

6th Grade Social Studies

Year At A Glance

CPSD 6th Grade Ancient Civilizations (36 weeks)			
FIRST SEMESTER - QUARTER 1		FIRST SEMESTER - QUARTER 2	
Introduction to Geography, Religion, Achievements, Politics, Economy, Social Structure) (2 weeks)	Era 1 Beginning of Human Civilization 4000 B.C.E. (1 week)	Era 2 Early Civilizations 4000-1000 B.C.E. (6 weeks)	Era 3 Classical Traditions Major Religions and Giant Empires 1000 B.C.E. - 300 C.E. (9 weeks)
<b>Concepts</b> <ul style="list-style-type: none"> <li>5 Themes of Geography</li> <li>GRAPES</li> </ul>	<b>Civilizations</b> <ul style="list-style-type: none"> <li>Neolithic</li> <li>Paleolithic</li> </ul>	<b>Civilizations</b> <ul style="list-style-type: none"> <li>Egypt</li> <li>Mesopotamia</li> <li>China</li> </ul>	<b>Civilizations</b> <ul style="list-style-type: none"> <li>Olmec</li> <li>China</li> <li>Greece</li> <li>Gupta/Indus River Valley</li> </ul>

CPSD 6th Grade Ancient Civilizations (36 weeks)	
SECOND SEMESTER - QUARTER 3	SECOND SEMESTER - QUARTER 4
ERA 4 Expanding Zones of Exchange and Encounter 300 - 1000 C.E. (9 weeks)	ERA 5 Global Interactions 1000 - 1500 C.E. (9 weeks)
<b>Civilizations</b> <ul style="list-style-type: none"> <li>Rome</li> <li>Maya</li> <li>Byzantine Empire</li> <li>African Kingdoms</li> <li>Tang China</li> <li>Muslim Empires</li> </ul>	<b>Civilizations</b> <ul style="list-style-type: none"> <li>Mongols</li> <li>Aztecs</li> <li>Europeans</li> <li>Vikings</li> </ul>

**AR CONTENT STANDARDS** are taught throughout all eras. The highlighted standards are Conway Power Standards.

C.1.6.1	C.3.6.3	E.6.6.4	G.10.6.1	H.13.6.6	H.13.6.16
C.1.6.2	E.4.6.1	E.6.6.5	G.10.6.2	H.13.6.7	H.13.6.17
C.1.6.3	E.4.6.2	E.7.6.1	G.10.6.3	H.13.6.8	H.13.6.18
C.1.6.4	E.5.6.1	E.7.6.2	G.11.6.1	H.13.6.9	H.13.6.19
C.2.6.1	E.5.6.2	G.8.6.1	G.11.6.2	H.13.6.10	H.13.6.20
C.2.6.2	E.5.6.3	G.8.6.2	H.13.6.1	H.13.6.11	RH.6-8.2
C.2.6.3	E.5.6.4	G.8.6.3	H.13.6.2	H.13.6.12	RH.6-8.4
C.2.6.4	E.6.6.1	G.9.6.1	H.13.6.3	H.13.6.13	WHST.6-8.4
C.3.6.1	E.6.6.2	G.9.6.2	H.13.6.4	H.13.6.14	
C.3.6.2	E.6.6.3	G.9.6.3	H.13.6.5	H.13.6.15	

<b>Unit 1</b>	Era 1 and 2	<b>Grade Level</b>	6th	<b>Length</b>	9 weeks
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## CPSD Power Standards with Student Learning Objectives

### Civics and Government

C.1.6.1 Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta)

#### Student Friendly Objectives:

- I can identify what powers, rules, and responsibilities all civil societies have in common.
- I can explain the origin and purposes of governments in civil societies.
- I can compare the governments in different civil societies.

C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.

#### Student Friendly Objectives:

- I can tell the difference between the various forms of governments.
- I can explain citizens' rights, responsibilities, and privileges, or lack thereof, in various governments.

### Economics

E.5.6.2 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)

#### Student Friendly Objectives:

- I can identify and categorize human, natural, and capital resources.
- I can explain how the Silk Road led to an exchange of goods and ideas.
- I can describe the benefits of trade.

