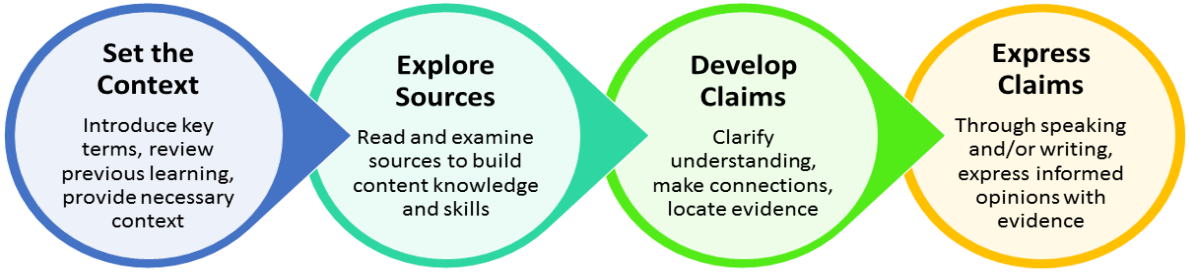
Louisiana STUDENT STANDARDS SOCIAL STUDIES

This document is designed to assist educators in interpreting Louisiana's 2011 Social Studies standards. It contains the prioritized content and concepts aligned to each GLE in each unit. The intent of this document is to clarify the essential content and concepts to teach, allowing teachers more flexibility to focus on the three shifts prescribed in the Social Studies vision:

1. Use **sources** to regularly learn content.
2. Make **connections** among people, events, and ideas across time and place.
3. Express **informed opinions** supported by evidence from sources and outside knowledge.

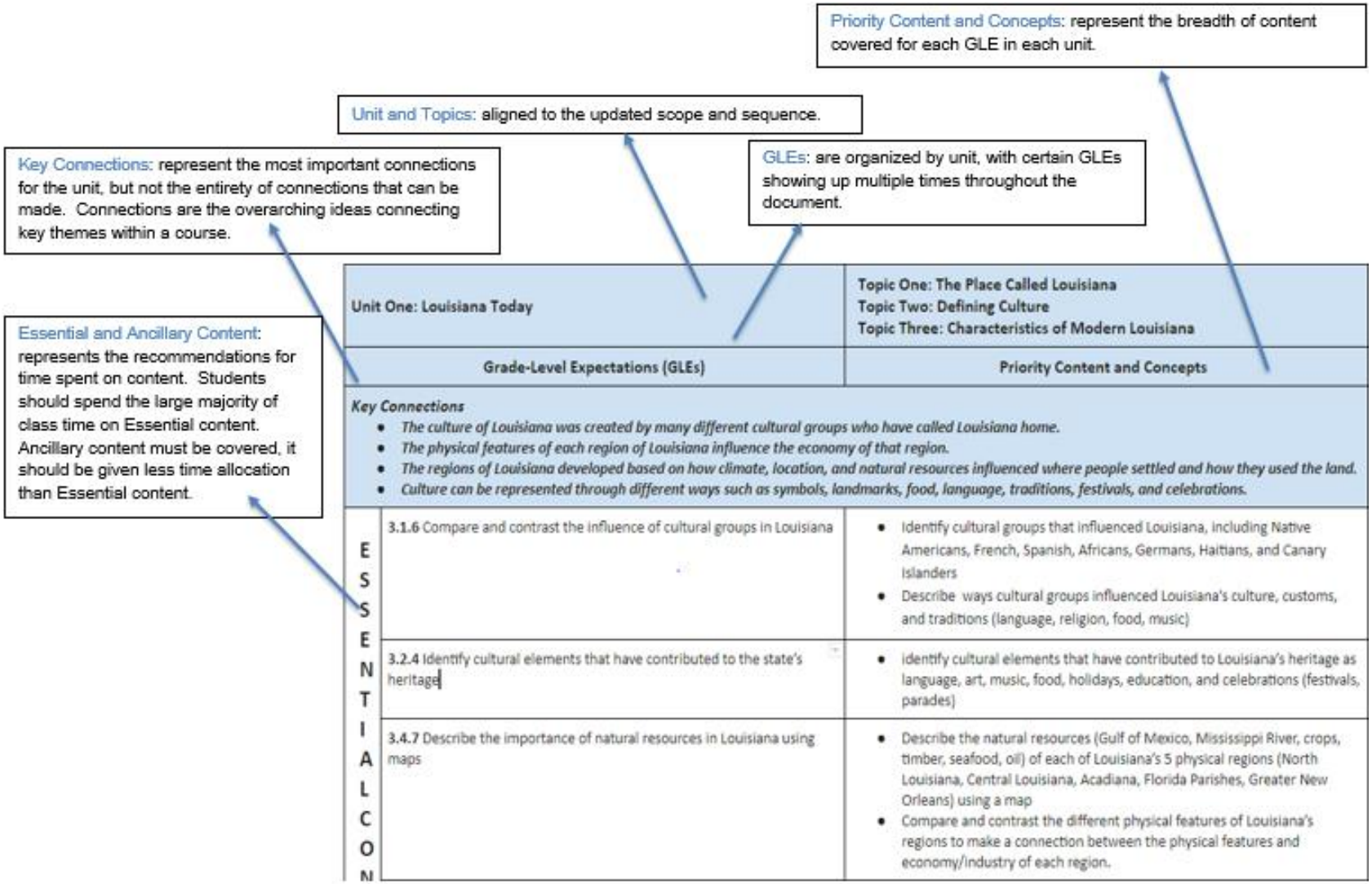


As a general caution, this companion document should not be used as a teaching checklist. Teachers should not approach each unit by teaching each piece of prioritized content from the companion document in the order it is presented - the companion documents clarify the full range of content contained in each GLE in each unit, but they do not represent the sequence, or method, in which content should be taught. The content presented in the companion document is organized by standard and not integrated (as standards should be taught). If content is not taught in an integrated way, it is unlikely students will master course content, or be prepared for the next course of study. Instead, the companion documents should be used alongside the instructional tasks in the Updated Social Studies Scope and Sequences or the curriculum adopted by the school. Companion documents can be used as a reference guide to ensure all elements of prioritized content are being adequately covered within a unit and can guide supplementation from current teaching resources.

