

Subject: Social Studies		Grade: 6	Strand: History
Standard: 6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. <i>Examples: Greek, Roman, Mayan, Inca, and Aztec civilizations</i>			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Analyze specific examples of achievements of the Greeks, Romans, Mayas, Aztecs, and Incas.	Sample Task(s) Student can analyze the story of Hernán Cortés and explain how it led to the decline of the Aztec civilization. *similar tasks for each of the ancient civilizations	
	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> Summarize the rise, decline, and cultural achievements of the Greeks, Romans, Mayas, Aztecs, and Incas. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s) Students can use a timeline to summarize the rise, decline, and cultural achievements of the Roman civilization. *similar tasks for each of the ancient civilizations	
	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> Match the Greeks to Greece, the Romans to Rome (Italy), at Mayas and Aztecs to Mexico, and the Incas to Peru. Match achievements to the civilization. 	Sample Task(s) Matching the civilization to the location on the map. Matching question- achievements such as democracy to Greece, an example of STEM (arches, aqueducts, etc.) to Rome, the ball game to Mayas, pyramids to Aztecs, Machu Picchu to Peru.	
	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: Social Studies	Grade: 6	Strand: History
Standard: 6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. <i>Examples: Feudal system, manorial system, rise of kingdoms and empires, and religious institutions</i>		
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <ul style="list-style-type: none"> ● Compare, contrast, & connect the lives of different people on the feudal pyramid using specific examples. ● Synthesize how manor & castles communities evolved into cities and towns. ● Explain how guilds led to the development of the middle class and the end of feudalism. ● Make connections between modern religious conflicts and the Middle Ages. ● Analyze the Magna Carta as an example of limits on monarchy & leading to American Revolution. ● Compare the spread of Black Death to modern diseases. 	<p style="text-align: center;">Sample Task(s)</p> <p>Write a paragraph explaining how the story of A Knight’s Tale shows what happens to people at different levels of society.</p> <p>Discuss the end of the video “Castle” and how towns and cities grew out of the castle and the manor..</p> <p>MC question- barter economy in Paris (guilds).</p> <p>Discussion in class comparing religious current events to the Crusades or other topics related to the Christian Church in the Middle Ages.</p> <p>Discuss how the actions of Prince John in the movie Robin Hood led to the Magna Carta, limiting the power of the monarch.</p> <p>History Mystery simulation comparing the Black Death to modern plagues and diseases such as Ebola.</p>
	3.5	<p><i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i></p>
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> ● Explain how barbarian tribes contributed to the fall of the Roman empire. ● Classify the levels of the feudal pyramid. ● Identify manorialism as part of the medieval community. ● Investigate examples of medieval jobs. ● Explain how the church was important in the Middle Ages and how the Crusades were an example. ● Identify examples of specific monarchs- Charlemagne, William the Conqueror, Richard the Lionhearted, King John. ● Compare scientific causes of the Black Death. 	<p style="text-align: center;">Sample Task(s)</p> <ul style="list-style-type: none"> ● Explain how barbarians used weapons to conquer Rome, after watching a video. ● Arrange the 4 people groups of the Feudal Pyramid into the correct leveled order. ● Draw and label the parts of a medieval manor. Castle STEM project- 10 or more parts (interview with teacher). ● List examples of 3 medieval jobs. ● MC questions about the Crusades and the Church.