### History

H.13.6.1 Compare hunter-gatherer and agrarian societies

(e.g., tools, shelter, diet, use of fire, cave paintings, artifacts, clothing, rituals, daily life, gender roles)

#### Student Friendly Objectives:

- I can describe the changes that occurred within the Paleolithic and Neolithic societies.
- I can compare hunter-gatherer and agrarian societies.

H.13.6. 5 Compare characteristics, contributions, and achievements of early river valley civilizations

- Mesopotamia
- Egypt
- Indus River Valley
- China

**Student Friendly Objectives:**

- I can compare the geography of various river civilizations.
- I can describe the characteristics of early river valley civilizations.
- I can identify contributions and achievements of ancient river civilizations.

**Learning Indicators of Power Standards**

Students will know...

C.1.6.1

- Civil societies up to 1500 C.E.
- Rules, power, and responsibilities that govern civil societies.
- Origin and purpose of governments
- How the belief systems of a society shape our culture.

C.2.6.3

- Rights, responsibilities, and privileges of individuals in society

E.5.6.2

- Benefits of trade
  - Exploration
  - Cultural diffusion
  - Transportation
  - Exchange of goods and ideas
- Human, Natural, Capital (machines/tools) resources
- The basics of infrastructure

H.13.6.1

- Characteristics of a hunter-gatherer society
  - Paleolithic
  - Neolithic (beginning)
- Characteristics of an agrarian society
  - Neolithic (end)
  - Farming Revolution
  - Domestication

And be able to...

C.1.6.1

- Identify the origins and purposes of governments in civil societies.
- Compare power, rules, and responsibilities of civil societies.

C.2.6.3

- Compare and contrast various forms of government (democracy, oligarchy, monarchy, tyranny).
- Analyze rights, responsibilities, and privileges of individuals in societies.

E.5.6.2

- Identify human, natural, and capital resources.
- Identify trading centers on the Silk Road.
- Explain how resources were organized to produce and deliver goods and services in early civilizations.

H.13.6.1

- Define the characteristics of an agrarian society
- Compare and contrast Paleolithic and Neolithic life.
- Explain how the discovery of Otzi contributed to the knowledge about life of the early man.
- Define the characteristics of an agrarian society

#### H.13.6. 5

- Characteristics, contributions, and achievements of the river valley civilizations
  - Mesopotamia
  - Egypt
  - Indus River Valley
  - China

#### H.13.6. 5

- Compare the characteristics of early river valley civilizations
  - Language, culture, geography
- Compare the contributions and achievements of early river valley civilizations
  - Writing systems, government, religion, technology, education, irrigation
  - Development of language, technology, astronomy

### Additional Arkansas State Standards

- C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations
- C.1.6.3 Compare structure of government and functions of civilizations in different times and places (e.g., patriarchal, tribe, city-state, nation)
- C.1.6.4 Compare power, rules, and responsibilities of civil societies in different times and places
- C.2.6.1 Compare ways in which various civilizations foster social responsibility and civic virtues
- C.2.6.2 This SLE is specific to United States history; however, students should continue to demonstrate proper procedures for recitation of the Pledge of Allegiance and flag etiquette
- C.2.6.4 Examine civic virtues that guide government, society, and communities over time
- C.3.6.1 Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E. (Code of Hammurabi, Justinian Code)
- C.3.6.2 Analyze ways rules and laws change society and reasons why people change rules and laws over time
- C.3.6.3 Explain the development of policies to address public problems in various civilizations over time
- E.4.6.1 Examine ways trade-offs have allowed civilizations to get the most out of scarce resources
- E.4.6.2 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)
- E.5.6.1 Analyze ways division of labor and specialization affected the development of civilizations
- E.6.6.4 Analyze the economic development of civilizations to 1500 C.E. using data
- G.8.6.1 Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations
- G.8.6.2 Explain relationships between physical and human characteristics in various places using a variety of geographic representations
- G.8.6.3 Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions
- G.9.6.1 Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.
- G.9.6.3 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.
- G.10.6.1 Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E.
- G.10.6.2 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)
- G.11.6.1 Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places