This companion document is considered a "living" document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to louisianastandards@la.gov so that we may use your input when updating this guide.

How to Read Guide

The diagram below provides an overview of the information found in all units.



Unit One: Louisiana Today	Topic One: The Place Called Louisiana Topic Two: Defining Culture Topic Three: Characteristics of Modern Louisiana
Grade-Level Expectations (GLEs)	**Priority Content and Concepts**
Key Connections • *The culture of Louisiana was created by many different cultural groups who have called Louisiana home.* • *The physical features of each region of Louisiana influence the economy of that region.* • *The regions of Louisiana developed based on how climate, location, and natural resources influenced where people settled and how they used the land.* • *Culture can be represented through different ways such as symbols, landmarks, food, language, traditions, festivals, and celebrations.*	
ESSENTIAL CONTENT **3.1.6** Compare and contrast the influence of cultural groups in Louisiana	• Identify cultural groups that influenced Louisiana, including Native Americans, French, Spanish, Africans, Germans, Haitians, and Canary Islanders • Describe ways cultural groups influenced Louisiana's culture, customs, and traditions (language, religion, food, music)
3.2.4 Identify cultural elements that have contributed to the state's heritage	• identify cultural elements that have contributed to Louisiana's heritage as language, art, music, food, holidays, education, and celebrations (festivals, parades)
3.4.7 Describe the importance of natural resources in Louisiana using maps	• Describe the natural resources (Gulf of Mexico, Mississippi River, crops, timber, seafood, oil) of each of Louisiana's 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans) using a map • Compare and contrast the different physical features of Louisiana's regions to make a connection between the physical features and economy/industry of each region.

Priority Content and Concepts: Represents all the content and concepts that should be taught within each GLE for each unit, aligned with assessment parameters. The priority content and concepts are organized by GLE. They are **not** representative of an instructional sequence of content, but of the scope of content to teach. The updated Social Studies scope and sequence documents, or other classroom curriculum, should be used as a guide for the sequence of content that should be taught.

Key Connections: Represent the important connections students should be making within the content of the unit, as well as across unit content. Making connections among people, events, and ideas across time and place is one of the shifts in Social Studies, and the purpose of including sample connections in this document is to help students and teachers implement this shift within their instruction. The key connections are not an exhaustive list of all the connections that can be made, but serve as a guide for the type of deeper understandings students should be forming.

Essential and Ancillary Content: Content is grouped into two categories, essential and ancillary. Essential content represents the most important concepts to be taught in each unit, to further connections and understandings of the biggest ideas in each Social Studies course. Teachers should spend the majority of their time teaching the essential content. Ancillary content represents skills that are used in support of bigger ideas (such as basic map skills which are used in support of interpreting and understanding maps), review content within a unit (some GLEs may be essential in some units and ancillary in others), and historical thinking skills (which should be practiced every unit). Ancillary content should **not** be cut from instruction, because without it, students will not be prepared for their next course of study. The essential and ancillary content distinction can be used to help teachers prioritize how much time to spend on different concepts.

A note on teaching the historical thinking skills standards: There are many acceptable options for teaching historical thinking skills. The content provided in the companion documents aligned to historical thinking skills are purposefully broad, and are only options. Teachers can make adjustments to how historical thinking skills are taught to fit the needs of their classroom. While historical thinking skills are categorized as ancillary content, it is critical that teachers teach the prioritized content in each unit through historical thinking skills standards.

Unit One: Survival and Settlement	Topic One: Influences on Civilizations Topic Two: Early Humans Topic Three: Agricultural Revolution

Key Connections

- ***Geographic factors shaped the development of ancient civilizations.***
- ***Tools and technologies aided the advance of civilizations.***
- ***Basic characteristics of civilization are shared by all civilizations.***
- ***Past civilizations influence later civilizations.***

	Grade-Level Expectations (GLEs)	Priority Content and Concepts
ESSENTIAL CONTENT	**6.2.1** Analyze the relationship between geographical features and early settlement patterns using maps and globes.	• Use maps and globes to compare geographical features, early human migration routes, and areas of settlement to draw conclusions about the relationship between settlement patterns and geographical features.
	6.2.2 Examine how the achievements of early humans led to the development of civilization.	• Identify the characteristics of civilizations (large population centers, monumental architecture and unique art, writing and record keeping, complex institutions, specialization/complex division of labor, and social classes/structures). • Describe the life of early humans (organization in social groups, obtaining food, diet, dangers and difficulties of everyday life). • Explain how the lives of early humans were affected by their achievements (mastery over fire, development of spoken language, invention and use of tools and technology, development of agriculture and domestication, religious beliefs and rituals, artistic expression). • Analyze the importance of the Neolithic/Agricultural Revolution (the wide-scale transition from nomadic, hunting and gathering to a settled, agrarian life) to the development of civilization. • Explain how the Neolithic era/agricultural revolution changed society (permanent settlements, social classes, animal domestication, new technology, social equality and gender roles). • Explain the benefits and drawbacks of a society based on hunting and one based on farming. • Compare and contrast hunter-gatherer and agricultural societies, including the benefits and drawbacks of each. • Explain the benefits and drawbacks of domesticating animals, and how animal domestication impacted society.

	• Describe early settlements such as Catalhoyuk or Jarmo, and their characteristics (settlement dwellings, use of mounds, relationships between dwellings and society, and the achievements of settled societies using farming, tools, religion, and social structure). Explain how these early settlements begin to reflect the characteristics of a civilization.
6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs.	• Use maps, charts, and graphs to analyze trends in climate and population, and draw conclusions about ways climate affected early humans. • Use maps to determine the migration patterns of early humans from Africa to other continents, including migration across the Bering land bridge.
6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world.	• Describe the changes in climate conditions from the Ice Age through the Bronze Age, including ways the Ice Age affected early humans. • Describe the characteristics of different climate zones and explain how physical features, the environment, and climate conditions affected early human migration, settlement, and developing civilizations. • Explain how early humans and developing civilizations adapted to their environment, such as Otzi the Iceman, Catalhoyuk, or Jarmo. • Explain the relationship between geography and the development of agriculture in early settlements. • Explain how different physical features and climate conditions were beneficial and detrimental to early humans, and how they contributed to the success or failure of early human groups and developing civilizations.
6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement.	• Explain the causes and effects of migration (push factors, pull factors) and location of settlements for early humans. • Use maps and globes to locate early human settlements and paths of migration.
6.4.3 Explain the connection between physical geography and its influence on the development of civilization.	• Explain how geography influences human settlement and the rise of civilization. • Explain which geographical features are beneficial and which are detrimental to civilization (use factors such as stability, climate, location, and resources including proximity to water).

