  4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. **H.CC.4**
1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. **H.HP.1**
  2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. **H.HP.2**
  3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. **H.HP.3**
  4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. **H.HP.4**
1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. **H.IG.1**
  2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. **H.IG.2**
  3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. **H.IG.3**
  4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. **H.IG.4**

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## Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. **H.HSP.1**
  2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. **H.HSP.2**
  3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. **H.HSP.3**
  4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. **H.HSP.4**
1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. **G.HPE.1**
  2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. **G.HPE.2**
  3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. **G.HPE.3**
  4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. **G.HPE.4**
1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. **G.WST.1**
  2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. **G.WST.2**
  3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. **G.WST.3**
  4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. **G.WST.4**

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## Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. [E.SA.1](#)
  2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. [E.SA.2](#)
  3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. [E.SA.3](#)
  4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. [E.SA.4](#)
1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. [E.PC.1](#)
  2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities [E.PC.2](#)
  3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. [E.PC.3](#)
  4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. [E.PC.4](#)
1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. [E.EG.1](#)
  2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. [E.EG.2](#)
  3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. [E.EG.3](#)
  4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. [E.EG.4](#)
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## Content Standards

### Grade 6 - Ancient to Medieval World History and Geography

1. Analyze the jobs and necessary skills of people who study the past. **SS6.1.1**
  - a. Explain ways geographers study the Earth, its land, features, and inhabitants to understand the relationship between humans and planet earth, and identify the tools that they use **SS6.1.1.A**
  - b. Explain ways archeologists study the physical evidence left behind by humans to understand human culture, and identify the tools that they use **SS6.1.1.B**
  - c. Explain ways anthropologists work with people today to learn about their cultures and histories **SS6.1.1.C**
  - d. Explain the approaches historians use to analyze and interpret the past using primary and secondary sources, and analyze the advantages and disadvantages of those approaches **SS6.1.1.D**
  - e. Analyze similarities and differences in the ways that geographers, archeologists, anthropologists, and historians work to identify primary sources and artifacts, analyze evidence, and construct interpretations of the past **SS6.1.1.E**
2. Analyze the sources scholars use to study the past. **SS6.1.2**
  - a. Identify types of primary sources, and analyze ways that scholars use them to study the past **SS6.1.2.A**
  - b. Identify types of secondary sources, and analyze ways that scholars use them to study the past **SS6.1.2.B**
  - c. Analyze the importance of using oral traditions when studying history **SS6.1.2.C**
  - d. Analyze the challenges in using primary and secondary sources (e.g., contextualization, corroboration, bias) **SS6.1.2.D**
3. Explain the scale of time from today back to early humans. **SS6.1.3**
  - a. Identify ways to express the scale of time (e.g., decade, age, era, century, millennium, BCE, CE) and explain why times periods are named differently in different contexts **SS6.1.3.A**
  - b. Identify terms for historical periods (e.g., Paleolithic Era, Neolithic Era, Before Common Era, Common Era) and the time we are living in now **SS6.1.3.B**
  - c. Identify linear and comparative timelines, and explain how to read and use them **SS6.1.3.C**
1. Analyze the development of early humans and the characteristics of early human societies. **SS6.2.1**
  - a. Identify major geographical features around the world (e.g., climate zones, bodies of water, mountains, deserts) **SS6.2.1.A**
  - b. Explain environmental changes that shaped the earth, and analyze how they allowed for the growth and development of human life **SS6.2.1.B**
  - c. Identify significant archeological sites and their locations, the techniques used to obtain those findings, and analyze the types of evidence found of human ancestors and their evolution **SS6.2.1.C**

