



Alignment Document
State of Florida and Aventa Learning

Social Studies 6

Strand	Common Curriculum Goal	Standard	Lesson Name
SS.A Time, Continuity, and Change [History]	SS.A.1.3.1 The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.	SS.A.1.3.1.1 understands that historical events are subject to different interpretations.	<p>Historical periods are identified throughout the course and framed by timelines as a main reference of chronology and sequencing.</p> <p>Historical periods include: Lesson 3: Stone Age Lesson 4 and 5: Fertile Crescent and Fertile Crescent: Babylon Lesson 6 and 7: Egypt: Parts 1 and 2 Lesson 10: Roots of Civilization Lesson 14: Ancient China: Part 2 Lesson 18: The Ancient World in the East Lesson 22: Hellenistic Kingdoms Lesson 28: The Age of Antiquities Lesson 30: Europe: The Dark Ages Lesson 33: Europe: The Renaissance Lesson 34: The Reformation</p>
		SS.A.1.3.1.2 understands chronology (for example, knows how to construct and label a timeline of events).	<p>Students label a timeline in Lesson 6: Ancient Egypt: Part 1 Lesson 10: Roots of Civilization</p> <p>Understand Chronology: Lesson 14: Ancient China: Part 2 (Dynasties)</p>

Strand	Common Curriculum Goal	Standard	Lesson Name
	SS.A.1.3.2 The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.	SS.A.1.3.2.1 distinguishes between fact and opinion.	
		SS.A.1.3.2.2 distinguishes between primary and secondary sources of information.	Lesson 10: Roots of Civilizations Lesson 13: Ancient China Part 1 Lesson 18: The Ancient World in the East Lesson 36: Culminating Project
		SS.A.1.3.2.3 interprets data from charts, tables, and graphs.	Lesson 8: Ancient Israelites Lesson 16 and 17: Africa: Kingdom of Ghana/Askum Lesson 27: Rome: A Model for Modern-day US Lesson 32: Europe: The Saxons and Old Germanic Tribes
	SS.A.2.3.1 The student understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).	SS.A.2.3.1.1 understands ways language, ideas, and institutions of one culture can influence other cultures (for example, trade, religions in the Eastern Hemisphere).	Lesson 7: Egypt: Part 2 Lesson 8: The Ancient Israelites Lesson 14: Ancient China: Part 2 Lesson 16: Ancient Sub-Saharan Africa: Askum Lesson 18: The Ancient World in the East Lesson 19: Minoan Civilization Lesson 20: Greek Mythology Lesson 24: Ancient Rome: Christianity

Strand	Common Curriculum Goal	Standard	Lesson Name
	SS.A.2.3.2 The student knows how major historical developments have had an impact on the development of civilizations.	SS.A.2.3.2.1 knows ways major historical developments have influenced selected groups over time (for example, the rise and spread of the Muslim religion).	Lesson 8: Ancient Israelites Lesson 12: Ancient India: Part 2 Lesson 18: The Ancient World in the East Lesson 31: Europe: Charlemagne and Feudal System (Vikings, Muslims, and Magyars)
	SS.A.2.3.3 The student understands important technological developments and how they influenced human society.	SS.A.2.3.3.1 understands ways technological factors have influenced selected groups over time (for example, agriculture in the Eastern hemisphere).	Lesson 3: Stone Age Lesson 4: Fertile Crescent Lesson 6 and 7: Egypt Parts 1 and 2
	SS.A.2.3.4 The student understands the impact of geographical factors on the historical development of civilizations.	SS.A.2.3.4.1 understands ways geographical factors have influenced selected groups (for example, the development of the Tibetan civilization in the Himalayan Mountains).	Tibetan civilization in the Himalayas is not covered in this course. Lesson 4: Fertile Crescent Lesson 6 and 7: Egypt Part 1 and 2 Lesson 11: Ancient India: Part 1 Lesson 13: Ancient China: Part 1
	SS.A.2.3.5 The student knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).	SS.A.2.3.5.1 knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations (for example, Confucius, Buddha).	Lesson 5: The Fertile Crescent: Babylon Lesson 14: Ancient China: Part 2 (Confucius) Lesson 12: Ancient India: Part 2 (Buddha) Lesson 23: Ancient Rome: Overview

Strand	Common Curriculum Goal	Standard	Lesson Name
	<p>SS.A.2.3.6 The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).</p>	<p>SS.A.2.3.6.1 knows major events that shaped the development of various cultures (for example, development and spread of major religions).</p>	<p>Lesson 8: Ancient Israelites Lesson 12: Ancient India: Part 2 Lesson 18: The Ancient World in the East Lesson 24: Ancient Rome: Christianity</p>
	<p>SS.A.2.3.7 The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).</p>	<p>SS.A.2.3.7.1 knows examples of significant achievements in art and architecture (for example, Chinese and Japanese ink drawing, temple complexes in Southeast Asia).</p>	<p>Chinese and Japanese ink drawings are not covered in this course. Temples in Southeast Asia Hanging Gardens of Babylon: Lesson 5: The Fertile Crescent: Babylon Pyramids: Lessons 6 and 7: Egypt: Part 1 and 2 Temples in Ancient Greece: Not fully covered in this course. Bridges and aqueducts in Ancient Rome: Lesson 23: Ancient Rome: Overview Changes in Art: Lesson 30: Europe: The Dark Ages and Lesson 33: The Renaissance</p>
	<p>SS.A.2.3.8 The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.</p>	<p>SS.A.2.3.8.1 knows roles of political, economic, and social institutions in the development of selected civilizations (for example, caste system in India).</p>	<p>Lesson 5: The Fertile Crescent: Babylon Lesson 23: Ancient Rome: Overview Lesson 27: Rome: A Model for Modern-day US Lesson 31: Charlemagne and Feudal System</p>

