



GEOGRAPHY & ANCIENT WORLD HISTORY approved by KSD Board of Education 2-3-2025

Course Description:

This course invites students to explore the world around them through the lenses of geography and ancient history. In the first half of the course, students will develop geographic skills to better understand the Earth's physical and cultural landscapes. They will analyze ecosystems, government and economic systems, and the impact of human movement across continents. The second half of this course focuses on ancient civilizations, examining belief systems, the first civilizations, and the ways laws, governance, social classes, and trade influenced the development of societies. Throughout the year, students will engage in critical thinking about the relationship between humans, their environment, and the connection between history and our world today.

Grade Level: 6th Grade (yearlong)

Unit Scope and Sequence

Semester 1: Geography

Unit 1: Where Are We in the World?

Unit 2: Types of Ecosystems

Unit 3: Types of Government and Economic Systems

Unit 4: Movement

Semester 2: Ancient World History

Unit 5: World Religions

Unit 6: From Nomads to Civilization

Unit 7: Laws and Governance in the Ancient World

Unit 8: Social Classes in the Ancient World

Unit 9: Economy and Trade in the Ancient World

Course Enduring Understandings:

- Maps and other geographic tools help us to understand the world in which we live.
- One's culture is influenced by their location in the world.
- Different government and economic systems affect the structure and function of societies.
- Human movement has always impacted human civilizations.
- Social hierarchies and class systems influence individuals' roles, opportunities, and quality of life in societies.
- The development of civilization can both positively and negatively impact human life.

Course Essential Questions:

- How can maps help us to better understand our world?
- How do humans and ecosystems impact each other?
- How do humans adapt to different environments?
- How much influence should a government have?
- How do belief systems impact societies and cultures?
- Is "progress" always good for society?
- How has trade shaped human civilizations?

GEOGRAPHY & ANCIENT WORLD HISTORY

Unit 1: Where Are We in the World?

In this unit, students will develop foundational geography skills, including identifying and creating various types of maps. They will locate and label the 50 states, continents, oceans, and major landforms in the Americas.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Different types of maps help us to see the world in diverse and essential ways. • Where we are in the world impacts our lives.	• What is the best type of map to use in different scenarios? • How can I locate things in my world?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Political Map • Physical Map • Thematic Map • The seven continents • The five oceans • The 50 states • Cities in Missouri • Landforms in the Americas • Bodies of water in the Americas • Landforms ◦ Desert ◦ Mountain ◦ River ◦ Ocean ◦ Lake ◦ Valley ◦ Grassland ◦ Woodland/Forest	• Use political, physical, and thematic maps. • Label all continents and oceans on a map. • Label Missouri cities on a map. • Define types of landforms and locate examples in the Americas. • Label the 50 states on a map. • Find absolute and relative locations of given points on the globe.

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Unit 1: Where Are We in the World?

Missouri Learning Standards

Priority Standard: Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends. (6-8.G.1.G.A)

Supporting Standards:

- Locate the states of the United States and corresponding regions. (6-8.G.1.G.C)
- Locate cities of Missouri, the United States and the world. (6-8.G.1.G.D)
- Locate the major nations of the world. (6-8.G.1.G.E)
- Locate the major landforms of the world. (6-8.G.1.G.F)

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Unit 2: Types of Ecosystems

In this unit, students will examine various ecosystems with a focus on Africa and the Americas, exploring how humans influence their environment and how the environment, in turn, shapes human activity.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Ecosystems impact the way people live, and the way people live impacts ecosystems.	- How does where you live influence how you live? - How do different ecosystems support and sustain human life? - How do humans impact their environment?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Types of Ecosystems - Rainforest - Woodland - Desert - Alpine - Grassland - Desertification - Pollution - Deforestation - Climate Change - Poaching - Erosion	- Locate African countries, landforms, and bodies of water on a map. - Identify African ecosystems on a map. - Compare the different types of ecosystems commonly found in Africa to the Americas. - Explain how ecosystems in Africa can impact the lives of people. - Explain how one's ecosystem influences the culture in that place. - Describe examples of how people are impacting ecosystems. - Explain the long-term impacts of environmental degradation and select a preferred solution using a provided list.

