

World Civilization: _____ <i>(the civilization you are studying for this unit)</i>	Unit	CHECKPOINT		
		1	2	3

World Civilizations: History, geography, culture, government, citizenship, and economics will be studied for each civilization. The student compares and contrasts early peoples and societies including, but not limited to: Ancient Egypt, Mesopotamia, Ancient India, China, Ancient Greece, Ancient Rome, Arabia, Ancient America, and Medieval Europe.

Catholic Identity Standards (Ways to Grow)	
6.1A	recognize that every human life is sacred because each person is created and loved by God*
6.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
6.1C	recognize and oppose unjust social structures and work toward justice for all*
6.1D	see God at work in all things and as expressed in the sacraments*
6.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
6.2A use valid primary and secondary sources				
6.2B select and describe beautiful artifacts from different times and cultures*				

History	Unit	CHECKPOINT		
		1	2	3
6.3 History. The student understands that historical events, individuals, and groups from various cultures influence events. The student will describe how history begins and ends in God and how history has a religious dimension.*				

History of the Region		Unit	CHECKPOINT		
			1	2	3
6.3A	analyze the historical background of various ancient and medieval societies to evaluate relationships between conflicts and conditions				
6.3A.1	describe the societies of ancient and medieval peoples				
6.3A.2	analyze the conflicts within and among ancient civilizations				
6.3A.3	explain how ancient empires grew and expanded				
6.3A.4	describe how the geography of regions affected historical events				
6.3A.5	describe how the economics of ancient cultures affected historical events				
6.3A.6	analyze the effect of the growth of Christianity on early cultures				
6.3A.7	describe the movements of the Middle Ages: Renaissance, Reformation (civilization - religion, art, etc.)				
6.3A.8	identify essential dates, persons, places, and facts relevant to the Catholic Church*				

Geography		Unit	CHECKPOINT		
			1	2	3
6.4	Geography and culture. The student understands the factors that influence the location, the characteristics of locations of various societies, and the impact of interactions between people and the physical environment.				
Physical Geography					
6.4A	demonstrate an understanding of location and place in ancient and medieval cultures				
6.4A.1	describe the geography of ancient and medieval civilizations				
6.4A.2	identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions				
6.4A.3	create maps of the ancient world with absolute and/or relative positions of countries studied				
Human Geography					
6.4B	explain the geographic factors responsible for patterns of population and economic activities in places and regions				
6.4B.1	explain ways in which human migration influences the character of places and regions				
6.4B.2	compare and contrast the ways people, products, and ideas are moved across the world within, between, and among ancient and modern societies				
6.4B.3	identify and analyze ways people have adapted to or modified the physical environment				
6.4B.4	describe how technology (tools and processes) changed the way people lived				

Culture		Unit	CHECKPOINT		
			1	2	3
6.4	Geography and culture. The student understands the similarities and differences within and among cultures in various ancient and medieval societies, including the relationships among religion, philosophy, and culture.				
Comparing Societies					
6.4C	evaluate similarities and differences in cultures				
6.4C.1	describe the cultures of ancient and medieval societies (language, literature, spiritual beliefs, government, arts, etc.)				
6.4C.2	examine how history can assist in the acquisition of values and virtues*				
Contributions of Societies					
6.4D	evaluate the contributions of ancient and medieval societies to subsequent societies				
6.4D.1	identify belief systems, music, art, and language that contributed to understanding between ancient and medieval societies				
6.4D.2	list the contributions of ancient and medieval cultures to subsequent cultures				
Social Groups and Institutions					
6.4E	describe and analyze social groups and institutions				
6.4E.1	analyze how ancient and medieval peoples encouraged unity and dealt with diversity to maintain order and security				
6.4E.2	identify human rights issues in ancient and medieval societies such as the treatment of children, religious groups, and effects of war and compare them with modern events				
6.4E.3	identify the values that have informed particular societies and how they correlate with Catholic teaching*				

Government		Unit	CHECKPOINT		
			1	2	3
6.5	Government and citizenship. The student understands various ways in which people organize governments.				
Government of the Region					
6.5A	compare ways in which various ancient and medieval societies organized government and how they functioned				
6.5A.1	describe ancient governments and/or political systems (republics, empires, feudalism, etc.)				
6.5A.2	identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups				
6.5A.3	identify historical origins of democratic forms of government				

Citizenship		Unit	CHECKPOINT		
			1	2	3
6.5	Government and citizenship. The student understands that the nature of citizenship varies among societies.				
Roles of Citizens					
6.5B	describe and compare roles and responsibilities of citizens in various ancient and medieval societies				
6.5B.1	identify and explain the variation of civic participation in different societies				

Economics		Unit	CHECKPOINT		
			1	2	3
6.6	Economics. The student understands the factors in a society's economy. The student will explain how beliefs about God, humanity, and material things affect behavior.*				
Economics of the Region					
6.6A	compare and contrast economies in various ancient and medieval societies				
6.6A.1	describe the goods and services produced and distributed in ancient and medieval societies				
6.6A.2	describe how ancient and medieval economic systems worked				
6.6A.3	describe the change from bartering to currency in ancient societies				
6.6A.4	evaluate the effects of ancient and medieval economic systems (including taxation) on modern economics				
6.6A.5	explain how trade affects the relationship of nations with their trading partners				
6.6A.6	explain how climate and geographic location affect economy (what is traded, how trade takes place, growth of cities)				
6.6A.7	evaluate the way the economic systems of ancient and medieval societies affected the common good				

Learning Process Standards (Ways to Show)		Unit	CHECKPOINT		
			1	2	3
6.2C	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
6.2D	organize, create, and interpret information				
6.2E	identify the historical context of an event				