ANCILLARY CONTENT	**6.1.1** Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product	*Options to address 6.1.1 in Unit 1:* • Use technology to conduct research on early human settlements. • Analyze artifacts from early humans of the Paleolithic age through the development of civilizations. • Compare and contrast early human life in the Paleolithic (Old Stone Age), Mesolithic, Neolithic (New Stone Age), and Bronze Age. • Produce written claims on how geography and environmental changes impacted human life and settlement.
	6.1.2 Construct and interpret a parallel timeline of key events in the ancient world.	• Create a timeline relating to early humans and developing civilizations including the Stone Age (Paleolithic, Mesolithic, and Neolithic, Stone Age-Old/New Stone Age, Bronze Age). • Create a timeline using appropriate dates, including B.C.E/B.C. and C.E./A.D.
	6.1.3 Analyze information in primary and secondary sources to address document-based questions.	• Describe the work and contribution to historical study of archaeologists, geologists, and climatologists. • Analyze artifacts and secondary sources from the Paleolithic, Mesolithic, and Neolithic, Stone Age-Old/New Stone Age, Bronze Age to answer questions about the achievements of early humans. • View artifacts and explain what they reveal about the activities of early humans.
	6.1.4 Identify and compare measurements of time in order to understand historical chronology.	• Compare/contrast measurements of time including years, decades, centuries, millenniums, time periods, eras, and events. • Examine timelines of key Unit 1 content recognizing measurements of time, sequencing, chronology, location, distance, and duration. • Define terms related to measurements of time and chronology (B.C.E./B.C., C.E./A.D., circa or c., prehistoric/prehistory).
	6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones.	• Use maps and globes to compare the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle) and climate zones and types including tropical, dry, mild, continental, and polar. • Describe the relationship between latitude and climate.

	6.3.2 Plot coordinates of latitude and longitude to determine location or change of location.	• Plot coordinates of latitude and longitude for locations of early human settlement and recognize hemispheres, continents, and oceans.
	6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes.	• Determine the difference between a physical boundary and a political boundary. • Explain the relationship between physical features and political boundaries.
	6.6.1 Explain the impact of job specialization in the development of civilizations.	• Discuss job specialization in developing civilizations and its effects.
	6.6.2 Analyze the progression from barter exchange to monetary exchange.	• Analyze a system of barter exchange and discuss reasons for bartering.

Unit Two: The Ancient River Valleys: Geography and Civilization	Topic One: Geography and Civilization

Key Connections:

- ***Geographic factors shaped the development of ancient civilizations.***
- ***Innovations and technologies aided the advance of civilizations.***
- ***Resources and land use contributed to the development and expansion of trade between civilizations.***
- ***Human achievements and systems impact the environment.***
- ***Political factors influenced the economic, social, and cultural development of ancient civilizations.***

	Grade-Level Expectations (GLEs)	Priority Content and Concepts
ESSENTIAL CONTENT	**6.2.1** Analyze the relationship between geographical features and early settlement patterns using maps and globes.	• Use maps to compare geographical features and areas of settlement in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China) to draw conclusions about the relationship between settlement patterns and geographical features (natural and man-made).

	6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China.	• Explain why Mesopotamia is referred to as the cradle of civilization and Fertile Crescent.
		• Explain the factors that gave rise to the ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China).
		• Explain the importance of achievements and characteristics (large population centers, monumental architecture and unique art, writing and record keeping, complex institutions, specialization/complex division of labor, and social classes/structures) related to ancient river valley civilizations.
		  ○ **Mesopotamia** (Tigris and Euphrates River Valley): ziggurats, cuneiform, kings and their rule (Sargon, Hammurabi), law/legal codes (Hammurabi's code), irrigation systems, the wheel, the plow, bronze making.
		  ○ **Egypt** (Nile River Valley): pyramids, Sphinx, hieroglyphics, pharaohs and their rule (Hatshepsut, Amenhotep, Tutankhamun, and Ramesses), irrigation systems, papyrus, mummification.
		  ○ **Indus Valley** (Indus River Valley): Harappan seals, planned cities, irrigation systems.
		  ○ **China** (Yellow/Huang He River Valley): oracle bones, planned cities, rule of the Xia and Shang dynasties, irrigation systems, bronze making, glazed pottery, militaries.
		• Compare and contrast the characteristics and achievements of ancient river valley civilizations.

	• Explain what law/legal codes (Hammurabi's Code) tell us about ancient societies, and analyze similarities and differences with modern-day laws in the United States.
6.2.6 Analyze the origin and spread of major world religions as they developed throughout history.	• Analyze the role and importance of key people/groups (Abraham, Moses, the three kings), places (Canaan, Israel, Jerusalem), and texts (Hebrew Bible: Torah, Talmud) in the origin and spread of Judaism. • Explain the reasons for Jewish migration in the ancient world, including factors that pushed and pulled Hebrews to different areas (geographic and environmental factors such as famine, as well as social factors such as the exodus, expulsions, and persecution). • Explain how migration and the Jewish diaspora contributed to the spread of Judaism.
6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes.	• Use maps to locate political boundaries, including major civilizations, city-states, and cities of the ancient river valley civilizations (Mesopotamia: Sumerian, Akkadian, Assyrian, Babylonian, Babylon, Ur; Egypt: Lower Egypt, Upper Egypt, Cairo, Giza, Memphis, Thebes; Indus Valley: Harappa, Lothal, Mohenjo-Daro; China: Xia and Shang dynasties, Anyang, Luoyang), and explain changes to political boundaries over time. • Use maps to locate the major physical features (bodies of water, deserts, mountain ranges) of ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, and China) along with their major civilizations, city-states, and cities, and explain how physical features influenced political boundaries. • Describe how geography isolated civilizations from each other.
6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs.	• Use maps to analyze migration patterns in ancient river valley civilizations. • Explain the connections between trade and population growth in areas impacted by trade (port cities, cities along trade routes).

