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# ***Pike County School District Standards Mastery Document***

6th Grade Social Studies  
2021 1st Edition



**Pike County Schools**  
**Social Studies- 6th Grade**  
**Standards Mastery Document**

The focus of grade 6 is the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India, and Ancient China) and Classical Empires around the world between 3500 BCE-600 CE. Students examine the rise of social, cultural, and government structures that become the foundations of the modern world. In addition, students evaluate how individuals and groups addressed local, regional, and global problems throughout the development of civilizations.

## Inquiry Practice - Questioning(Q)

**These are the questioning standards to be used with every 6th grade standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) corresponds with the standard being taught.**

<b>6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.</b>	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to generate their own compelling questions on the development of civilizations between 3500 BCE-600 CE. An example of a compelling question is “How do complex societies develop?”
<b>6.I.Q.2 Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.</b>	Students generate supporting questions, using the disciplines of social studies, to answer the compelling questions. Teachers provide opportunities for students to generate supporting questions to help answer the compelling questions in the development of civilizations between 3500 BCE-600 CE. An example of a supporting question is “Why would the first civilizations have settled in river valleys?”
<b>6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines use to answer compelling and supporting questions.</b>	Student identification of discipline specific supporting questions is essential to the inquiry process because in order to gain an understanding of the issue, topic or question, students must be able to think about it through the four disciplinary lenses. Teachers provide opportunities for students to

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	<p>develop and identify discipline specific supporting questions on the development of civilizations between 3500 BCE-600 CE.</p> <ul style="list-style-type: none"><li>● “How did trade contribute to political power in Ancient Rome and Han China?” Students can identify this question as an economics specific question.</li><li>● “What characteristics do complex societies like River Valley Civilizations and Classical Empires have in common?” Students can identify this question as geography specific</li></ul>
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**Standard: Civic and Political Institutions: 6.C.CP.1:** Explain the origins, functions, and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE

**Clarification Statement:** As civilizations developed and populations increased, there was a need for an organized system of government. The governments created across the world in this era were influenced by geography, economic needs, religious ideologies, and culture, among other factors. For example, pharaohs in Egypt had political power and were worshiped as gods, while ancient Mesopotamian kings linked their power to divine sources but were not considered divine themselves. Ancient Greece is credited with creating the first limited democracy, which arose from a need for equal representation. At the same time, principles of equality before the law and citizens' rights were developed in the Roman Republic. Elsewhere, Classical China was the first empire to use an effective, merit-based bureaucracy.

**KNOW: Vocabulary:**

Civilization	Settlements
Culture	Agricultural Revolution
Domesticate	Polytheistic
Monotheistic	Empires
Dynasty	Architecture
Republic	Democracy
Cuneiform	Hieroglyphics
Code of Hammurabi	Tribute
Divine	Representation
Social Classes	Triumvirate
Economy	Conquer

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **6.I.U.E.1** Develop claims and cite relevant evidence, in response to compelling and supporting questions.
- **6.I.U.E.2** Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.
- **6.I.U.E.3** Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.

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**MASTERY: Communicating Conclusions:**

**(Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.
- **6.I.CC.2** Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
- **6.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.
- **6.I.CC.4** Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.

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**Standard: Civic and Political Institutions: 6.C.CP.2:** Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.

**Clarification Statement:** As civilizations developed and populations increased, there was a need for an organized system of government. The governments created across the world in this era were influenced by geography, economic needs, religious ideologies, and culture, among other factors. For example, pharaohs in Egypt had political power and were worshiped as gods, while ancient Mesopotamian kings linked their power to divine sources but were not considered divine themselves. Ancient Greece is credited with creating the first limited democracy, which arose from a need for equal representation. At the same time, principles of equality before the law and citizens' rights were developed in the Roman Republic. Elsewhere, Classical China was the first empire to use an effective, merit-based bureaucracy.

