



Mind Missions®

New Mexico

6th Grade Standards Alignment

		Ancient Civilizations																					
		Brick Builid	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		
Social Studies	1-A.6.1	History: describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	1-B.6.1	History: explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.		✓								✓											
	1-C.6.1.a	History: Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include: a. significance of river valleys; early irrigation and its impact on agriculture	✓		✓	✓	✓	✓									✓						
	1-C.6.1.b	History: Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include b. forms of government (e.g., the theocracies in Egypt, dynasties in China)			✓	✓	✓	✓									✓						
	1-C.6.1.c	History: Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include effect on world economies and trade			✓	✓	✓	✓									✓						
	1-C.6.1.d	History: Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include key historical figures			✓		✓										✓						



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Social Studies	1-C.6.1.e	History: Describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids)		✓	✓		✓															
	1-C.6.2.a	History: Describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: location and description of the river systems and other topographical features that supported the rise of this civilization																				
	1-C.6.2.b	History: Describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: significance of the Aryan invasions																	✓			
	1-C.6.2.c	History: Describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: structure and function of the caste system																			✓	
	1-C.6.2.d	History: Describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include: important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics)																	✓	✓		
	1-C.6.3.a	History: Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country														✓	✓					



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Social Studies	1-C.6.3.b	History: Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: life of Confucius and the fundamental teachings of Confucianism and Taoism																				
	1-C.6.3.c	History: Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming)														✓	✓	✓				
	1-C.6.3.d	History: Describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include: historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder)														✓	✓	✓				
	1-C.6.4	History: Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs)							✓												✓	✓
	1-C.6.5.a	History: Compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include: influence of Mediterranean geography on the development and expansion of the civilizations																				
	1-C.6.5.b	History: Compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include: development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi)			✓	✓	✓		✓		✓	✓			✓	✓		✓				✓



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Social Studies	1-C.6.5.c	History: Compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include: scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy)						✓			✓	✓		✓	✓		✓	✓	✓	✓	✓	
	1-C.6.5.d	History: Compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include: contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus)					✓			✓		✓				✓					✓	
	1-C.6.6.a	History: Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include creation and expansion of the Byzantine empire																				
	1-C.6.6.b	History: Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include reasons for the fall of the Roman Empire																				
	1-C.6.6.c	History: Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include new forms of government, feudalism and the beginning of limited government with the Magna Carta																				
	1-C.6.6.d	History: Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include role of the Roman Catholic church and its monasteries																				



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Social Studies	1-C.6.6.e	History: Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures																					
	1-C.6.7.1	History: Compare and contrast the influence of Spain on the western hemisphere from colonization to the present.																					
	1-C.6.8.1	History: Describe and explain the significance of the line of demarcation on the colonization of the new world																					
	1-C.6.8.2	History: Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the new world																					
	1-C.6.8.3	History: Describe and explain the impact of the American revolution on France and the French revolution.																					
	1-D.6.1	Skills: Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Social Studies	1-D.6.2	Skills: Identify different points of view about an issue or topic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1-D.6.3	Skills: Use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2-A.6.1	Geography: Identify the location of places using latitude and longitude																				
	2-A.6.2	Geography: Draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.																				
	2-B.6.1	Geography: Explain how places change due to human activity	✓	✓				✓				✓	✓			✓		✓				✓
	2-B.6.2	Geography: Explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols						✓					✓									✓
	2-B.6.3	Geography: Identify a region by its formal, functional or perceived characteristics																				
	2-C.6.1	Geography: Compare and contrast the influences of man-made and natural environments upon ancient civilizations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2-D.6.1	Geography: Describe how physical processes shape the environmental patterns of air, land, water, plants and animals.																				
	2-E.6.1	Geography: Explain how human migration impacts places, societies and civilizations											✓						✓			



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Social Studies	2-E.6.2	Geography: Describe, locate and compare different settlement patterns throughout the world																				
	2-E.6.3	Geography: Explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2-F.6.1	Geography: Understand how resources impact daily life	✓	✓				✓			✓				✓							
	3-A.6.1	Civics and Government: Describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world;									✓											
	3-A.6.2	Civics and Government: Describe the concept of republic as developed by the Romans and compare to other republican governments.																				
	3-B.6.1	Civics and Government: Describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexico leaders; names and contributions of national leaders.																				
	3-C.6.1	Civics and Government: Compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies																				
	3-C.6.2	Civics and Government: Understand the structure and function of New Mexico government as created by the New Mexico constitution and how it supports local, tribal and federal governments.																				
	3-D.6	Civics and Government: Understand that the nature of citizenship varies among societies																				



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Social Studies	4-A.6.1 4-A.6.1	Economics: Explain and predict how people respond to economic and intrinsic incentives.																				
	4-B.6.1 4-B.6.1	Economics: Describe the characteristics of traditional, command, market and mixed economic systems;																				
	4-B.6.2 4-B.6.2	Economics: Explain how different economic systems affect the allocation of resources																				
	4-B.6.3 4-B.6.3	Economics: Understand the role that "factors of production" play in a society's economy (e.g., natural resources, labor, capital, entrepreneurs).																				
	4-C.6.1 4-C.6.1	Economics: Compare and contrast the trade patterns of early civilizations				✓						✓							✓			
	4-C.6.2 4-C.6.2	Economics: Analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the bronze age and the iron age.	✓																			
Language Arts	RI.6.1 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.																				
	RI.6.1 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.																				
	RI.6.2 RI.6.2	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	RI.6.3	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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.6.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.6.5	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.																				
	RI.6.6	Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.																				
	RI.6.7	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.6.8	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.																				
	RI.6.9	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).																				



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Language Arts	RI.6.10	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	W.6.1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	W.6.2	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.																				
	W.6.3	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.																				
	W.6.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	W.6.5	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.																				



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Language Arts	W.6.6	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.																				
	W.6.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.																				
	W.6.8	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.																				
	W.6.9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	W.6.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.6.1	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	SL.6.2	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.6.3	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.6.4	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.6.5	Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.6.6	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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