



# Mind Missions®

## Arkansas

### 6th Grade Standards Alignment

		Ancient Civilizations																					
		Brick Build	Civilization Clues	Hammurabi's Handbook	Sumerian Seal	Female Pharaoh	Limestone Lifter	Hebrew Holder	Greek God	Great Greek	Table Temple	Aksum Architecture	Twin Tale	Roman Road	Water Works	Shang Ceremony	Wall Warning	Silk Smuggle	Gupta Gifts	Hindu Hymn	Mauryan Memorial		
<b>Social Studies</b>	<b>C.3.6.1</b>	Civics and Government: Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E. (Code of Hammurabi, Justinian Code)			✓																		
	<b>C.3.6.2</b>	Civics and Government: Analyze ways rules and laws change society and reasons why people change rules and laws over time			✓				✓				✓		✓	✓							
	<b>C.3.6.3</b>	Civics and Government: Explain the development of policies to address public problems in various civilizations over time	✓			✓			✓						✓		✓						
	<b>E.4.6.1</b>	Economics: Examine ways trade-offs have allowed civilizations to get the most out of scarce resources		✓								✓					✓	✓	✓				
	<b>E.4.6.2</b>	Economics: Analyze historical developments in various regions across the world to 1500 C.E. using models of economic decision making (e.g., nomadic vs. agrarian, invasions, trade)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>E.5.6.1</b>	Economics: Analyze ways division of labor and specialization affected the development of civilizations	✓	✓		✓						✓							✓			✓	
	<b>E.5.6.2</b>	Economics: Analyze ways human, natural, and capital resources were organized to produce and deliver goods and services in early civilizations to 1500 C.E. (e.g., caravans, public works projects, Silk Road, trade routes)	✓			✓						✓	✓		✓	✓	✓	✓	✓			✓	
	<b>E.5.6.3</b>	Economics: Compare effects of supply and demand on early markets				✓						✓							✓				
	<b>E.5.6.4</b>	Economics: Evaluate the emergence of new economic systems and their impact on civilizations (e.g., manorialism, mercantilism, capitalism)				✓						✓							✓				



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<b>Social Studies</b>	<b>E.6.6.1</b>	Economics: Analyze the development of currency as a medium of exchange				✓																
	<b>E.6.6.2</b>	Economics: Examine roles of early financial institutions on economies in various regions worldwide				✓																
	<b>E.6.6.3</b>	Economics: Investigate ways that governments in different regions pay for the goods and services they provide						✓			✓	✓					✓	✓	✓			
	<b>E.6.6.4</b>	Economics: Analyze the economic development of civilizations to 1500 C.E. using data																				
	<b>E.6.6.5</b>	Economics: Evaluate effects of war and conflict on societies and civilizations to 1500 C.E. using economic factors	✓				✓		✓	✓							✓	✓	✓			✓
	<b>E.7.6.1</b>	Economics: Identify barriers to trade and ways those barriers influence trade among civilizations	✓								✓						✓					
	<b>E.7.6.2</b>	Economics: Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and societies (e.g., prestige, wealth, conflict, competition, alliances)										✓						✓				
	<b>G.8.6.1</b>	Geography: Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations																				
<b>G.8.6.2</b>	Geography: Explain relationships between physical and human characteristics in various places using a variety of geographic representations																					



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<b>Social Studies</b>	<b>G.8.6.3</b>	Geography: Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions																					
	<b>G.9.6.1</b>	Geography: Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.	✓					✓			✓	✓		✓	✓		✓					✓	
	<b>G.9.6.2</b>	Geography: Analyze ways cultural characteristics influenced population distribution in various civilizations up to 1500 C.E.	✓	✓					✓				✓		✓	✓		✓	✓	✓		✓	
	<b>G.9.6.3</b>	Geography: Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment in various civilizations up to 1500 C.E.										✓	✓		✓	✓							
	<b>G.10.6.1</b>	Geography: Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E.	✓						✓				✓		✓	✓			✓				
	<b>G.10.6.2</b>	Geography: Analyze effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas in various regions of the world using multiple sources of information (e.g., push- pull-factors)			✓							✓		✓	✓		✓	✓		✓	✓		✓
	<b>G.10.6.3</b>	Geography: Analyze the impact of global population shifts in various eras and regions (e.g., Bantu migration, urbanization)																					



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<b>Social Studies</b>	<b>G.11.6.1</b>	Geography: Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places										✓						✓				
	<b>G.11.6.2</b>	Geography: Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)																				
	<b>H.13.6.1</b>	History: Compare hunter-gatherer and agrarian societies (e.g., tools, shelter, diet, use of fire, cave paintings, artifacts, clothing, rituals, daily life, gender roles)	✓	✓																		
	<b>H.13.6.2</b>	History: Construct arguments about lasting achievements of early civilizations using multiple sources			✓			✓		✓		✓	✓		✓	✓	✓	✓		✓		✓
	<b>H.13.6.3</b>	History: Analyze early river valley civilizations to determine similarities and differences, using a variety of sources (e.g., artifacts, Epic of Gilgamesh, hieroglyphics, oracle bones)		✓	✓	✓		✓								✓						
	<b>H.13.6.4</b>	History: Construct arguments about characteristics necessary for a civilization using multiple sources (e.g., writing systems, government, religion, specialization of labor, technology, economic systems, education)	✓	✓																		