**KNOW: Vocabulary:**

Civilization	Settlements
Culture	Agricultural Revolution
Domesticate	Polytheistic
Monotheistic	Empires
Dynasty	Architecture
Republic	Democracy
Cuneiform	Hieroglyphics
Code of Hammurabi	Tribute
Divine	Representation
Social Classes	Triumvirate
Economy	Conquer
Hinduism	Buddhism
Confuciansm	Christianity
Judaism	

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Civic and Political Institutions: 6.C.CP.3:** Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** As civilizations developed and populations increased, there was a need for an organized system of government. The governments created across the world in this era were influenced by geography, economic needs, religious ideologies, and culture, among other factors. For example, pharaohs in Egypt had political power and were worshiped as gods, while ancient Mesopotamian kings linked their power to divine sources but were not considered divine themselves. Ancient Greece is credited with creating the first limited democracy, which arose from a need for equal representation. At the same time, principles of equality before the law and citizens' rights were developed in the Roman Republic. Elsewhere, Classical China was the first empire to use an effective, merit-based bureaucracy.

**KNOW: Vocabulary:**

Civilization	Settlements
Culture	Agricultural Revolution
Domesticate	Polytheistic
Monotheistic	Empires
Dynasty	Architecture
Republic	Democracy
Cuneiform	Hieroglyphics
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**Standard: Roles and Responsibilities of a Citizen: 6.C.RR.1:** Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.

**Clarification Statement:** Ancient Greece and Rome's unique geographic settings, economies, and social structures caused new types of governments to arise. The principles of rights, roles, and responsibilities of citizens evolved out of those governments. However, not all people living in these places were considered citizens. Instead, limited citizenship was established based on qualifications like gender or owning property.

**KNOW: Vocabulary:**

Polytheistic	Oligarchy
Monotheistic	Empires
Republic	Democracy
Tribute	Property Owner
Voting	Representation
Social Classes	Triumvirate
Senate	Military/Soldier
Gladiator	Emperor

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Roles and Responsibilities of a Citizen: 6.C.CV.1:** Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** One of the potential civilizations for study is Han Dynasty China. Building on past dynasties like the Shang, Zhou, and Qin, this empire based its ideology in Confucianism, produced silk for trade along Central Asian trade routes like the Silk Roads, and controlled the southern region of the Yangtze River Valley where rice production occurred. These unique characteristics influenced the social and government structure of the empire through the creation of the Confucian bureaucratic system based on examination, which legitimized the emperor and a social hierarchy built on the labor of peasants.

**KNOW Vocabulary:**

Empire	Caravans
Confucianism	Cash Crop
Mercantilism	Great Wall of China
Daoism	Dynasty
Legalism	Oracles
Silk and Spice Roads	Caste
Feudalism	Sanskrit
Karma	Dharma
Buddhism	8 Fold Path

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**Standard: Roles and Responsibilities of a Citizen: 6.C.PR.1:**

Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:**

As organized government is developed, a set of laws is usually established. These laws may vary depending on geographic location, social structure, and culture. For example, Hammurabi's Code grew up organically as a set of rulings from disputes brought before the king and included very specific punishments and procedures regarding daily life. In Rome, a formal law code called the Twelve Tables enshrined the rights and responsibilities of those considered citizens and, because the code was written and displayed in the forum, protected the people against infringement of these rights by rulers. In most River Valley Civilizations and Classical Empires, law codes can reveal the values and priorities of the cultures; in most places, for example, citizens, free people, and elites were treated differently, punished less harshly, and protected through more rights than those who were enslaved or considered non-citizens.

**KNOW Vocabulary:**

Code of Hammurabi  
12 Tables  
Emperor  
Empire  
Citizenship  
Nobility  
Republic  
Democracy  
Code Ur-Nammu  
Legalism  
Bureaucracy

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**Standard: Microeconomics 6.E.MI.1.** Trace the chain of supply for a needed product.

**Clarification Statement:** The chain of supply for a product outlines the process by which raw materials are processed to create a final product. For example, reeds on the Nile were processed to create papyrus and baskets in Egypt.

**KNOW Vocabulary:**

Supply	Demand
Cost	Profit
Raw Material	Manufactured good
Production	Scarcity
Labor	Market
Opportunity Cost	budget
Consumer	barter
Trade Network	Resources
Non-Renewable/Renewable	Resource
Competition	Currency

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Microeconomics 6E.MI.2.** Predict and analyze unintended costs and benefits of economic decisions.

**Clarification Statement:** The chain of supply for a product outlines the process by which raw materials are processed to create a final product. For example, reeds on the Nile were processed to create papyrus and baskets in Egypt.

**KNOW- Vocabulary**

Surplus	Shortage
Profit	Cost
Specialization	Entrepreneur
Consumer	Producers
National Debt	Production
Free Market	Bartering
Supply	Demand

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Microeconomics 6.E.MI.3.** Explain how markets exist whenever there is an exchange of goods and services.