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Unit 2: Types of Ecosystems

Missouri Learning Standards

Priority Standard: Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends. (6-8.G.1.G.A)

Supporting Standards:

- Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions. (6-8.G.2.PC.C)
- Locate the major nations of the world. (6-8.G.1.G.E)
- Locate the major landforms of the world. (6-8.G.1.G.F)

Priority Standard: Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. (6-8.G.1.PC.B)

Supporting Standards:

- Analyze current human-environmental issues using relevant geographic sources to propose solutions. (6-8.G.1.GS.B)
- Describe a variety of ecosystems, and explain where they may be found. (6-8.G.2.G.B)
- Explain how human-environmental interactions shape people and places. (6-8.G.2.G.C)
- Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions. (6-8.G.2.PC.C)
- Compare and contrast the human characteristics within and among regions. (6-8.G.2.PC.A)
- Identify the effect of natural forces upon human activities. (6-8.WH.3.G.B)
- Describe how physical processes shape the environment of a place. (6-8.G.2.G.A)
- Explain how groups and institutions of a place develop to meet peoples' needs. (6-8.G.2.PC.B)
- Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. (6-8.G.2.CC.C)
- Explain how forces of nature impact historic and current conflicts and cooperation. (6-8.G.2.CC.B)

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Unit 3: Types of Government and Economic Systems

In this unit, students will learn how different styles of government and economic systems impact the lives of the citizens of a country through the lens of Asia and the Americas.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
There are advantages and disadvantages of different economic and political systems.	How much influence should the government have on a person's life?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Government - Democracy - Dictatorship - Economy - Capitalism - Communism - Gross Domestic Product	- Locate Asian countries, landforms, and bodies of water on a map. - Compare Democratic and Dictatorial government systems to determine how governmental systems affect individuals and groups in society. - Compare Communist and Capitalist economic systems to determine how governmental systems affect individuals and groups in society. - Use thematic maps to compare population, economic output, and resource consumption in East Asian and North American countries. - Engage in civil discourse regarding government topics. - Develop a claim, supported by evidence and reasoning that evaluates the costs and benefits of governmental systems or economic systems.

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Unit 3: Types of Government and Economic Systems

Missouri Learning Standards

Priority Standard: Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends. (6-8.G.1.G.A)

Supporting Standards:

- Locate the major nations of the world. (6-8.G.1.G.E)
- Locate the major landforms of the world. (6-8.G.1.G.F)

Priority Standard: Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society. (6-8.G.1.EC.A)

Supporting Standards:

- Analyze material culture to explain a people's perspective and use of place. (6-8.G.1.PC.A)
- Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions. (6-8.G.2.EC.C)
- Analyze economic systems to explain their impact on peoples' behavior and choices. (6-8.G.2.EC.D)
- Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions. (6-8.G.2.EC.B)

Priority Standard: Using a geographic lens, analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (6-8.G.1.GS.A)

Supporting Standards:

- Explain how groups and institutions of a place develop to meet peoples' needs. (6-8.G.2.PC.B)
- Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions. (6-8.G.2.GS.A)
- Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws. (6-8.G.2.GS.B)

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Unit 4: Movement

In this unit, students will examine how geography impacts the movement of people, ideas, and goods through the lens of Europe and the Americas.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Migration occurs for a variety of reasons. • Migration impacts the rest of the world.	• What makes people want to move to or leave a country?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Immigration • Immigrant • Movement • Migration • Refugee	• Locate European countries, landforms, and bodies of water on a map. • Analyze the benefits and drawbacks of the relative location of Europe and the Americas. • Identify push and pull factors that trigger migration. • Analyze the consequences of European and American migration and economic activity on the rest of the world. • Explain different approaches to migration policy. • Use maps, graphs, and charts to compare migration in European and American countries. • Research a contemporary example of migration and its causes in Europe or the Americas.