- G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)
- H.13.6.2 Construct arguments about lasting achievements of early civilizations using multiple sources
- H.13.6.3 Analyze early river valley civilizations to determine similarities and differences, using a variety of sources (e.g., artifacts, Epic of Gilgamesh, hieroglyphics, oracle bones)
- H.13.6.4 Construct arguments about characteristics necessary for a civilization using multiple sources (e.g., writing systems, government, religion, specialization of labor, technology, economic systems, education)
- H.13.6.6 Identify social and cultural effects of militarization and the emergence of new kingdoms on early civilizations (e.g., chariot transport, warfare, invaders)

<b>Unit 2</b>	Era 3	<b>Grade Level</b>	6th	<b>Length</b>	9 weeks
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**CPSD Power Standards with Student Learning Objectives**

**Civics and Government**

C.1.6.1 Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta)

**Student Friendly Objectives:**

- I can identify what powers, rules, and responsibilities all civil societies have in common.
- I can explain the origin and purposes of governments in civil societies.
- I can compare the governments in different civil societies.

C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.

**Student Friendly Objectives:**

- I can tell the difference between the various forms of governments.
- I can explain citizens' rights, responsibilities, and privileges, or lack thereof, in various governments.

**Economics**

E.5.6.2 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)

**Student Friendly Objectives:**

- I can identify and categorize human, natural, and capital resources.
- I can explain how the Silk Road led to an exchange of goods and ideas.
- I can describe the benefits of trade.

**History**

H.13.6.7 Compare reasons for the rise and decline of major empires and civilizations using a variety of sources

- Greece
- Gupta
- China
- Rome
- Olmec

**Student Friendly Objectives:**

- I can describe the reasons for the rise and decline of major empires.
- I can explain the impact the rise and decline of major empires had on other parts of the world.

## Learning Indicators of Power Standards

Students will know...

C.1.6.1

- Civil societies up to 1500 C.E.
- Rules, power, and responsibilities that govern civil societies.
- Origin and purpose of governments
- How the belief systems of a society shape our culture.

C.2.6.3

- Rights, responsibilities, and privileges of individuals in society

E.5.6.2

- Benefits of trade
  - Exploration
  - Cultural diffusion
  - Transportation
  - Exchange of goods and ideas
- Human, Natural, Capital (machines/tools) resources
- The basics of infrastructure

H.13.6.7

- Reasons for the rise and fall major empires
  - China
  - Gupta
  - Olmec
  - Greece Rome
- Impact on Europe

And be able to...

C.1.6.1

- Identify the origins and purposes of governments in civil societies.
- Compare power, rules, and responsibilities of civil societies.

C.2.6.3

- Compare and contrast various forms of government (democracy, oligarchy, monarchy, tyranny).
- Analyze rights, responsibilities, and privileges of individuals in societies.

E.5.6.2

- Identify human, natural, and capital resources.
- Identify trading centers on the Silk Road.
- Explain how resources were organized to produce and deliver goods and services in early civilizations.

H.13.6.7

- Identify reasons for the rise of major empires
- Identify reasons for the decline of major empires
- Compare the reasons for the rise and decline of major empires
- Explain how the Roman decline impacted Europe

## Additional Arkansas State Standards

### Civics and Government

- C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations
- C.1.6.3 Compare structure of government and functions of civilizations in different times and places (e.g., patriarchal, tribe, city-state, nation)
- C.1.6.4 Compare power, rules, and responsibilities of civil societies in different times and places
- C.2.6.1 Compare ways in which various civilizations foster social responsibility and civic virtues



