



Parent Guide to Kansas Standards for History, Government, and Social Studies for

6th Grade: Ancient World History

Mission Statement:

The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

- An informed citizen possesses the knowledge needed to understand contemporary political, economic, and social issues.
- A thoughtful citizen applies higher order thinking skills to make connections between the past, present, and future in order to understand, anticipate, respond to, and solve problems.
- An engaged citizen collaborates, contributes, compromises, and participates as an active member of a community.

At this grade level . . .

The course covers the time period from the birth of the river civilizations to the Middle Ages in Europe. Students will examine the impact of geography on the development of civilizations. They will investigate major religions and their impact on governments, society, and culture. The course will include an examination of the spread and transformation of culture and ideas across these regions. Students will draw conclusions about the significance of various civilizations and their connection to events, ideas, and culture today.

History, Government, and Social Studies Standards

1. Choices have consequences
2. Individuals have rights and responsibilities
3. Societies are shaped by beliefs, ideas, and diversity
4. Societies experience continuity and change over time
5. Relationships between people, places, ideas, and environments are dynamic

These standards outline the expectations for Kansas students in all classes and courses in History/Government/Social Studies (HGSS). These standards and expectations lay out the skills and knowledge that are being developed through the curriculum and instruction of your local school district.

Students should be learning to . . .

- Analyze and interpret a variety of texts and media
- Discuss the significance of the author of a document and communicate its importance in historical terms
- Discuss why the time and place a document was written is important in understanding history
- Demonstrate their understanding by categorizing the causes and impact of significant events
- Identify the relevance of sources to a particular inquiry
- Demonstrate the connection to personal interest, civic virtue, and democratic principles in their own lives
- Use a criteria to make judgments about particular issues and to take positions on those issues
- Clearly state their position on an issue and communicate that position, with argument, to policy makers
- Work cooperatively to build coalitions, negotiate, compromise, and build consensus
- Demonstrate understanding of the relationship between local environment, and human political and economic activity
- Make reasoned judgments and analysis to solve authentic real life economic problems
- Answer questions and construct knowledge in order to make connection to the real world
- Make a claim and support it with evidence and argument

Topics that may be discussed . . .

Civilizations	Social Structures	Types of Government
Agriculture	Dynasties	Engineering
Religion	Democracy	Architecture
Empires	Republics	Civil Law
Ancient Beliefs	Philosophy	