

Course/Grade Level: Sixth Grade Social Studies Curriculum

Focus: Students will compare and contrast ancient and medieval civilizations with regard to government, culture, economics, geography, contributions to society, and rule of law, and analyze how those societies have influenced life in the 21st century.

Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.

SS.6.1 Students will analyze the Ancient River Valley Civilizations in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how these societies have influenced their lives in the 21st century. Students will:

SS.6.1.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.1.2 ▲describe the forces and processes of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.1.3 ▲identify the basic features of systems of *government* (e.g., *republic*, *democracy*, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.1.4 recognize that every *civilization* has a form of law and order. (C6B1I1)

(continued...)

- SS.6.1.5 ▲explain how *scarcity of resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B111)
Embedded Concepts:
 natural resources civilizations require
 climate/landforms of various regions that are home to major civilizations
 basic needs of ancient civilizations
- SS.6.1.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B312)
 Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
Embedded Concepts:
 currency
 interdependent world
 religion
 tariffs
 physical barriers: mountains, water ways, deserts, cataracts
- SS.6.1.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B311)
- SS.6.1.8 explain central beliefs of early *religions* (e.g., *polytheism*, *monotheism*, *animism*). (H6B113)
- SS.6.1.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B411)
- SS.6.1.10 identify important people, events and dates.
- SS.6.1.11 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends*, *latitude*, and *longitude*. (G6B111)
 Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.1.12 locate major physical and political features from regions being studied from memory (see appendix). (G6B212)

SS.6.2

Students will analyze the Ancient Egyptian Civilization in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how these societies have influenced their lives in the 21st century.

Students will:

SS.6.2.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.2.2 ▲describe the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.2.3 ▲identify the basic features of systems of *government* (e.g., *republic*, *democracy*, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.2.4 recognize that every *civilization* has a form of law and order. (C6B1I1)

SS.6.2.5 ▲explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B1I1)

Embedded Concepts:

natural resources civilizations require
climate/landforms of various regions that are home to major civilizations
basic needs of ancient civilizations

(continued...)

- SS.6.2.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B3I2)
Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
- Embedded Concepts:**
currency
interdependent world
religion
tariffs
physical barriers: mountains, water ways, deserts, cataracts
- SS.6.2.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B3I1)
- SS.6.2.8 explain central beliefs of early *religions* (e.g., *polytheism, monotheism, animism*). (H6B1I3)
- SS.6.2.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B4I1)
- SS.6.2.10 identify important people, events and dates.
- SS.6.2.11 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends, latitude, and longitude*. (G6B1I1)
Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.2.12 locate major physical and political features from regions being studied from memory (see appendix). (G6B2I2)

SS.6.3

Students will analyze the Ancient Greek Civilization in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how these societies have influenced their lives in the 21st century.

Students will:

SS.6.3.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.3.2 ▲describe the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.3.3 ▲identify the basic features of systems of *government* (e.g., *republic*, *democracy*, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.3.4 recognize that every *civilization* has a form of law and order. (C6B1I1)

SS.6.3.5 ▲explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B1I1)

Embedded Concepts:

natural resources civilizations require
climate/landforms of various regions that are home to major civilizations
basic needs of ancient civilizations

(continued...)

- SS.6.3.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B3I2)
Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
- Embedded Concepts:**
currency
interdependent world
religion
tariffs
physical barriers: mountains, water ways, deserts, cataracts
- SS.6.3.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B3I1)
- SS.6.3.8 explain central beliefs of early *religions* (e.g., *polytheism*, *monotheism*, *animism*). (H6B1I3)
- SS.6.3.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B4I1)
- SS.6.3.10 describe the significant contributions of Ancient Greece to western culture (e.g., philosophy: Socrates, Plato Aristotle; literature/drams: Homer, Greek plays, architecture, sculpture). (H6B2I2)
- SS.6.3.11 identify important people, events and dates.
- SS.6.3.12 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends*, *latitude*, and *longitude*. (G6B1I1)
Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.3.13 locate major physical and political features from regions being studied from memory (see appendix). (G6B2I2)

SS.6.4

Students will analyze the Ancient Chinese Civilization in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how these societies have influenced their lives in the 21st century.