6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world.	• Use maps to locate major physical features associated with ancient river valley civilizations and surrounding areas, including bodies of water, deserts, mountain ranges, and other features.
	  ○ **Mesopotamia**: bodies of water (Tigris River, Euphrates River, Black Sea, Caspian Sea, Mediterranean Sea, Persian Gulf), deserts (Arabian), mountain ranges (Caucasus, Taurus, Zagros).
	  ○ **Egypt**: bodies of water (Mediterranean Sea, Nile River, Red Sea), deserts (Arabian, Eastern, Nubian, Western, Sahara), and peninsulas (Sinai).
	  ○ **Indus Valley**: bodies of water (Arabian Sea, Ganges River, Indus River, Indian Ocean), deserts (Thar), and mountain ranges (Himalayas, Hindu Kush).

	○ **China**: bodies of water (East China Sea, Pacific Ocean, Yangtze River, Yellow/Huang He River, Yellow Sea), deserts (Gobi, Taklamakan), mountain ranges (Himalayas). ● Explain how physical features and climate conditions influenced settlement in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China). ● Compare and contrast the physical features of the ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, and China) that supported early settlement.
6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement.	● Use maps to identify the presence or absence of migration and trade routes in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China), and explain the reasons for their development or lack thereof. ● Explain the connection between migration along trade routes, cultural diffusion, and settlement in ancient river valley civilizations.
6.4.3 Explain the connection between physical geography and its influence on the development of civilization.	● Explain the importance of geography, emphasizing the role of rivers, to ancient river valley civilizations, and analyze how each civilization used geography and the environment to develop and support their civilization (agriculture, trade). ● Explain the relationship between physical geography and the political development of ancient river valley civilizations (scarcity influences severity of laws under Hammurabi's Code, desire to acquire resources influences decision-making of rulers such as Sargon). ● Compare and contrast the ways geography influenced ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China). ● Explain how physical geography and climate compelled so many outside cultures to invade Egypt, taking into consideration the geographic factors of both Egypt and the invading cultures.
6.6.1 Explain the impact of job specialization in the development of civilizations.	● Analyze the role, importance, and benefits of job specialization in river valley civilizations (artisans, scribes, merchants, farmers, engineers, and laborers). ● Analyze the influence of job specialization on the growth of social classes in river valley civilizations, including the role of women.
6.6.2 Analyze the progression from barter exchange to monetary exchange.	● Explain reasons for the use of bartering when trading in river valley civilizations, its disadvantages, and why bartering was replaced with currency.
6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts.	● Use economic terms to explain why ancient river valley civilizations expanded trade (terms include: goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export).

		• Explain the reasons certain goods were traded by ancient river valley civilizations, factors that influenced the growth of trade, and why some civilizations relied heavily on trade (Mesopotamia).
	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world.	• Explain how trade was conducted in ancient river valley civilizations (by land and by water). • Explain the importance and effects of trade and taxation in ancient river valley civilizations.

ANCILLARY CONTENT	**6.1.1** Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:
	• Conducting historical research
	• Evaluating a broad variety of primary and secondary sources
	• Comparing and contrasting varied points of view
	• Determining the meaning of words and phrases from historical texts
	• Using technology to research, produce, or publish a written product
		Options to address 6.1.1 in Unit 2:
		• Use technology to research topics including, but not limited to:
		  ○ the impact of geography and climate on river valley civilizations,
		  ○ achievements and technology during the early river valley civilizations,
		  ○ origins of Judaism, and
		  ○ migration factors for the early river valley people (push and pull factors).
		• Analyze artifacts from ancient River Valley Civilizations.
		• Compare and contrast various aspects of ancient river valley civilizations.
		• Produce written claims on how geography and environment impact civilization.

	6.1.2 Construct and interpret a parallel timeline of key events in the ancient world.	• Create a parallel timeline showing the rise and fall of river valley civilizations (Mesopotamia, Egypt, Indus Valley China). • Create a timeline using appropriate dates, including B.C.E/B.C. and C.E./A.D.
	6.1.3 Analyze information in primary and secondary sources to address document-based questions.	• Read and analyze Hammurabi's Code to answer questions about how the code shaped various aspects of society.
	6.1.4 Identify and compare measurements of time in order to understand historical chronology.	• Identify historical time periods and eras (Egypt: Old, Middle, and New Kingdoms, China: Xia and Shang dynastic periods). • Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). • Examine timelines of key Unit 2 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.

	6.2.2 Examine how the achievements of early humans led to the development of civilization.	• Describe the factors that led to permanent settlement in the ancient river valley civilizations (relationship between development of agriculture and permanent settlements).
	6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones.	• Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. • Using a climate map, describe the type of climate(s) present in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, and China).
	6.3.2 Plot coordinates of latitude and longitude to determine location or change of location.	• Review how to find latitude and longitude as necessary by using maps to plot coordinates of latitude and longitude for important locations in ancient river valley civilizations (Mesopotamia, Egypt, Indus Valley, China) and recognize hemispheres, continents, and oceans.

Unit Three: Ancient Greece and Rome: Common Rule and Government	Topic One: Ancient Greece Topic Two: Ancient Rome

Key Connections:

- ***Geographic factors shaped the development of ancient civilizations.***
- ***Resources and land use contributed to the development and expansion of trade between civilizations and world regions.***
- ***Political factors influenced the economic, social, and cultural development of ancient civilizations.***
- ***Territorial expansion and the growth of trade and taxation influenced migration patterns and the spread of cultures, ideas, and religion.***
- ***The Greek city-states and the Roman Republic influenced the development of democracy.***