**Clarification Statement:** Costs and benefits of economic decisions are sometimes unintended or unexpected. For example, as agriculture was developed in Mesopotamia, there was a surplus of food that led to an increase in population and a greater ability to have specialization of labor.

**KNOW Vocabulary:**

Barter	Surplus
Specialization	Pricing
Gross	Domestic
Incentive	Labor
Wants	Needs
Surplus	Scarcity
Appreciation	Depreciation
Types of Economies - Traditional, Mixed, Command, and Free	

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Microeconomics 6E.MI.4.** Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** An economic market is the meeting place or mechanism allowing buyers and sellers of an economic product to come together. Trade between civilizations created a market. As a result of a civilization's specialization or unique resources of geographic areas, different goods were sought and traded.

**Know Vocabulary:**

Cabotage	Specialization
Trade route	Silk Road
Market Exchange	Hellenistic Era
Bartering	Monetary Establishment
Cultural Diffusion	Cost/Profit
Merchants	Agora
Acropolis	Maritime Merchants

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**Standard: Macroeconomics 6.E.Ma.1.** Describe how civilizations used bartering to establish mediums of exchange to meet their wants.

**Clarification Statement:** Before currency was established, civilizations bartered and traded specialized goods and services, leading to the spread of ideas, people, religions, products, and diseases. During the period of Classical Empires, markets became more complex, often based on coinage struck by the central government, and were conducted over longer distances, impacting large regions. As a result, economic activity may include, but is not limited to, unemployment, government spending, inflation and/or investment.

**Know Vocabulary:**

Trade Networks	Bartering
Market Place	Hellenistic Era
Aureus	Empire
Acropolis	Agora
Silk/Spice Road	Specialization
Cultural Diffusion	Monetary Establishment
Hellenistic Era	Roman Empire

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**Standard: Macroeconomics 6.E.MA.2** Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** Before currency was established, civilizations bartered and traded specialized goods and services, leading to the spread of ideas, people, religions, products, and diseases. During the period of Classical Empires, markets became more complex, often based on coinage struck by the central government, and were conducted over longer distances, impacting large regions. As a result, economic activity may include, but is not limited to, unemployment, government spending, inflation and/or investment.

**KNOW-Vocabulary:**

Trade Networks	Bartering
Market Place	Hellenistic Era
Aureus	Empire
Acropolis	Agora
Supply	Demand
Settlement Patterns	Traditional Economy
Agricultural growth	Tigris and Euphrates River Valley
Yellow and Indus River Valley	Cost/Profit

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**Standard: Specialization, Trade and Interdependence 6.E.ST.1** Compare specialization in two or more civilizations or empires.

**Clarification Statement:** After the development of agriculture, people were able to settle in one area and, because farmers were creating a food surplus, not all people needed to be involved in procuring food. Thus, specialization occurred, in which people and states began specializing in a variety of jobs and in the production of diverse products. Depending on available resources, each civilization specialized in unique production of goods and services. For example, tea and silk are both natural resources located in China, and began being intentionally produced through specialization. Rome, centered on the Mediterranean Sea, grew, pressed, and shipped olive oil throughout the Mediterranean basin. In the Classical Empire of Maurya, India, cotton was grown, processed, and turned into cotton textiles. Pepper was also traded throughout the Indian Ocean Maritime System all the way to Rome.

**KNOW-Vocabulary:**

Specialization	Domesticate
Natural Resources	Agriculture
Manufacturing	Cash Crops
Agrarian	Civilization
Apprentice	Artisan
Caste System	Empire
Trade Routes	Maritime Merchant
Merchant	Monetary Establishment

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Standard: Specialization, Trade and Interdependence 6.E.ST.2** Examine how new knowledge, technology and specialization increase productivity.

**Clarification Statement:** By basing society on farming rather than hunting and gathering, agricultural surpluses were attained, and specialization occurred. Specialization increases efficiency, leads to greater trade and connection, and speeds the discovery and spread of knowledge and technology.

**KNOW-Vocabulary:**

Domestication	Agriculture
Barter	Food Storage
Surplus	Artisans
Skilled Workers	Pastoralism
Food Storage	Revolutions
Population Increase	Technology
Specialization	Division of Labor
Minerals and Metals	

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**Standard:Incentives, Choices and Decision Making 6.E.IC.1** Analyze the economic choices of individuals, societies and governments.