	The student is consistently able to apply the grade level concepts and skills above.	<ul style="list-style-type: none"> ● List 2 specific medieval monarchs. ● Compare and contrast bubonic plague with pneumonic plague.
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>	
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Identify barbarian tribes in the Dark Ages. ● Name the people on different levels of the feudal pyramid ● Label parts of a manor and castle. ● Define “guild”. ● Identify examples of the importance of Christianity in the Middle Ages. ● Define the word “monarchy”. ● Recognize that the Black Death was a medieval disease. 	Sample Task(s)
		<ul style="list-style-type: none"> ● Looking at a map of medieval Europe, locate 2 barbarian tribes. ● Name the 4 different levels of the feudal pyramid. ● Castle STEM project- less than 10 parts of a castle included (interview with teacher) ● MC question- define “guild”. ● MC questions about Christianity. ● Write a synonym for ‘monarchy’. ● Explain how and why the disease “Black Death” was also called “Bubonic Plague” (short answer)
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Social Studies		Grade: 6	Strand: History
<p>Standard: 6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe. <i>Examples: Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei</i></p>			
4.0	<p>Student demonstrates a deep understanding by consistently extending work beyond Level 3.</p> <p>Analyze the artwork, literature, or scientific discovery of a specific artist, writer, or scientist as an example of the Renaissance.</p>	Sample Task(s)	
		Short essay analyzing a specific Renaissance achievement (from the TMNA project).	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	<p>The student demonstrates proficiency on the grade level standard by:</p> <ul style="list-style-type: none"> ● Demonstrate the “rebirth” of the Renaissance by naming examples of specific artists, authors, and scientists. <p>The student is consistently able to apply the grade level concepts and skills above.</p>	Sample Task(s)	
		Teenage Mutant Ninja Artist research project and Thinglink poster	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> ● Define the Renaissance= rebirth. ● Identify key Renaissance people. ● Identify the Scientific method as a key Renaissance idea. 	Sample Task(s)	
		Fill in a chart about a reading on the Renaissance, using specific text evidence to cite examples of specific artists, authors, and scientists.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: Social Studies		Grade: 6	Strand: History
Standard: 6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world. <i>Examples: The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery, Columbus' search for India</i>			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)	
	Analyze the outcome of an explorer on the native population that he conquered.	Age of Exploration rap project	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by:	Sample Task(s)	
	<ul style="list-style-type: none"> ● Identify patterns of exploration by country while looking at an exploration map. ● Connect the explorer to the civilization that they conquered. ● Classify products of the Columbian Exchange as Old World or New World. The student is consistently able to apply the grade level concepts and skills above.	Exploration map interactive with questions. Matching question- explorers and civilizations. Looking at a map, sort products into Old World and New World.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills:	Sample Task(s)	
	<ul style="list-style-type: none"> ● "Reads" a map of exploration. ● Name explorers. ● Define "Columbian Exchange". 	Looking at a map of the Age of Exploration, name explorers and countries. Short answer- define the word "exchange" and give an example of the Columbian Exchange.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: Social Studies		Grade: 6	Strand: Government
Standard: 6.1.16 Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance. <i>Examples: Liberalism, conservatism, nationalism, socialism, communism, fascism and popular sovereignty</i>			
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4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)	
	Explain the significance of technological advances such as trench warfare, the Atomic Bomb, and the Space Race as part of WWI, WWII, and the Cold War..	Create a timeline of technological advances and STEM examples.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by:	Sample Task(s)	
	<ul style="list-style-type: none"> ● Identify the M.A.I.N. beliefs involved with WWI. ● Identify Hitler, Mussolini, Churchill, and FDR as individuals involved with WWII. ● Identify the two contrasting political/economic systems of the Cold War. The student is consistently able to apply the grade level concepts and skills above.	Explain the M.A.I.N. acronym. Video- WWII leaders- graphic organizer. Space Race video notes & STEM projects.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills:	Sample Task(s)	
	<ul style="list-style-type: none"> ● Recognize events and individuals as being a part of WWI, WWII, or the Cold War. 	Sort events and individuals on a SMARTboard game.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: Social Studies		Grade: 6	Strand: Government
Standard: 6.2.1 Compare and contrast major forms of governments in Europe and the Americas throughout history.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. <ul style="list-style-type: none"> Analyze the similarities and differences between democracies in ancient Greece, Rome, and the United States. 	Sample Task(s)	
		Draw stick figures to represent the similarities and differences between an indirect democracy in ancient Greece, a Roman republic, and the American representative democracy.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> Compare and contrast major forms of governments in Europe and the Americas throughout history. Identify specific examples of leaders or characteristics for each form of government. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		Student can match vocabulary definitions for the terms <i>democracy, republic, monarchy, dictator, and fascism.</i> Student can list examples of the location of a specific historical government, such as an Aztec or English monarchy, or an American and Roman republic.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> Distinguish between different major forms of governments. 	Sample Task(s)	
		Student can define the terms “government”, “democracy”, “republic”, “monarchy” by matching or MC questions.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: Social Studies		Grade: 6	Strand: Geography
Standard: 6.3.1 Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Locate the key countries countries and capitals on the map of Europe and the Americas.	Sample Task(s)	
		Given a political map, students can identify all of the key countries in Europe by either capital city or country. *similar task for the Americas	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Match key countries to their capital cities. ● Locate key countries on a world map. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		Match the capital city to the country, given latitude and longitude coordinates. Ex. London, Paris, Rome, Washington D.C., Ontario, Athens. Locate key countries on a blank world map, given a list to choose from. Ex.- Italy, France, United States, Canada, Russia, England.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Locate the Americas and Europe on a world map. ● Recognize how capitals are marked on a map. ● Identify key countries on a map. 	Sample Task(s)	
		Label North America, South America, and Europe on a blank map. Name the capitals of countries on a map as marked by a star. Identify key countries on a continental map by their shape.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: Social Studies		Grade: 6	Strand: Geography
Standard: 6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3 Produce a physical map of Europe or the Americas using STEM skills.	Sample Task(s)	
		Alternative to remediation worksheets for those who have mastered the sample tasks below- create a 3-D or digital map model.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Describe specific major physical characteristics of regions in Europe and the Americas. ● Compare specific major physical characteristics of regions in Europe and the Americas. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		Describe characteristics, such as rain forest, tundra, and Mediterranean climate, in a multiple choice or map matching format. Identify the physical characteristics of specific countries in Europe and the Americas, such as the rain forest in Brazil, Mediterranean climate in Italy, tundra in Canada, on a map.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Define vocabulary terms related to physical characteristics, such as mountain, river, sea, peninsula, etc. ● Divide Europe and the Americas into geographic regions based on physical characteristics. 	Sample Task(s)	
		Match geography terms to pictures on a bingo game. Match the geographic regions of Europe and the Americas to a map.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: Social Studies		Grade: 6	Strand: Geography
Standard: 6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Americas.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Analyze the cultural history of a specific region on Europe or the Americas.	Sample Task(s)	
		Oral discussion about Latin languages Scavenger hunt- bilingualism in advertisements from Quebec	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Describe specific major cultural characteristics of regions in Europe and the Americas. ● Compare specific major cultural characteristics of regions in Europe and the Americas. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		Canada ABC chart Language map of the Americas Compare Western and Eastern European countries based on their history and culture. Ex.- can differentiate between the history and cultures of Great Britain and Russia given a set of characteristics.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Define vocabulary terms related to cultural characteristics, such as language, religion, foods. ● Divide Europe and the Americas into cultural regions. 	Sample Task(s)	
		Match vocabulary terms such as language, religion, food to a list of definitions and examples. Divide Europe and the Americas into cultural regions on a map, such as Latin America and Western Europe.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		