	Grade-Level Expectations (GLEs)	Priority Content and Concepts
ESSENTIAL CONTENT	6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great's conquests on the spread of Greek culture.	• Discuss the rise and fall of Aegean civilizations (Minoans, Mycenaeans, Dorians). • Explain the purpose and themes of Greek epics (Homer's Iliad and Odyssey) and mythology (12 Olympian Gods), how it shaped life in ancient Greece, and how literary/mythical figures were a reflection of Greek society. • Describe the political, economic, social, and cultural characteristics of ancient Greece, including the polis/city-state (Athens and Sparta), agriculture and trade, job specialization, social classes and gender roles (role of women, enslaved people), importance of military and education (use of phalanx style warfare, philosophy as education), arts and architecture (Parthenon, columns, perfect human form), recreation and entertainment (festivals, sports, Olympics), and writing systems (Greek alphabet). • Compare and contrast the characteristics of ancient Greek city-states (Athens and Sparta). • Explain the causes, major developments, and effects of the Persian Wars. • Explain the causes, major developments, and effects of the Peloponnesian Wars. • Explain the causes and effects of Alexander the Great's conquests and expansion of the empire. • Explain the benefits and drawbacks of the Hellenization of Alexander's empire.
	6.2.5 Describe the characteristics of Roman civilization; its cultural, political, and technological achievements; and its influence on other later cultures.	• Discuss how the Etruscans influenced the Romans. • Describe the political, economic, social, and cultural characteristics of the Roman Republic, including agriculture and trade, law/legal codes (Twelve Tables), importance of the military, influential people/leaders (Julius Caesar, Antony, Octavian/Augustus, Polybius), and beliefs and mythology (Romulus and Remus). • Explain the factors that weakened Roman Republic and the reasons for the fall of the Republic

		(social inequality, decisions of Julius Caesar, Pompey, and the Senate). ● Discuss the fall of the Carthaginian Empire and the rise of the Roman Empire (Punic Wars, Hannibal). ● Explain how the Pax Romana period both contradicted and exemplified "Roman Peace." ● Describe the political, economic, social, and cultural characteristics and achievements of the Roman Empire, including architecture (roads, columns, arches, domes, aqueducts, baths, forums, amphitheaters: the Colosseum, Pantheon), laws (Justinian's Code), beliefs and mythology (Roman deities/gods and goddess), social structures (plebeians and patricians), recreation and entertainment (Gladiators). ● Analyze the social, economic, military, and political factors that contributed to the fall of the Roman Empire and attempts at solutions (challenges with food and transportation, over-expansion and over spending, arrival of the Huns and Germanic Tribes, weakening of Roman Legions). ● Analyze the legacy of the Roman Empire through its influence on later cultures (road network, infrastructure, legal principles and rights of the citizenry).
	6.2.6 Analyze the origin and spread of major world religions as they developed throughout history.	● Analyze the role and importance of important people (Abraham, Moses, kings, prophets, Jesus, apostles, Muhammad, caliphs) and texts (Hebrew Bible, Bible, Qur'an) in the origins and early spread of the three major monotheistic religions (Judaism, Christianity, Islam). ● Explain how factors influenced the spread of monotheistic religions (forced and voluntary migration, conversion, trade, conquest, Constantine). ● Use maps to locate places related to the origin and spread of the major monotheistic religions (Canaan, Israel, Jerusalem, Egypt, Babylon, Mecca, Medina, Spain, Europe, Mediterranean region, Arabian Peninsula, North Africa, Southeast Asia), including important religious sites (synagogues, temples, churches, mosques) and places of shared importance (Israel, Jerusalem, Middle East). ● Compare/contrast the major monotheistic religions (Judaism, Islam, Christianity), including the reason why Judaism, Christianity, and Islam are referred to as the Abrahamic religions.
	6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes.	● Use maps to locate the major physical features (bodies of water, mountain ranges, deserts, coastlines, islands) of Greece and Rome, along with their city-states (Athens, Sparta) and colonies/territories (Anatolia, Britain, Egypt, Gaul, Greece, Italy, Macedonia, Spain) and explain how political boundaries changed over time. ● Compare the boundaries of the ancient Greek city-states of Athens and Sparta. ● Use maps to locate Alexander the Great's conquests and the extent of his empire, noting how

	the boundaries changed over time. ● Locate the extent of the Roman Republic and Roman Empire on a map.
6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world.	● Use maps to locate major geographic and physical features associated with ancient Greece and Rome, including bodies of water, deserts, mountain ranges, and other features. ○ Ancient Greece: bodies of water (Adriatic Sea, Aegean Sea, Black Sea, Ionian Sea, Mediterranean Sea), mountains (Mount Olympus), islands (Crete), and peninsulas (Anatolian, Balkan, Peloponnese/Peloponnesus). ○ Ancient Rome: bodies of water (Adriatic Sea, Atlantic Ocean, Black Sea, Mediterranean Sea, Tiber River), mountain ranges (Alps, Apennines, Atlas, Carpathian, Caucasus, Pyrenees), and peninsulas (Anatolian, Balkan, Iberian, Italian/Apennine). ● Describe the physical features and climate conditions in ancient Greece and Rome (coastlines, harbors, mountains, fertile/arable land, natural resources, mild/moderate climate), and explain how they influenced settlement. ● Analyze the geographical reasons that made Greece and Rome trading and colonizing civilizations (islands, poor soil, very long coastlines).
6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement.	● Explain how migration related to Alexander the Great's conquests led to the spread of Greek thought and culture (Hellenism) throughout his empire of Asia, Europe, Eurasia, and Middle East. ● Explain the relationships between migration along trade routes, the spread of culture/cultural diffusion, and settlement in the Roman Empire.
6.4.3 Explain the connection between physical geography and its influence on the development of civilization.	● Explain how physical geography influenced the development of ancient Greece (agriculture, trade, protection, social interactions). ● Explain how geography and natural resources affected the fall of the Roman Empire.
6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy.	● Describe the different types of government structures in ancient Greece (monarchy, aristocracy, oligarchy, tyranny, democracy). ● Describe the governmental changes and transition to democracy in ancient Greece, and lessons learned from each type of government adopted in Greece. ● Describe the methods and philosophies of ancient Greek thinkers (Socrates, Plato, Aristotle) and explain how they influenced government in ancient Greece. ● Explain how Athenian democracy was structured, including public officials/groups (Councils such as the Council of 500, Court/People's Court, Assembly/People's Assembly, magistrates, generals), influential leaders (Draco, Solon, Cleisthenes, Pericles), citizens (qualifications, rights such as