**Clarification Statement:** The choices made by individuals, societies, and governments were influenced by geography, culture, and societal norms.

**KNOW-Vocabulary:**

Consumers	Entrepreneur
Labor	Opportunity Cost
Caste System	Slavery
Types of Economies	Types of Governments
Production	Goods
Services	Apprentice
Artisan	Cost/Profit
Cash Crops	Caste System
Trade	Shipping
Merchants	Bartering
Precious Metals	

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**Standard: Migration and Movement 6.G.MM.1** Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** Migration patterns of hunter gatherers during the Paleolithic Period can be credited to the need to find food and water. The development of civilizations was made possible by the proximity to water sources and the availability of domesticable plants and animals. The environmental characteristics of a place influenced how people navigated, traded, and specialized.

**KNOW-Vocabulary:**

Settlement Patterns	Physical Landforms
Geographic Influence	Hunter- Gatherer Society
Agricultural Revolution	Nomads
Natural Resources	Vegetation variation
Human/Environment Interaction	Migration
Beringia Land bridge	Neolithic Age
Paleolithic Age	Adaptation to Environment
Ice Ages	Stone Age - Iron Age

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**Standard: Human Interactions and Interconnections 6.G.HI.1** Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE.

**Clarification Statement:** After the Neolithic Revolution, the surplus of food affected the population in developing civilizations and empires. With no need for constant hunting and gathering, people were able to settle in one place. As they did, they were forced to adapt to environments in which they found themselves.

**KNOW-Vocabulary:**

Agricultural Revolution	Civilization
Language	Domesticate
Specialization	Artisan
Technology (farming)	Food Surplus
Food Storage	Plant Diversity
Climate	Soil Quality
Minerals	Metals
Craftspeople	Division of Labor

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**Standard: Human Interactions and Interconnections6.G.HI.2** Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** Interactions between civilizations occurred through trade and were facilitated or hindered by geographic features. The ancient civilizations of Egypt and Kush were physically and economically connected by the Nile River. Through this connection, religious and cultural ideas were spread, and physical goods like ivory and gold were exchanged.

**KNOW-Vocabulary:**

Trade Routes	Silk and Spice Routes
Maritime Traders	Cultural Diffusion
Language	City-States
Irrigation	Kingdoms
Empires	Dynasty
Artisans	Craftspeople
Cuneiform	Hieroglyphics
Phonetic Alphabet	
Latin/Greek Alphabet	
12-month lunar calendars	
Sanskrit	
Scribe	

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**Standard: Human Environment Interaction 6.G.HE.1** Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.

**Clarification Statement:** Civilizations have manipulated their physical environments to meet their needs through irrigation systems, aqueducts, and other farming techniques. In addition, environments have shaped the development of human societies, as humans innovated to overcome environmental challenges or take advantage of resources, as with the invention of the sailboat in Mesopotamia. The River Valley Civilization of Harappa on the Indus River was able to use coastal sea navigation to trade with Mesopotamia.

**KNOW-Vocabulary:**

Irrigation	Canals
Migration	Trade Routes
Maritime Navigation	Transportation
Architecture	Fertile Soil-River Flooding
Aqueducts	Navigational Technology
Physical landforms	

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**Standard: Human Environment Interaction 6g.HE.2** Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.

**Clarification Statement:** Food surpluses also led to population growth and the spread of humans from the various origin points of agriculture to more and more locations. In addition, human land use was changed as the settled lifestyle of those in agricultural Civilizations and Empires caused them to use more resources in increasingly intensive ways. For example, the specialization of metallurgy led Classical Empires deforestation to create the charcoal used in smelting furnaces in places like Rome and Han Dynasty China.

**KNOW-Vocabulary:**

Division of Labor	Specialization
Climate	Deforestation
Over-Hunting	Raw Materials
Natural Resources	Physical Landforms
River Systems	

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**Standard: Geographic Reasoning 6.G.GR.1** Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** As human societies grow, they must adapt to their environment and geography and also cause changes to Earth's surface. Examining geographic representations of the River Valley Civilizations and Classical Empires helps students better understand the patterns people created while expanding and how their development was influenced in similar and different ways by their respective environments. For example, River Valley Civilizations share common characteristics: proximity to water sources and domesticable plants and animals, as well as manipulation of the water sources and soil fertility. In Classical Empires, advantages like the Mediterranean Sea provided easier transport within empires like Rome, whereas China's Han Dynasty lacked an internal waterway that could link their empire north to south.