- d. Analyze the reasons human groups moved around the globe and identify the locations of those movements [SS6.2.1.D](#)
  - e. Explain the differences between Homo habilis, Homo erectus, Neanderthals, and Homo sapiens [SS6.2.1.E](#)
  - f. Explain reasons that human ancestor lines transformed and replaced other hominid lines [SS6.2.1.F](#)
  - g. Identify the characteristics of early Homo sapiens (e.g., art, language, religion), and explain how these characteristics lead to our understanding of how they lived and how culture developed [SS6.2.1.G](#)
2. Analyze the lifeways and characteristics of early world societies and their expansion into the Americas. [SS6.2.2](#)
- a. Explain lifeways of early societies (e.g., Hunter-Gatherer, Nomadic, permanent civilization), and identify their locations around the world [SS6.2.2.A](#)
  - b. Analyze cultural characteristics of early societies around the world (e.g., language, art, technology, social structure) [SS6.2.2.B](#)
  - c. Explain the migration of people from Asia to the Americas [SS6.2.2.C](#)
  - d. Identify the location of early hunter gatherer societies in the Americas, and analyze the roles of geography and environment on their settlement and development [SS6.2.2.D](#)
3. Analyze the development of complex societies, their characteristics, and interactions with one another. [SS6.2.3](#)
- a. Identify the characteristics of a complex society (e.g., economy that produces food surplus and ability to store food surplus, specialized jobs, systems for government, religion, art, technology) and analyze how those characteristics influenced social life [SS6.2.3.A](#)
  - b. Analyze the impacts of the development of agriculture and herding on populations [SS6.2.3.B](#)
  - c. Analyze the interaction between and spread of complex societies (e.g., migration, trade, agriculture, exchange of culture and/or language, religious conversion, colonization) [SS6.2.3.C](#)
  - d. Explain the significance of the Fertile Crescent, identify its location, and analyze the role of natural resources in its development [SS6.2.3.D](#)
  - e. Analyze the influence of geography on the development of the social, economic, and political structure of Indigenous civilizations in the Americas [SS6.2.3.E](#)
1. Analyze the development of early cities, states, and empires, and the role of trade between the entities. [SS6.3.1](#)
- a. Analyze the environmental developments that accompanied the rise of urban river basin societies (e.g., reliable water source, irrigation, warmer weather with expanded growing seasons, richer soil for agriculture) [SS6.3.1.A](#)
  - b. Identify early river cities on a map (e.g., Mesopotamia, Old Kingdom Egypt, Indus Valley, Yellow and Yangzi River basin), and analyze their government structures, leaders, laws, economic systems, religion and belief systems, social hierarchies,





- d. Argue the impacts of Hinduism, Judaism, Buddhism, Christianity, and Islam on the development of societies and cultures [SS6.6.1.D](#)
  - e. Argue the ways Hinduism, Judaism, Buddhism, Christianity, and Islam continue to influence society and culture today [SS6.6.1.E](#)
2. Argue the influences of other belief systems throughout the ancient world on society and culture. [SS6.6.2](#)
- a. Explain the beliefs and religious practices of Bantus of Sub-Saharan Africa, Teotihuacanos of Mesoamerica, and Mayans in the Yucatan and their development, and analyze how they changed over time (e.g., central teachings, influence of the environment on teachings, social stratification within the religion, religious texts, religious observations) [SS6.6.2.A](#)
  - b. Analyze the history and growth of the Bantus of Sub-Saharan Africa, Teotihuacan of Mesoamerica, and Mayans in the Yucatan, and argue the role of political unity on their development [SS6.6.2.B](#)
  - c. Argue the impacts of Bantus of Sub-Saharan Africa, Teotihuacan of Mesoamerica, and Mayans in the Yucatan on society and culture [SS6.6.2.C](#)
1. Argue the impact of the expansion of territorial influence across Afro-Eurasian regions from 300-1300 CE. [SS6.7.1](#)
- a. Analyze agricultural changes across Africa, Europe, and Asia from 300-600 CE, and argue the impacts on people and population numbers [SS6.7.1.A](#)
  - b. Analyze the reasons for the growth of commercial cities such as Alexandria and Cairo in Egypt, Quilon in India, Melaka in Malaysia, and Quanzhou in China (e.g., new maritime technologies and empire expansion), and argue the impact of their growth [SS6.7.1.B](#)
  - c. Analyze the influence of trade on the development of early sub-Saharan African states and societies including the Kingdom of Axum, Swahili coastal societies, and Timbuktu in West Africa [SS6.7.1.C](#)
  - d. Analyze the cause and course of the Tang Dynasty's expansion into Korea and Japan, and argue its impact on those cultures [SS6.7.1.D](#)
  - e. Explain the Black Death, and argue how its impacts were felt across Africa, Europe, and Asia [SS6.7.1.E](#)
2. Argue the impact of the expansion of religion across Afro-Eurasian regions from 300-1300 CE. [SS6.7.2](#)
- a. Analyze the decentralization and spread of Islam in places such as Cordoba in Spain, Ghana in West Africa, and Baghdad in Central Asia, and argue the impacts of its growing influence and division [SS6.7.2.A](#)
  - b. Analyze the spread of Christianity across Africa, Europe, and Asia including the role of the Vikings, Charlemagne, the Roman Catholic Church, the Greek Orthodox Church, and the Crusades, and argue its political and cultural impacts on societies [SS6.7.2.B](#)
  - c. Explain the philosophy of Confucianism, analyze its spread across Asia, and argue its impact [SS6.7.2.C](#)