	voting, responsibilities), and elections (direct democracy). ● Analyze the ways in which Athens was and was not democratic. ● Compare and contrast Athenian democracy with later democratic governments (United States), noting elements of democracy that later governments adopted from ancient Athenian democracy.
6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy.	● Explain the rise and structure of the Roman Republic, including law/legal codes (Twelve Tables), branches of government (Consul, Senate, Assemblies: Centuriate, Tribal, Plebeians Council, Praetor), citizens (qualifications, rights, responsibilities), and social groups/classes and related power struggles (patricians, plebeians, tribunes). ● Analyze evidence for and against the Roman Republic being fully democratic. ● Compare and contrast features of the Roman Republic with features of Athenian democracy and later democratic governments (United States).
6.6.1 Explain the impact of job specialization in the development of civilizations.	● Analyze the role, importance, and benefits of job specialization in ancient Greece and Rome (artisans/craftsmen, merchants, farmers, engineers, and laborers). ● Analyze how job specialization influenced the growth of social classes in the Roman Empire.
6.6.2 Analyze the progression from barter exchange to monetary exchange.	● Explain the transition from a barter system to a monetary system in ancient Greece and Rome, including the use of coins as currency. ● Describe the benefits of using currency for trade in the Roman Republic and Roman Empire.
6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts.	● Use economic terms to explain why ancient Greece and ancient Rome expanded trade (terms include goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export). ● Explain the relationship between the territorial expansion and the acquisition of markets and resources, using examples from the empire of Alexander the Great and the Roman Empire.
6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world.	● Explain the role of taxes and trade in the Roman economy (roles of merchants, taxed goods, and effects on society). ● Explain the economic benefits of trade and how trade influenced economic growth in the Roman Empire. ● Using the economic terms of revenues and expenditures, explain how the Roman system of taxes influenced growth of the Roman Empire.

ANCILLARY CONTENT	**6.1.1** Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: ● Conducting historical research ● Evaluating a broad variety of primary and secondary sources ● Comparing and contrasting varied points of view ● Determining the meaning of words and phrases from historical texts ● Using technology to research, produce, or publish a written product	*Options to address 6.1.1 in Unit 3:* ● Use technology to research the achievements of ancient Greece and Roman civilization. ● Analyze artifacts from ancient Greece and Roman civilizations. ● Compare and contrast the long lasting influence of Greek and Roman culture. ● Produce written claims on the factors that make a civilization influential.
	6.1.2 Construct and interpret a parallel timeline of key events in the ancient world.	● Create parallel timelines of the rise and fall of ancient Greek city-states, Alexander the Great's empire, the Roman Republic, and Roman Empire. ● Create a timeline using appropriate dates, including B.C.E/B.C. and C.E./A.D.
	6.1.3 Analyze information in primary and secondary sources to address document-based questions.	● Analyze primary sources, artifacts, and secondary sources related to ancient Greece and Rome, including excerpts from influential Greek and Roman thinkers (Plutarch, Pericles, Socrates, Plato, Aristotle, Titus Livius/Livy, Polybius) to answer questions about the political, economic, social, and cultural achievements of ancient Greece and Rome.
	6.1.4 Identify and compare measurements of time in order to understand historical chronology.	● Identify historical time periods and eras (classical antiquity, Pax Romana, Hellenistic Era). ● Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). ● Examine timelines of key Unit 3 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.
	6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones.	● Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. ● Using a climate map, describe the type of climate(s) present in ancient Greece and Rome. ● Determine time zones by locating and identifying lines longitude using maps.

	6.3.2 Plot coordinates of latitude and longitude to determine location or change of location.	• Review how to find latitude and longitude as necessary by using maps to plot coordinates of latitude and longitude for important locations in ancient Greece and Rome, and recognize hemispheres, continents, and oceans.
	6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs.	• Explain the relationship between migration patterns, population trends, and the expansion of empires (Alexander the Great, Roman Empire).

Unit Four: Civilizations in Africa and Asia: Expanding Trade	Topic One: Asian Civilizations Topic Two: West African Empires

Key Connections:

- ***Resources and land use contributed to the development and expansion of trade between civilizations and world regions.***
- ***Economic motivations influenced territorial conquests and led to the success of kingdoms.***
- ***Territorial Expansion and the growth of trade and taxation influenced migration patterns and the spread of cultures, ideas, and religion.***

	Grade-Level Expectations (GLEs)	Priority Content and Concepts
ESSENTIAL CONTENT	**6.2.6** Analyze the origin and spread of major world religions as they developed throughout history.	• Describe the origins of the major Eastern religions (Hinduism, Buddhism, Confucianism). • Analyze the role and importance of important people (Siddhartha/Buddha, Confucius), places (Asia, India, China), and texts (Vedas, Sutras) in the origin and spread of Eastern religions (Hinduism, Buddhism, Confucianism). • Explain the factors that influenced the spread of Eastern religions (Hinduism, Buddhism, Confucianism), including the ways geography affected the spread of the religions and why some religions spread further than others (Buddhism vs. Hinduism). • Using a map, identify the regions of origin for each major world religion (Judaism, and Christianity in Israel/Palestine, Islam in the Arabian Peninsula, Hinduism and Buddhism in India). • Explain factors that influenced the spread of Islam in West African kingdoms (trade, Mansa Musa).
	6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, and Songhai).	• Describe the characteristics of West African kingdoms (Ghana, Mali, Songhai). • Explain how the development of West African kingdoms was influenced by trade with different regions and how trade was carried out (trans-Saharan, salt, gold, cultural diffusion, camels, caravans). • Compare and contrast the political, social, cultural, and economic features of the West African kingdoms under key leaders (Mali: Sundiata, Mansa Musa, Ibn Battuta; Songhai: Sunni Ali, Askia Muhammad). • Discuss the rise and decline of the West African kingdoms of Ghana, Mali, and Songhai.
	6.2.8 Identify key characteristics of Chinese	• Discuss notable achievements and discoveries of the Zhou, Qin, and Han Dynasties of China