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Unit 4: Movement

Missouri Learning Standards

Priority Standard: Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions. (6-8.G.1.CC.B)

Supporting Standards:

- Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place. (6-8.G.2.CC.A)
- Explain how the movement of people, goods, and ideas impact world regions. (6-8.G.2.G.D)

Priority Standard: Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem. (6-8.G.1.CC.E)

Supporting Standards:

- With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue. (6-8.G.1.CC.C)
- Using an inquiry lens, develop compelling geographic questions, determine helpful resources, and consider multiple points of view represented in the resources. (6-8.G.1.CC.D)

Priority Standard: Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends. (6-8.G.1.G.A)

Supporting Standards:

- Locate the major nations of the world. (6-8.G.1.G.E)
- Locate the major landforms of the world. (6-8.G.1.G.F)

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Unit 5: World Religions

In this unit, students will explore the beliefs, core practices, and cultural significance of Hinduism, Buddhism, Judaism, Christianity, and Islam. They will compare and contrast these world religions, gaining an understanding of their similarities, differences, and impacts on societies.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• There are similarities and differences between world religions. • Religions influence the cultures and societies of the people and nations who commonly practice them.	• Are religions more similar or different? • How do religious practices impact societies and cultures?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Monotheism • Polytheism • Abrahamic Religion • Major Beliefs and Core Practices ○ Hinduism ○ Judaism ○ Buddhism ○ Christianity ○ Islam	• Locate Southwest Asian countries, landforms, and bodies of water on a map. • Create and use maps of Southwest Asia and the world to identify the spread of the major religions. • Explain examples of how religious beliefs influence people, groups, or cultures. • Compare and Contrast the origins (according to the faith), beliefs, and core practices of world religions. • Engage in civil discourse by listening and responding to different religious perspectives.

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Unit 5: World Religions

Missouri Learning Standards

Priority Standard: Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures. (6-8.G.2.PC.D)

Supporting Standards:

- Analyze material culture to explain a people's perspective and use of place. (6-8.G.1.PC.A)
- Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations. (6-8.WH.2.PC.A)
- Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism. (6-8.WH.2.PC.B)
- From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity. (6-8.WH.3.PC.D)
- From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam. (6-8.WH.4.PC.B)
- Create and use historical maps and timelines in order to represent continuity and change within and among regions over time. (6-8.G.1.CC.A)
- Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. (6-8.G.1.PC.B)

Priority Standard: Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends. (6-8.G.1.G.A)

Supporting Standards:

- Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions. (6-8.G.2.PC.C)
- Locate the major nations of the world. (6-8.G.1.G.E)
- Locate the major landforms of the world. (6-8.G.1.G.F)

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Unit 6: From Nomads to Civilization

In this unit, students will explore how early humans migrated across the globe and responded to new environments. They will then compare and contrast the lives of early people before and after the Agricultural Revolution.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
The Agricultural revolution dramatically changed the human impact on the planet.	- How do the physical characteristics of a place impact how humans obtain food and other resources? - Was the Agricultural Revolution progress? - What are the necessary characteristics that make a “civilization?”
<i>Students must know:</i>	<i>Students must be able to:</i>
- Agricultural Revolution - Hunter-gatherers - Pastoralism - Agriculture - Domestication - Nomadic - Sedentary - Civilization - Caral-Supe - Fertile Crescent - Nile River Valley - Huang He River Valley Civilizations - Indus River Valley Civilization	- Summarize key causes of the Agricultural Revolution. - Explain the consequences of the Agricultural Revolution. - Use timelines and/or maps to show the chronological sequence of the Agricultural Revolution. - List the characteristics of a civilization. - Identify the locations of early river valley civilizations on a map. - Create and use maps to evaluate the importance of physical geography in early civilizations.

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Unit 6: From Nomads to Civilization

Missouri Learning Standards

Priority Standard: Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.WH.1.CC.E)

Supporting Standards:

- Create and use tools to analyze a chronological sequence of related events in world history. (6-8.WH.1.CC.A)
- Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas. (6-8.WH.2.CC.A)
- Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450. (6-8.WH.1.EC.A)

Priority Standard: Explain how physical geographic characteristics influence human identities and cultures. (6-8.WH.4.G.B)

Supporting Standards:

- Create and use tools to analyze a chronological sequence of related events in world history. (6-8.WH.1.CC.A)
- Describe how the physical characteristics of river valleys supported permanent settlements and the rise of early civilizations. (6-8.WH.2.G.A)
- Identify the effect of natural forces upon human activities. (6-8.WH.3.G.B)

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Unit 7: Laws and Governance in the Ancient World