0.0	There is no evidence of success on the foundational concepts and skills, even with support.	
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Subject: Social Studies	Grade: 6	Strand: Geography
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Standard: 6.3.11 Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.

4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>	
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● Explain how archaeology and anthropology contribute to our understanding of societies in the past and present by giving examples from ancient cultures. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)
		Explain how the ancient city of Troy was “dug up” as an example of archaeology; give examples of Greek culture as an example of anthropology. Sort examples from ancient cultures into “archaeology” or “anthropology”.
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>	
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Define archaeology. ● Define anthropology. 	Sample Task(s)
		Write a simple definition for archaeology. Write a simple definition for anthropology.
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	

0.0	There is no evidence of success on the foundational concepts and skills, even with support.	
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Subject: Social Studies	Grade: 6	Strand: Geography
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Standard: 6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas.

4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Analyze examples of ancient currency from different countries as an example of how trade has developed over time.	Sample Task(s)
		Oral report- explain examples of currency to the class
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>	
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> ● 6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas. 	Sample Task(s)
	The student is consistently able to apply the grade level concepts and skills above.	Explain how trade changed from barter to merchants during the Middle Ages.
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>	
2.0	The student is demonstrating success on the following foundational concepts and skills: <ul style="list-style-type: none"> ● Define trade. 	Sample Task(s)
		Match definitions related to trade, such as barter, currency, and merchants.
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: Social Studies		Grade: 6	Strand: Economics
Standard: 6.4.4 Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)	
	Design a visual representation of an economic system.	Create a poster using technology to teach the economic system to next year's students.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by:	Sample Task(s)	
	<ul style="list-style-type: none"> • Describe different economic systems. • Describe how different economic systems decide what, how, and for whom to produce. <p>The student is consistently able to apply the grade level concepts and skills above.</p>	<p>Write a simple definition for capitalism and communism as economic systems.</p> <p>Match economic systems to how they decide what, how, and for whom to produce.</p>	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills:	Sample Task(s)	
	<ul style="list-style-type: none"> • Define key vocabulary terms such as economy, traditional economy, command economy, market economy, mixed economy, production. • Identify examples of historical economic systems. 	<p>Draw a simple picture example for key vocabulary terms.</p> <p>Identify that the Dark Ages was a barter system, but the end of the Middle Ages was a merchant system; identify that the Soviet Union was a communist system.</p>	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		