- C.2.6.4 Examine civic virtues that guide government, society, and communities over time
- C.3.6.1 Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E. (Code of Hammurabi, Justinian Code)
- C.3.6.2 Analyze ways rules and laws change society and reasons why people change rules and laws over time
- C.3.6.3 Explain the development of policies to address public problems in various civilizations over time
- E.4.6.1 Examine ways trade-offs have allowed civilizations to get the most out of scarce resources
- E.4.6.2 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)
- E.5.6.1 Analyze ways division of labor and specialization affected the development of civilizations
- E.5.6.2 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)
- E.5.6.3 Compare effects of supply and demand on early markets
- E.5.6.4 Evaluate the emergence of new economic systems and their impact on civilizations (e.g., manorialism, mercantilism, capitalism)
- E.6.6.1 Analyze the development of currency as a medium of exchange
- E.6.6.2 Examine roles of early financial institutions on economies in various regions worldwide
- E.6.6.3 Investigate ways that governments in different regions pay for the goods and services they provide
- E.6.6.4 Analyze the economic development of civilizations to 1500 C.E. using data
- E.6.6.5 Evaluate effects of war and conflict on societies and civilizations to 1500 C.E. using economic factors
- E.7.6.1 Identify barriers to trade and ways those barriers influence trade among civilizations
- E.7.6.2 Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and societies (e.g., prestige, wealth, conflict, competition, alliances)
- G.8.6.1 Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations
- G.8.6.2 Explain relationships between physical and human characteristics in various places using a variety of geographic representations
- G.8.6.3 Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions
- G.9.6.1 Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.
- G.9.6.2 Analyze ways cultural characteristics influenced population distribution in various civilizations up to 1500 C.E.
- G.9.6.3 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.
- G.10.6.1 Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E.
- G.10.6.2 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)
- G.10.6.3 Analyze the impact of global population shifts in various eras and regions (e.g., Bantu migration, urbanization)
- G.11.6.1 Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places
- G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)
- H.13.6.8 Analyze the significance of contributions made by major empires and civilizations of the world (e.g., concept of zero, crossbow, architecture, government, calendar)

- H.13.6.9 Examine causes and effects of conflict within and among the major empires (e.g., Persian War, Punic Wars, Greek city-states)
- H.13.6.10 Examine key concepts and influences of major belief systems on societies
  - Buddhism
  - Christianity
  - Confucianism
  - Hinduism
  - Judaism

<b>Unit 3</b>	Era 4	<b>Grade Level</b>	6th	<b>Length</b>	10 weeks
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## CPSD Power Standards with Student Learning Objectives

### Civics and Government

C.1.6.1 Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta)

#### Student Friendly Objectives:

- I can identify what powers, rules, and responsibilities all civil societies have in common.
- I can explain the origin and purposes of governments in civil societies.
- I can compare the governments in different civil societies.

C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.

#### Student Friendly Objectives:

- I can tell the difference between the various forms of governments.
- I can explain citizens' rights, responsibilities, and privileges, or lack thereof, in various governments.

### History

H.13.6.7 Compare reasons for the rise and decline of major empires and civilizations using a variety of sources

- Greece
- Gupta
- China
- Rome
- Olmec

#### Student Friendly Objectives:

- I can describe the reasons for the rise and decline of major empires.
- I can explain the impact the rise and decline of major empires had on other parts of the world.

### Economics

E.5.6.2 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)

#### Student Friendly Objectives:

- I can identify and categorize human, natural, and capital resources.
- I can explain how the Silk Road led to an exchange of goods and ideas.
- I can describe the benefits of trade.

## Learning Indicators of Power Standards

Students will know...

C.1.6.1

- Civil societies up to 1500 C.E.
- Rules, power, and responsibilities that govern civil societies.
- Origin and purpose of governments
- How the belief systems of a society shape our culture.

C.2.6.3

- Rights, responsibilities, and privileges of individuals in society

H.13.6.7

- Reasons for the rise and fall major empires
  - China
  - Gupta
  - Olmec
  - Greece Rome
- Impact on Europe

E.5.6.2

- Benefits of trade
  - Exploration
  - Cultural diffusion
  - Transportation
  - Exchange of goods and ideas
- Human, Natural, Capital (machines/tools) resources
- The basics of infrastructure

And be able to...

C.1.6.1

- Identify the origins and purposes of governments in civil societies.
- Compare power, rules, and responsibilities of civil societies.

C.2.6.3

- Compare and contrast various forms of government (democracy, oligarchy, monarchy, tyranny).
- Analyze rights, responsibilities, and privileges of individuals in societies.

H.13.6.7

- Identify human, natural, and capital resources.
- Identify trading centers on the Silk Road.
- Explain how resources were organized to produce and deliver goods and services in early civilizations.

E.5.6.2

- Identify human, natural, and capital resources.
- Identify trading centers on the Silk Road.
- Explain how resources were organized to produce and deliver goods and services in early civilizations.