Students will:

SS.6.4.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.4.2 ▲describe the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.4.3 ▲identify the basic features of systems of *government* (e.g., *republic*, *democracy*, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.4.4 recognize that every *civilization* has a form of law and order. (C6B1I1)

SS.6.4.5 ▲explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B1I1)

Embedded Concepts:

natural resources civilizations require
climate/landforms of various regions that are home to major civilizations
basic needs of ancient civilizations

(continued...)

- SS.6.4.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B3I2)
Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
- Embedded Concepts:**
currency
interdependent world
religion
tariffs
physical barriers: mountains, water ways, deserts, cataracts
- SS.6.4.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B3I1)
- SS.6.4.8 explain central beliefs of early *religions* (e.g., *polytheism, monotheism, animism*). (H6B1I3)
- SS.6.4.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B4I1)
- SS.6.4.10 identify important people, events and dates.
- SS.6.4.11 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends, latitude, and longitude*. (G6B1I1)
Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.4.12 locate major physical and political features from regions being studied from memory (see appendix). (G6B2I2)

SS.6.5

Students will analyze the Roman Republic and Empire in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how these societies have influenced their lives in the 21st century.

Students will:

SS.6.5.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.5.2 ▲describe the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.5.3 ▲identify the basic features of systems of *government* (e.g., *republic*, *democracy*, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.5.4 recognize that every *civilization* has a form of law and order. (C6B1I1)

SS.6.5.5 ▲explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B1I1)

Embedded Concepts:

natural resources civilizations require
climate/landforms of various regions that are home to major civilizations
basic needs of ancient civilizations

(continued...)

- SS.6.5.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B312)
Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
- Embedded Concepts:**
currency
interdependent world
religion
tariffs
physical barriers: mountains, water ways, deserts, cataracts
- SS.6.5.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B311)
- SS.6.5.8 explain central beliefs of early *religions* (e.g., *polytheism*, *monotheism*, *animism*). (H6B113)
- SS.6.5.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B411)
- SS.6.5.10 trace the development and spread of Christianity. (H6B217)
- SS.6.5.11 ▲describe key characteristics of classical Roman government (e.g., Roman *Republic*: senate, consuls, veto, written law; Roman Empire: emperors, expansion). (H6B214)
Embedded Concepts:
republic
rights of citizens
wars
types of Roman laws
government policy of day to day activities within Roman society
- SS.6.5.12 identify important people, events and dates.
- SS.6.5.13 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends*, *latitude*, and *longitude*. (G6B111)
Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.5.14 locate major physical and political features from regions being studied from memory (see appendix). (G6B212)

SS.6.6

Students will analyze the European culture from the Fall of Rome, through the Barbarian Invasion, and Dark Ages in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how these societies have influenced their lives in 21st century America. Students will:

SS.6.6.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.6.2 ▲describe the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.6.3 ▲identify the basic features of systems of *government* (e.g., *republic*, democracy, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.6.4 recognize that every *civilization* has a form of law and order (C6B1I1)

SS.6.6.5 ▲explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B1I1)

Embedded Concepts:

natural resources civilizations require
climate/landforms of various regions that are home to major civilizations
basic needs of ancient civilizations

(continued...)

- SS.6.6.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B3I2)
Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
- Embedded Concepts:**
currency
interdependent world
religion
tariffs
physical barriers: mountains, water ways, deserts, cataracts
- SS.6.6.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B3I1)
- SS.6.6.8 explain central beliefs of early *religions* (e.g., *polytheism*, *monotheism*, *animism*). (H6B1I3)
- SS.6.6.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B4I1)
- SS.6.6.10 analyze the reasons for the decline and fall of the Roman Empire. (H6B2I5)
- SS.6.6.11 identify the various Barbarian groups that attacked Western Europe after the fall of Rome.
- SS.6.6.12 identify important people, events and dates.
- SS.6.6.13 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends*, *latitude*, and *longitude*. (G6B1I1)
Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.6.14 locate major physical and political features from regions being studied from memory (see appendix). (G6B2I2)

SS.6.7 Students will analyze the Feudal European Civilizations in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how this society has influenced their lives in 21st century America.