**KNOW-Vocabulary:**

Waterways  
Landforms  
Movement  
Place  
Region  
Location  
Climate  
Human-Environment Interactions  
Physical Map  
Political Map

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**Standard: Change and Continuity 6.H.CH.1** Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.

**Clarification Statement:** As conflict ensued between neighboring civilizations over land, labor, trade, and control of resources and power, states began to overthrow and conquer one another. An expansion of territory is seen as city-states grew into states and then empires. Population growth and the development of iron metallurgy also spurred the growth from Civilizations to Empires. Throughout this process, ideas and cultures were created, shared, and blended, and polytheistic and monotheistic religions, as well as ideologies, were developed and practiced.

**KNOW-Vocabulary:**

Civilization	Kingdom
City-state	Specialization
Empire	Resources
Culture	Agricultural Revolution
Trade	Nomadic
Technology	Dynasty

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**Standard: Change and Continuity 6.H.CH.2** Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.

**Clarification Statement:** As conflict ensued between neighboring civilizations over land, labor, trade, and control of resources and power, states began to overthrow and conquer one another. An expansion of territory is seen as city-states grew into states and then empires. Population growth and the development of iron metallurgy also spurred the growth from Civilizations to Empires. Throughout this process, ideas and cultures were created, shared, and blended, and polytheistic and monotheistic religions, as well as ideologies, were developed and practiced.

**KNOW-Vocabulary:**

Polytheistic  
Monotheistic  
Christianity  
Judaism  
Buddhism  
Hinduism  
Confucianism  
Ideology  
Religion  
Ceremony

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**Standard: Cause and Effect 6.H.CE.1** Analyze the causes and effects of the rise of River Valley Civilizations.

**Clarification Statement:** The Neolithic Revolution should be cited as the transition from groups of nomadic hunter gatherers to settled farmers. Due to the proximity to water and the presence of unique domesticable plants and animals, agriculture was developed, leading to permanent settlements where people could specialize in a trade or craft. This led to the rise of civilization in the river valleys of Africa and Asia. The effects of this transition are varied and important as this shift to agriculture, food surpluses, and specialization serves as the starting point for all later developments.

**KNOW-Vocabulary:**

Agricultural Revolution

Nomadic

River Valleys

Irrigation

Specialization

Domesticate

Surplus

Barter

Trade

Civilization

Culture

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**Standard: Conflict and Compromise 6.H.CO.1** Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.

**Clarification Statement:** Trade networks and economic ties allowed for the sharing of ideas, culture, and goods. This contributed to conflict over power and control of resources and territory. For example, trade between Rome and China benefited both through the exchange of luxury products and the growth of their economies, whereas trade and economic ties between Greece and Rome led to one empire's conquest of the other.

**KNOW-Vocabulary:**

Conflict  
Silk Road  
Trade Network  
Resources  
Empire  
Han Dynasty  
Barter  
Raw Materials  
Expansion  
Development  
Cultural Diffusion

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**Standard: Conflict and Compromise 6.H.CO.2** Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.

**Clarification Statement:** Trade networks and economic ties allowed for the sharing of ideas, culture, and goods. This contributed to conflict over power and control of resources and territory. For example, trade between Rome and China benefited both through the exchange of luxury products and the growth of their economies, whereas trade and economic ties between Greece and Rome led to one empire's conquest of the other.

**KNOW-Vocabulary:**

Conflict  
Silk Road  
Trade Network  
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**Standard: Kentucky History 6.H.KH.1** Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government

**Clarification Statement:** The foundation of Kentucky's state government is influenced by the democratic ideas of the Athenian city-state and the Roman Republic. In order to emphasize the influence of these ideals on the government of Kentucky, architects used Neoclassical architecture, which uses Greek and Roman style, detail, and structures. In addition, public, written law codes and constitutions like Kentucky's have their roots in the written laws of Rome.

**KNOW-Vocabulary:**

Democracy  
Republic  
Neoclassical  
Architecture  
Senate  
Roman Twelve Tables  
Laws

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**(Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

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- **6.I.CC.2** Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
- **6.I.CC.3** Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.
- **6.I.CC.4** Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.