In this unit, students will explore how the development of laws and governments shaped early civilizations, through the lens of Ancient Mesopotamia and Ancient China.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Humans have attempted to modify behavior with laws since ancient times. • There are varying opinions on the effectiveness of different approaches to systems of law.	• Why do people make laws? • Do human ideas of what is right and wrong change over time and place? • How does social status impact justice?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Hammurabi's Code • Mandate of Heaven • Confucianism • Monarch • Emperor • Dynasty • Cuniform • Slavery	• Identify the difference between primary and secondary sources. • Analyze Hammurabi's Code and Confucianism to determine how they affected individuals and groups in society. • Evaluate how people within different social groups were treated differently under the law. • Create a claim to evaluate whether ancient laws were "just." • Engage in civil discourse about concepts of justice.

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Unit 7: Laws and Governance in the Ancient World

Missouri Learning Standards

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450. (6-8.WH.1.GS.A)

Supporting Standards:

- Compare and contrast the human characteristics within and among contemporary and historic regions over time. (6-8.G.1.PC.C)
- Analyze the role early civilizations had in shaping concepts of government, law, and social order. (6-8.WH.2.CC.B)
- Explain how the codification of law impacted early civilizations. (6-8.WH.2.GS.C)
- Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures. (6-8.G.2.PC.D)
- Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties. (6-8.WH.2.GS.A)
- Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires. (6-8.WH.2.GS.B)
- Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations. (6-8. WH.2.PC.D)
- Analyze the cultural characteristics of civilizations to explain how they are similar and different. (6-8.WH.2.G.B)
- Compare and contrast the human characteristics within and among contemporary and historic regions over time. (6-8.G.1.PC.C)

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Unit 8: Social Classes in the Ancient World

In this unit, students will examine the formation of early social classes and their impact on Ancient India.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Social classes are a common feature in civilizations. • Social mobility has frequently contributed to conflicts within and between communities.	• Why do social classes emerge in most civilizations? • How does social mobility, or lack thereof, impact societies and individuals? • Was the creation of social classes an example of progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Caste System • Indo-Aryan Migration • Social Mobility • Untouchables	• Describe the origins, laws, and expectations of the Caste System. • Analyze social mobility in Ancient India and its impact on the people. • Evaluate how the Caste System impacts people in ancient and modern India.

Missouri Learning Standards
Priority Standard: Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (6-8.WH.1.PC.B) Supporting Standards: • Compare and contrast the human characteristics within and among contemporary and historic regions over time. (6-8.G.1.PC.C) • Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies. (6-8.WH.2.PC.C) • Analyze the cultural characteristics of civilizations to explain how they are similar and different. (6-8.WH.2.G.B) • Explain how physical and human characteristics of civilizations are connected to identities and cultures. (6-8.WH.2.G.C)

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Unit 9: Economy and Trade and in the Ancient World

In this unit, Students will explore how economic interactions between societies can foster both cooperation and conflict, focusing on the trade relationships of Egypt and Kush, as well as the Olmec and other Mesoamerican civilizations.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Trade between societies can lead to both cooperation and conflict. - Ancient cultures interacted with their neighbors in many ways, including trade and conflict. - Certain patterns of behavior can predict cooperation and conflict.	- Why can trade between societies lead to conflict? - What strategies do some groups use to improve their trade relations? - Was trade progress?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Ancient Egypt - Kingdom of Kush - Olmec - Trade - Surplus - Interdependence	- Analyze artifacts of material culture to examine the relationship between Egypt and Kush. - Evaluate the opportunity costs and benefits of trade, and its impacts on societies. - Explain how the Olmecs established trade relationships to gain access to necessary items. - Identify examples of how material culture is spread to other civilizations through trade.

Missouri Learning Standards
Priority Standard: Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450. (6-8.WH.1.EC.A) Supporting Standards: - Compare and contrast the human characteristics within and among contemporary and historic regions over time. (6-8.G.1.PC.C) - Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor. (6-8.WH.2.EC.A) - Explain how standardization, such as currency, weights and measures impacts the stability of a society. (6-8.WH.2.EC.B) - Analyze resource availability to explain its causes and impacts on conflict or cooperation. (6-8.G.2.EC.A) - Analyze the cultural characteristics of civilizations to explain how they are similar and different. (6-8.WH.2.G.B)