	dynasties' political, economic, and social structures.	(gunpowder, papermaking, printing, the compass, Great Wall of China, terracotta soldiers), and explain how these achievements shaped each Chinese dynasty socially, culturally, economically, and politically. ● Discuss social structures of the Zhou, Qin, and Han Dynasties of China (king/nobles/farmers in Zhou, tyranny and forced labor in Qin, farmers/merchants in Han with wealth disparities), and explain how different social structures shaped each Chinese dynasty. ● Compare and contrast leaders of the Zhou, Qin, and Han dynasties (Zhou King Wu, Qin Emperor Shi Huangndi, Han Emperor Liu Bang, Han Emperor Wudi/Wu) and how their philosophies shaped each dynasty (Mandate of Heaven, Confucianism, civil service, bureaucracy, legalism, autocracy, Taoism, tyranny). ● Describe the dynastic cycle and explain how it applies to the rise and fall of the Zhou, Qin, and Han dynasties of ancient China.
	6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes.	● Use maps to locate the major physical features (bodies of water, mountains ranges, deserts) that influenced political boundaries. ● Use maps to locate political boundaries and major cities of dynasties, kingdoms, and empires of ancient China (Shang, Zhou, Qin, Han) and West Africa (Ghana, Mali, Songhai), and explain changes to political boundaries over time.
	6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world.	● Use maps to locate major physical features associated with ancient Chinese dynasties and surrounding areas, including bodies of water (East China Sea, Pacific Ocean, Yangtze River, Yellow/Huang He River, Yellow Sea), deserts (Gobi, Taklamakan), and mountain ranges (Himalayas). ● Use maps to locate major physical features associated with the West African kingdoms and surrounding areas, including bodies of water (Atlantic Ocean, Lake Chad, Mediterranean Sea, Niger River, Senegal River), deserts (Sahara), and mountain ranges (Atlas). ● Explain how physical features and climate conditions influenced settlement, including major cities where settlement occurred in ancient China (Anyang, Chengzhou, Dunhuang, Hao, Luoyang) and West Africa (Djenne, Gao, Koumbi, Saleh, Timbuktu).
	6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement.	● Explain the connection between trade routes, cultural diffusion, and settlements in Chinese dynasties and West African kingdoms (Silk Road, Timbuktu, trans-Saharan trade). ● Explain how interactions along the Silk Road influenced the exchange of ideas and technology among Asians and Europeans (shipbuilding, gunpowder, mathematical and scientific knowledge).

6.4.3 Explain the connection between physical geography and its influence on the development of civilization.	• Explain the importance of geography and environment to the development of the societies in West Africa (Mali, Songhai, and Ghana). • Explain the relationship between physical geography and the development of ancient Chinese dynasties and West African kingdoms (isolation of ancient China, plentiful resources influence management of people in West African kingdoms). • Explain how geography affected trade in West African kingdoms and Chinese Dynasties (the Silk Road, trans-Saharan trade).
6.6.1 Explain the impact of job specialization in the development of civilizations.	• Explain how job specialization was tied to social class in ancient China.
6.6.2 Analyze the progression from barter exchange to monetary exchange.	• Analyze the benefits of monetary trading on the Silk Road, and the reasons bartering was replaced by currency. • Analyze the progression from barter to monetary exchange in the Chinese dynasties and West African kingdoms (use of shells, objects, and coins as currency), including the benefits of monetary exchange as opposed to bartering.
6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts.	• Use economic terms to explain why ancient Chinese dynasties and West African kingdoms expanded trade (terms include: goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export). • Explain the motivation for trade using the Silk Road (demand for Chinese silk due to scarcity in other civilizations, opened access to new markets elsewhere). • Explain reasons for the expansion of trade by the West African kingdoms of Ghana, Mali, and Songhai and the benefits of expanding trade.
6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world.	• Analyze the influence of the Silk Road on Chinese dynasties, and discuss who traveled on the Silk Road and for what purpose. • Discuss how trading on the Silk Road was tied to the development of social classes in ancient China. • Explain the reasons for and effects of trade and taxation for the West African kingdoms of Ghana, Mali, and Songhai.

ANCILLARY	**6.1.1** Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: ● Conducting historical research ● Evaluating a broad variety of primary and secondary sources ● Comparing and contrasting varied points of view ● Determining the meaning of words and phrases from historical texts ● Using technology to research, produce, or publish a written product	*Options to address 6.1.1 in Unit 3:* ● Use technology to research the impacts of trade in West Africa and ancient China. ● Analyze artifacts from Southeast Asia/India to answer questions about the origin and spread of Eastern Religions. ● Compare and contrast the impacts of trade on West African Empires and Asian Civilizations. ● Produce written claims on the necessity of trade in advancing civilizations.
	6.1.2 Construct and interpret a parallel timeline of key events in the ancient world.	● Create parallel timelines of West Africa and the Chinese dynasties including the rise and fall of the Shang, Zhou, Qin, and Han Dynasties of China, and the rise and fall of the Mali, Songhai, and Ghana empires. ● Create a timeline using appropriate dates, including B.C.E/B.C. and C.E./A.D.
	6.1.3 Analyze information in primary and secondary sources to address document-based questions.	● Analyze writings and artifacts from West African civilizations to answer questions about the impact of trade on each empire. ● Analyze writings and artifacts from Chinese dynasties to answer questions about the factors that shaped each dynasty.
	6.1.4 Identify and compare measurements of time in order to understand historical chronology.	● Identify historical time periods and eras (warring states period). ● Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). ● Examine timelines of key Unit 4 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.
	6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones.	● Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. ● Using a climate map, describe the type of climate(s) present in China and West Africa. ● Review time zones as necessary.
	6.3.2 Plot coordinates of latitude and longitude to	● Review how to find latitude and longitude as necessary by using maps to plot coordinates of

	determine location or change of location.	latitude and longitude for important locations in ancient Chinese dynasties and West African kingdoms, and recognize hemispheres, continents, and oceans.
	6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs.	• Use maps to analyze migration patterns in Chinese dynasties and West African kingdoms.

Unit Five: Medieval Europe and the Renaissance: Legacy	Topic One: Medieval Europe Topic Two: Renaissance

Key Connections:

- ***Feudalism, trade, and commerce led to the growth of towns and cities during the Middle Ages.***
- ***Ideas, people, and events influenced the Renaissance and transformed European culture.***
- ***Past civilizations influence later civilizations.***

	Grade-Level Expectations (GLEs)	Priority Content and Concepts
ESSENTIAL CONTENT	**6.2.9** Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages.	• Explain the events that led to the rise of feudalism (fall of the Roman Empire which led to a barter economy, the rule of Charlemagne, division of land among Germanic tribes). • Describe the roles of groups within the feudal structure (kings and queens, nobles, knights, lords, vassals, peasants-freeman and serfs) and explain feudal relationships and their purposes (exchange of rights and obligations, such as the giving fiefs/land in exchange for protection and service and the giving land and protection in exchange for labor). • Describe the culture and society of the Middle Ages, including the manor system, homes, work, warfare, advancements in technology and agriculture, art, architecture, entertainment, the growth of villages, and religion. • Explain the role and importance of the Catholic Church during the Middle Ages. • Describe the formation of centralized governments in England and France, including the purpose of the Magna Carta and its legacy/influence on the modern world (monarchy, constitutional monarchy, parliament, democratic traditions). • Explain the motivations of the Crusades, including the motivations and perspectives of both Christians and Muslims during the Middle Ages. • Explain the outcomes and cultural, economic, and political effects of the Crusades, including effects on territorial expansion, cultural diffusion, religious practice in the East and West, and the Muslim world. • Explain the reasons for the outbreak and spread of the Black Death/Bubonic Plague. • Explain the social, economic, and political effects of the Black Death, including the effects on trade, work, wages, population and the decline of feudalism. • Explain the causes and effects of the decline of feudalism in Medieval Europe.