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<b>Social Studies</b>	<b>H.13.6.5</b>	History: Compare characteristics, contributions, and achievements of early river valley civilizations: Mesopotamia, Egypt, Indus River Valley, China	✓	✓	✓	✓	✓	✓							✓							
	<b>H.13.6.6</b>	History: Identify social and cultural effects of militarization and the emergence of new kingdoms on early civilizations (e.g., chariot transport, warfare, invaders)					✓			✓				✓			✓					
	<b>H.13.6.7</b>	History: Compare reasons for the rise and decline of major empires and civilizations using a variety of sources: Greece, Gupta, China, Rome, Olmec																				
	<b>H.13.6.8</b>	History: Analyze the significance of contributions made by major empires and civilizations of the world (e.g., concept of zero, crossbow, architecture, government, calendar)									✓	✓		✓	✓		✓	✓	✓		✓	
	<b>H.13.6.9</b>	History: Examine causes and effects of conflict within and among the major empires (e.g., Persian War, Punic Wars, Greek city-states)									✓	✓					✓					
	<b>H.13.6.10</b>	History: Examine key concepts and influences of major belief systems on societies: Buddhism, Christianity, Confucianism, Hinduism, Judaism							✓											✓	✓	



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<b>Social Studies</b>	<b>H.13.6.11</b>	History: Analyze the rise and contributions of major empires and civilizations of the world using a variety of sources (e.g., decimal, art, literature, Code of Justinian, Li Bo, Al Bakir): African kingdoms, Byzantine Empire, Muslim empires, Tang China, Maya										✓													
	<b>H.13.6.12</b>	History: Examine causes and effects of conflict within and among the major empires and civilizations															✓	✓							
	<b>H.13.6.13</b>	History: Evaluate how the fall of the Roman Empire affected Europe (e.g., Norse invasions, rise of the power of the Roman Catholic Church, Frankish Kingdoms, Charlemagne)												✓	✓										
	<b>H.13.6.14</b>	History: Examine key concepts and influences of major belief systems on societies: Buddhism, Christianity, Confucianism, Hinduism, Judaism, Islam							✓												✓	✓			
	<b>H.13.6.15</b>	History: Analyze the global influence and impact of the achievements and perspectives of various individuals (e.g., Gutenberg, Joan of Arc, Niccolo Machiavelli, Saladin, Sundiata Keita, Mansa Musa, Genghis Khan)																							
	<b>H.13.6.16</b>	History: Examine effects of invaders from various regions on societies (e.g., disease, famine, cultural assimilation, Mongols, Vikings, Crusade, Maya, Aztecs)																							



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Social Studies	H.13.6.17	History: Analyze long-term effects of technological innovations on civilizations (e.g., Zheng He's war ships, printing press, Maya calendar, Great Zimbabwe)																				
	H.13.6.18	History: Analyze ways new ideas contributed to the development of the modern world using multiple sources and perspectives (e.g., empire building, Humanism, isolationism, education)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	H.13.6.19	History: Analyze effects of cultural interactions and connections among societies over time (e.g., art, literature, religion, architecture, music, science, technology)							✓		✓	✓							✓	✓	✓	
	H.13.6.20	History: Examine advantages and disadvantages of a growing interdependent world (e.g., Hundred Years' War, Crusades, Black Death, cultural diffusion, exploration, education, trade, tributes)											✓						✓			✓
Language Arts	RI.6.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																				
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<b>Language Arts</b>	<b>RI.6.2</b>	Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.6.3</b>	Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.6.4</b>	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.6.5</b>	Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.																				
	<b>RI.6.6</b>	Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.																				
	<b>RI.6.7</b>	Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.6.8</b>	Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.																				





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<b>Language Arts</b>	<b>RI.6.9</b>	Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).																			
	<b>RI.6.10</b>	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.																			
	<b>W.6.1</b>	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.																			
	<b>W.6.2</b>	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.																			
	<b>W.6.3</b>	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.																			
	<b>W.6.4</b>	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Language Arts</b>	<b>W.6.5</b>	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.																				
	<b>W.6.6</b>	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.																				
	<b>W.6.7</b>	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.																				
	<b>W.6.8</b>	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.																				
	<b>W.6.9</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>W.6.10</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Language Arts</b>	<b>SL.6.1</b>	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SL.6.2</b>	Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SL.6.3</b>	Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SL.6.4</b>	Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SL.6.5</b>	Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SL.6.6</b>	Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