## Additional Arkansas State Standards

- C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations
- C.1.6.3 Compare structure of government and functions of civilizations in different times and places (e.g., patriarchal, tribe, city-state, nation)
- C.1.6.4 Compare power, rules, and responsibilities of civil societies in different times and places
- C.2.6.1 Compare ways in which various civilizations foster social responsibility and civic virtues
- C.2.6.4 Examine civic virtues that guide government, society, and communities over time

- C.3.6.1 Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E. (Code of Hammurabi, Justinian Code)
- C.3.6.2 Analyze ways rules and laws change society and reasons why people change rules and laws over time
- C.3.6.3 Explain the development of policies to address public problems in various civilizations over time
- E.4.6.1 Examine ways trade-offs have allowed civilizations to get the most out of scarce resources
- E.4.6.2 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)
- E.5.6.1 Analyze ways division of labor and specialization affected the development of civilizations
- E.5.6.3 Compare effects of supply and demand on early markets
- E.5.6.4 Evaluate the emergence of new economic systems and their impact on civilizations (e.g., manorialism, mercantilism, capitalism)
- E.6.6.1 Analyze the development of currency as a medium of exchange
- E.6.6.2 Examine roles of early financial institutions on economies in various regions worldwide
- E.6.6.3 Investigate ways that governments in different regions pay for the goods and services they provide
- E.6.6.4 Analyze the economic development of civilizations to 1500 C.E. using data
- E.6.6.5 Evaluate effects of war and conflict on societies and civilizations to 1500 C.E. using economic factors
- E.7.6.1 Identify barriers to trade and ways those barriers influence trade among civilizations
- E.7.6.2 Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and societies (e.g., prestige, wealth, conflict, competition, alliances)
- G.8.6.1 Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations
- G.8.6.2 Explain relationships between physical and human characteristics in various places using a variety of geographic representations
- G.8.6.3 Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions
- G.9.6.1 Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.
- G.9.6.2 Analyze ways cultural characteristics influenced population distribution in various civilizations up to 1500 C.E.
- G.9.6.3 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.
- G.10.6.1 Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E.
- G.10.6.2 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)
- G.10.6.3 Analyze the impact of global population shifts in various eras and regions (e.g., Bantu migration, urbanization)
- G.11.6.1 Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places
- G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)
- H.13.6.11 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
- H.13.6.12 Examine causes and effects of conflict within and among the major *empires* and *civilizations*
- H.13.6.13 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)
- H.13.6.14 Examine key concepts and influences of major belief systems on *societies*
  - Buddhism
  - Christianity
  - Confucianism
  - Hinduism
  - Judaism
  - Islam

<b>Unit 4</b>	Era 5	<b>Grade Level</b>	6th	<b>Length</b>	9 weeks
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## CPSD Power Standards with Student Learning Objectives

### Civics and Government

C.1.6.1 Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta)

#### Student Friendly Objectives:

- I can identify what powers, rules, and responsibilities all civil societies have in common.
- I can explain the origin and purposes of governments in civil societies.
- I can compare the governments in different civil societies.

C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.

#### Student Friendly Objectives:

- I can tell the difference between the various forms of governments.
- I can explain citizens' rights, responsibilities, and privileges, or lack thereof, in various governments.

### Economics

E.5.6.2 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)

#### Student Friendly Objectives:

- I can identify and categorize human, natural, and capital resources.
- I can explain how the Silk Road led to an exchange of goods and ideas.
- I can describe the benefits of trade.

### History

H.13.6.16 Examine effects of invaders from various regions on societies (e.g., disease, famine, cultural assimilation, Mongols, Vikings, Crusade, Maya, Aztecs)

#### Student Friendly Objectives:

- I can identify different invading cultures of ancient societies.
- I can identify the impact of invasions on ancient societies.

H.13.6.20 Examine advantages and disadvantages of a growing interdependent world (e.g., Hundred Years' War, Crusades, Black Death, cultural diffusion, exploration, education, trade, tributes)

#### Student Friendly Objectives:

- I can define interdependence.
- I can give examples of the advantages of interdependence.
- I can give examples of the disadvantages of interdependence.

## Learning Indicators of Power Standards

Students will know...

C.1.6.1

- Civil societies up to 1500 C.E.
- Rules, power, and responsibilities that govern civil societies.
- Origin and purpose of governments
- How the belief systems of a society shape our culture.