6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe.	• Analyze key ideas, people, and events that influenced the Renaissance (classical Greek and Roman texts, philosophies, art, and architecture, Renaissance values, scientific advances from the Muslim world). • Discuss characteristics of the Italian Renaissance, including Renaissance values (humanism, individualism, secularism, skepticism/questioning, classicism), and explain how the relationship between Italian artists, patrons of the arts, and the Catholic Church contributed to flourishing art in Italian city-states. • Describe the qualities associated with the Renaissance man and woman and the contributions of Renaissance creators/thinkers (Da Vinci, Michelangelo, Raphael, Galileo). • Describe the contributions of key people and groups who influenced the Renaissance (Catholic Church/the Church, influential families such as the Medicis, Machiavelli). • Describe the characteristics of Renaissance art and literature (realistic, use of perspective, writing in the vernacular), and compare/contrast art from the Middle Ages and the Renaissance. • Explain the ways in which the Renaissance changed European society (scientific thinking during the Renaissance led to world navigation, intellectual thinking challenged Catholic doctrine, the printing press and the spread of information. • Explain the social, cultural, economic, and political effects of the printing press and its role in facilitating change during the Renaissance. • Use maps to identify the start and spread of printing.
6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs.	• Analyze the spread of the Black Death/Bubonic Plague through Africa, Europe, and Asia using maps, and explain relationships among the spread of the plague, population density, and trading centers and routes. • Explain how events during the Middle Ages (the Crusades, outbreak and spread of the Black Death/Bubonic Plague, decline of feudalism, and increase in trade) affected migration patterns and population trends in medieval Europe using maps, charts, and graphs.
6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement.	• Explain why people migrated to towns and cities in medieval Europe. • Explain why trade increased after the Crusades.
6.6.1 Explain the impact of job specialization in the development of civilizations.	• Explain the relationship between job specialization and social structures in medieval Europe.

		• Explain the development of guilds, including their purpose, role/function, and effects.
	6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts.	• Use economic terms to explain reasons for the expansion of trade in medieval Europe (terms include goods, services, producers, consumers, supply, demand, scarcity, shortage, surplus, markets, import, and export). • Explain factors that contributed to the growth of trade in medieval Europe.
	6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world.	• Describe the Commercial Revolution during the Middle Ages, including the role and importance of trade and the relationships between trade and the growth of towns, cities, marketplaces, businesses, and banks.
ANCILLARY CONTENT	**6.1.1** Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks: • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product	*Options to address 6.1.1 in Unit 3:* • Use technology to research Renaissance thinkers and creators, and their influence on European society. • Analyze artifacts from the Renaissance to answer questions about the impact of ideas on society. • Compare and contrast perspectives on the Crusades held by Christians and Muslims during the Middle Ages. • Produce written claims on how civilizations decline and renew themselves.
	6.1.2 Construct and interpret a parallel timeline of key events in the ancient world.	• Create a parallel timeline for the Middle Ages and Renaissance that includes the rule of Charlemagne, the Holy Roman Empire, the rise and decline of feudalism, the Crusades, the signing of the Magna Carta, the Black Death/Bubonic Plague, the Italian and Northern Renaissance, Medici family rule, development of the printing press, and printing of the Gutenberg Bible. • Create a timeline using appropriate dates, including B.C.E/B.C. and C.E./A.D.
	6.1.3 Analyze information in primary and secondary sources to address document-based questions.	• Analyze writings, artworks, and artifacts from the Middle Ages to answer questions about medieval Europe. • Analyze primary sources, artifacts, and secondary sources related to the Renaissance, including excerpts and artwork from influential artists and thinkers (Da Vinci, Galileo, Michelangelo, Petrarch, Raphael) to answer questions about the Renaissance in Europe.

6.1.4 Identify and compare measurements of time in order to understand historical chronology.	• Identify historical time periods and eras (Middle Ages, medieval, Commercial Revolution, Renaissance). • Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.). • Examine timelines of key Unit 5 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.
6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones.	• Review the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle), climate zones and types (tropical, dry, mild, continental, polar), and the relationship between latitude and climate as necessary. • Using a climate map, describe the type of climate(s) present in Europe. • Review time zones as necessary.
6.3.2 Plot coordinates of latitude and longitude to determine location or change of location.	• Review how to find latitude and longitude as necessary by using maps to plot coordinates of latitude and longitude for important locations in Europe, and recognize hemispheres, continents, and oceans.
6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes.	• Use maps to locate the major physical features (bodies of water, deserts, mountain ranges) that influenced political boundaries. • Use maps to locate political boundaries, including kingdoms/empires, city-states, and major cities in Europe (medieval: Germanic kingdoms, Byzantine Empire, England, France, Holy Roman Empire, Paris, Russia, Spain; Renaissance: Constantinople, Florence, Italy, Milan, London, Rome, Venice, Ottoman Empire), and explain changes to political boundaries over time.
6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world.	• Use maps to locate major physical features associated with medieval and Renaissance Europe, including bodies of water (Atlantic Ocean, Mediterranean Sea) and rivers (Danube, Rhine), mountain ranges (Alps, Apennines, Carpathian, Caucasus, Pyrenees).
6.4.3 Explain the connection between physical geography and its influence on the development of civilization.	• Analyze reasons for the location of towns and cities in Europe (proximity to water). • Explain the importance of geography and environment to the development of medieval and Renaissance Europe.