



Shakopee Area Catholic School  
Social Studies Standards and Benchmarks  
Grade Level: 6  
Minnesota Geography and History

**History**

Students will understand key influences which shaped the state of Minnesota.

1. Explain how archaeologists learn about life before written history.
2. Describe what life was like for the first Minnesotans.
3. Understand the culture of native American groups located in Minnesota.
4. Identify some of Minnesota's early explorers.
5. Relate key influences in Minnesota's early development.
6. Explain what key influences affected Minnesota becoming a territory and later a state.

Students will develop a mental timeline of Minnesota.

1. Demonstrate how to place key influences on a timeline.
2. Summarize Minnesota's role in the chronology of United States History.

Students will create a research paper for the class about famous Minnesotans.

1. Conduct research on one famous Minnesotan.
2. Organize research information.
3. Create a format for project on famous Minnesotans

**Geography**

Students will develop a mental map of Minnesota.

1. Explain how Minnesota's landforms were shaped.
2. Explain how Minnesota's land and climate has changed over time.
3. Relate what physical features make up the boundaries of Minnesota.
4. Locate key geographic features on a map of Minnesota.
5. Locate major cities on a map of Minnesota.
6. Demonstrate the ability to use directions, latitude and longitude, map grid, scale, and legend on a map.

**Civics and Government**

Students will describe the politics and government in Minnesota.

1. Explore the origins of Minnesota government.
2. Explain how Minnesota's state government is organized.

### **Economics**

Students will express an understanding of economics in Minnesota.

1. Explain how the fur trade worked.
2. Identify industries, consumer goods and inventions in Minnesota history.
3. Describe the development of Minnesota cities and any problems that arose in urban areas.

### **Psychology**

Students will differentiate between the religious and cultural beliefs of the people in Minnesota.

1. Define what was important to various groups in Minnesota over time.
2. Describe the challenges for immigrants to Minnesota from different times in Minnesota history.
3. Analyze the motivations of the people who inhabited Minnesota over time.



Shakopee Area Catholic School

Art Standards and Benchmarks

Grade Level: 6

Ancient Civilizations

(Mesopotamia, Egypt, Greece, Rome, Middle Ages, Vikings)

### **History**

Students will identify key influences which shaped ancient civilizations.

1. Describe how and where civilizations were formed.
2. Relate information about cultures (beliefs, values, accepted behaviors, and environment) of ancient civilizations.
3. Appraise the daily life of people in ancient civilizations.
4. Relate the key people, events, inventions, and discoveries that impacted ancient civilizations.
5. Demonstrate a working vocabulary of ancient civilizations.

Students will develop a mental timeline of ancient civilizations.

1. Demonstrate how to place key influences on a timeline.
2. Relate key influences in ancient civilizations to cause and effect.
3. Explain what life was like when a key influence occurred.

Students will create a presentation for the class about ancient civilizations.

1. Conduct research on one aspect of an ancient civilization.
2. Organize research information.
3. Create an information format for presentation

### **Geography**

Students will develop a mental map of the world.

1. Compare and interpret maps, charts, models, and graphs which show views of ancient civilizations.
2. Analyze maps which show key information about ancient civilizations.
3. Locate where ancient civilizations were located on a map.
4. Locate key geographic features on a map

Students will demonstrate an understanding of how geographic features impacted all aspects of life in ancient civilizations and the middle ages.

1. Explain why people in some cultures engaged in different activities than others.
2. Analyze the importance of geographic features to the economic activities of a culture.
3. Evaluate why the sea was important to some cultures.

## **Civics and Government**

Students will develop an understanding of citizenship and its rights and responsibilities.

1. Develop abilities and dispositions to participate in civic life.
2. Compare and contrast types of governments.
3. Compare ancient governments with governments today.
4. Experience the voting process.

Students will compare the governments of ancient civilizations.

1. Create a code of written behavior.
2. Describe the different levels in the social pyramid of ancient civilizations.
3. Describe the legacy of ancient cultures on more current governments.
4. Explain how governments and rulers impact a nation's success or downfall.

## **Economics**

Students will describe the economics of ancient civilizations.

1. Explain how learning to farm changed the way early people lived.
2. Describe how geographical features impacted trade in ancient civilizations.
3. Outline the major changes that occurred in the economy of Europe during the Middle Ages.

## **Psychology**

Students will explain the religious and cultural beliefs of the people in ancient civilizations.

1. Describe the importance to society of having a code or set of written rules.
2. Summarize the basic beliefs of ancient civilizations' religions.
3. Compare and contrast leadership styles of ancient rulers.