C.2.6.3

- Rights, responsibilities, and privileges of individuals in society

E.5.6.2

- Benefits of trade
  - Exploration
  - Cultural diffusion
  - Transportation
  - Exchange of goods and ideas
- Human, Natural, Capital (machines/tools) resources
- The basics of infrastructure

H.13.6.16

- Examples of invading cultures and affected regions
- Effects invading cultures had on the society (cultural assimilation, transfer of disease, transfer of ideas and technology, etc.)

H.13.6.20

- Interdependent societies benefit from each other due to increased encounters and exchanges (often known as globalization)
- These interactions may lead to both gains and conflicts.

And be able to...

C.1.6.1

- Identify the origins and purposes of governments in civil societies.
- Compare power, rules, and responsibilities of civil societies.

C.2.6.3

- Compare and contrast various forms of government (democracy, oligarchy, monarchy, tyranny).
- Analyze rights, responsibilities, and privileges of individuals in societies.

E.5.6.2

- Identify human, natural, and capital resources.
- Identify trading centers on the Silk Road.
- Explain how resources were organized to produce and deliver goods and services in early civilizations.

H.13.6.16

- Identify different invading cultures of ancient societies
- Explain the motivations of invaders
- Identify the impact of invasions (new cultural norms, how cultural assimilation occurred, etc.)

H.13.6.20

- Explain the positive aspects of an interdependent world.
- Explain the negative aspects of an interdependent world.

## Additional Arkansas State Standards

- C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations
- C.1.6.3 Compare structure of government and functions of civilizations in different times and places (e.g., patriarchal, tribe, city-state, nation)



- C.1.6.4 Compare power, rules, and responsibilities of civil societies in different times and places
- C.2.6.1 Compare ways in which various civilizations foster social responsibility and civic virtues
- C.2.6.4 Examine civic virtues that guide government, society, and communities over time
- C.3.6.1 Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E. (Code of Hammurabi, Justinian Code)
- C.3.6.2 Analyze ways rules and laws change society and reasons why people change rules and laws over time
- C.3.6.3 Explain the development of policies to address public problems in various civilizations over time
- E.4.6.1 Examine ways trade-offs have allowed civilizations to get the most out of scarce resources
- E.4.6.2 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)
- E.5.6.1 Analyze ways division of labor and specialization affected the development of civilizations
- E.5.6.3 Compare effects of supply and demand on early markets
- E.5.6.4 Evaluate the emergence of new economic systems and their impact on civilizations (e.g., manorialism, mercantilism, capitalism)
- E.6.6.1 Analyze the development of currency as a medium of exchange
- E.6.6.2 Examine roles of early financial institutions on economies in various regions worldwide
- E.6.6.3 Investigate ways that governments in different regions pay for the goods and services they provide
- E.6.6.4 Analyze the economic development of civilizations to 1500 C.E. using data
- E.6.6.5 Evaluate effects of war and conflict on societies and civilizations to 1500 C.E. using economic factors
- E.7.6.1 Identify barriers to trade and ways those barriers influence trade among civilizations
- E.7.6.2 Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and societies (e.g., prestige, wealth, conflict, competition, alliances)
- G.8.6.1 Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations
- G.8.6.2 Explain relationships between physical and human characteristics in various places using a variety of geographic representations
- G.8.6.3 Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions
- G.9.6.1 Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.
- G.9.6.2 Analyze ways cultural characteristics influenced population distribution in various civilizations up to 1500 C.E.
- G.9.6.3 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.
- G.10.6.1 Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E.
- G.10.6.2 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)
- G. 10.6.3 Analyze the impact of global population shifts in various eras and regions (e.g., Bantu migration, urbanization)
- G.11.6.1 Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places
- G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)
- H.13.6.15 Analyze the global influence and impact of the achievements and perspectives of various individuals (e.g., Gutenberg, Joan of Arc, Niccolò Machiavelli, Saladin, Sundiata Keita, Mansa Musa, Genghis Khan)

- H.13.6.17 Analyze long-term effects of technological innovations on civilizations (e.g., Zheng He's warships, printing press, Mayan calendar, Great Zimbabwe)
- H.13.6.18 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 Analyze effects of cultural interactions and connections among societies over time (e.g., art, literature, religion, architecture, music, science, technology)