Students will:

SS.6.7.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.7.2 ▲describe the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.7.3 ▲identify the basic features of systems of *government* (e.g., *republic*, *democracy*, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.7.4 recognize that every *civilization* has a form of law and order. (C6B1I1)

SS.6.7.5 ▲explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B1I1)

Embedded Concepts:

natural resources civilizations require
climate/landforms of various regions that are home to major civilizations
basic needs of ancient civilizations

(continued...)

- SS.6.7.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B312)
Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
- Embedded Concepts:**
currency
interdependent world
religion
tariffs
physical barriers: mountains, water ways, deserts, cataracts
- SS.6.7.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B311)
- SS.6.7.8 explain central beliefs of early *religions* (e.g., *polytheism*, *monotheism*, *animism*). (H6B113)
- SS.6.7.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B411)
- SS.6.7.10 describe the political and economic institutions of Medieval Europe (e.g., manorialism, feudalism, Magna Carta, Christendom, rise of cities and trade). (H6B313)
- SS.6.7.11 identify important people, events and dates.
- SS.6.7.12 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends*, *latitude*, and *longitude*. (G6B111)
Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.7.13 locate major physical and political features from regions being studied from memory (see appendix). (G6B212)

SS.6.8

Students will analyze the Meso and South American Civilizations in terms of government, culture, economics, geography, contributions to society and rule of law. They will use this information to determine how this society has influenced their lives in 21st century America.

Students will:

SS.6.8.1 ▲identify and describe the *location*, landscape, climate and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan). (G6B2I3)

Instructional Examples:

- Develop web for world civilizations explaining location, landscape, climate and resources.
- Locate each civilization using a physical map.
- Have cooperative groups create posters of each civilization.

Embedded Concepts:

amounts of rainfall and weather conditions
access to water
geographic features surrounding civilizations

SS.6.8.2 ▲describe the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek *city-states*, empire building, movements for independence or rights). (G6B4I2)

Embedded Concepts:

conflict vs. cooperation
government systems
scarcity/trade
use of natural and human resources
building of pyramids

SS.6.8.3 ▲identify the basic features of systems of *government* (e.g., *republic*, democracy, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). (C6B5I2)

SS.6.8.4 recognize that every *civilization* has a form of law and order. (C6B1I1)

SS.6.8.5 ▲explain how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). (E6B1I1)

Embedded Concepts:

natural resources civilizations require
climate/landforms of various regions that are home to major civilizations
basic needs of ancient civilizations

(continued...)

- SS.6.8.6 ▲identify barriers to trade among nations (e.g., treaties, war, transportation, geography). (E6B3I2)
Instructional Example: Have students identify possible products of ancient civilization and with whom or for what their societies traded.
- Embedded Concepts:**
currency
interdependent world
religion
tariffs
physical barriers: mountains, water ways, deserts, cataracts
- SS.6.8.7 recognize economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations *wants* or *needs* cannot be fulfilled on their own). (E6B3I1)
- SS.6.8.8 explain central beliefs of early *religions* (e.g., *polytheism, monotheism, animism*). (H6B1I3)
- SS.6.8.9 ▲examine a topic in World History to analyze changes over time and make logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). (H6B4I1)
- SS.6.8.10 identify important people, events and dates.
- SS.6.8.11 ▲explain and use map titles, symbols, cardinal and intermediate directions, *legends, latitude, and longitude*. (G6B1I1)
Instructional Example: Have students locate longitude and latitude of places they would like to travel. Explain the direction in which they would have to travel to arrive there.
- SS.6.8.12 locate major physical and political features from regions being studied from memory (see appendix). (G6B2I2)