Strand	Common Curriculum Goal	Standard	Lesson Name
	<p>SS.A.3.3.1 The student understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).</p>	<p>SS.A.3.3.1.1 understands ways in which cultural characteristics have been transmitted from one society to another (for example, through art, architecture, language, other artifacts).</p>	<p>Lesson 7: Egypt: Part 2</p> <p>Lesson 8: The Ancient Israelites</p> <p>Lesson 14: Ancient China: Part 2</p> <p>Lesson 16: Ancient Sub-Saharan Africa: Askum</p> <p>Lesson 18: The Ancient World in the East</p> <p>Lesson 20: Greek Mythology</p> <p>Lesson 24: Ancient Rome: Christianity</p> <p>Lesson 29: Europe: The Celts</p>
	<p>SS.A.3.3.2 The student understands the historical events that have shaped the development of cultures throughout the world.</p>	<p>SS.A.3.3.2.1 understands selected historical events that have shaped the development of selected cultures (for example, the spread of Communism in Asia).</p>	<p>Spread of Communism in Asia not covered in this course.</p> <p>Lesson 18: The Ancient World in the East</p> <p>Lesson 35: Ancient Civilizations of the West</p>
	<p>SS.A.3.3.3 The student knows how physical and human geographic factors have influenced major historical events and movements.</p>	<p>SS.A.3.3.3.1 knows ways geographical factors have influenced selected cultures (for example, the Great Wall of China, major rivers systems in the Eastern hemisphere).</p>	<p>Lessons 6 and 7: Egypt: Parts 1 and 2</p> <p>River systems, but not the Great Wall of China are covered in Lesson 13: Ancient China: Part 1</p> <p>Lesson 4: The Fertile Crescent</p>

Strand	Common Curriculum Goal	Standard	Lesson Name
	SS.A.3.3.4 The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.	SS.A.3.3.4.1 knows aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance (for example, Ghandi, Mao Zedong, Mother Teresa).	Significant mention of the lives and accomplishments of men and women BEFORE the Renaissance, but just after to the Reformation time period.
	SS.A.3.3.5 The student understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).	SS.A.3.3.5.1 understands selected aspects of political, economic, and social institutions in selected cultures in Eastern civilizations (for example, governments, social traditions and customs, economic systems, religious institutions).	Lesson 5: The Fertile Crescent: Babylon Lesson 7: Egypt: Part 2 Lesson 8: Ancient Israelites Lesson 10: Roots of Civilization Lesson 12: Ancient India: Part 2 Lesson 19: Minoan Civilization Lesson 21: Greek City-States and Government Lesson 24: Ancient Rome: Christianity Lesson 27: Rome: A Model for Modern-day US Lesson 31: Europe: Charlemagne and Feudal System

Strand	Common Curriculum Goal	Standard	Lesson Name
SS.B People, Places, and Environments [Geography]	SS.B.1.3.1 The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.	SS.B.1.3.1.1 knows various map forms and other geographic representations. (for example, maps, globes, aerial photographs, satellite-produced images).	While there are some aerial photographs of architecture and landforms, they are generically used as illustrations for the reading material, maps are the main geographic representation or tool utilized in this course -- not covered are: globes and satellite produced images. aerial photographs: Lesson 23: Ancient Rome: Overview (Rome)
		SS.B.1.3.1.2 uses various map forms to acquire information (for example, location, distance, direction, scale, symbol).	Lesson 2: Map skills
		SS.B.1.3.1.3 uses various map forms to process and report geographic information (for example, patterns of land use, connections between places, patterns and processes of migration and diffusion).	Heavy use of maps through the course -- usually on the first page of each lesson so as to allow the students to "see" the area of content being covered. For example, in: Lesson 4: Fertile Crescent Lesson 8: Ancient Israelites Lesson 11: Ancient India: Part 1 Lesson 19: Minoan Civilization Lesson 20: Greek Mythology Lesson 9: Persian Empire (diffusion and migration) Lesson 15: Ancient China: Part 3 (connections between places) Lesson 22: Hellenistic Kingdoms (division of the empire)

Strand	Common Curriculum Goal	Standard	Lesson Name
	SS.B.1.3.2 The student uses mental maps to organize information about people, places, and environments.	SS.B.1.3.2.1 develops and uses mental maps of selected regions (for example, from memory the student identifies the continent on which a country is located).	Lesson 2: Map skills Lesson 11: Ancient India
	SS.B.1.3.3 The student knows the social, political, and economic divisions on Earth's surface.	SS.B.1.3.3.1 understands that people create social, political, and economic geographic divisions of the Earth's surface (for example, national borders).	Lesson 2: Map Skills Lesson 15: Ancient China: Part 3 Lesson 17: Ancient Sub-Saharan Africa: Askum Lesson 26: The Roman Empire
		SS.B.1.3.3.2 knows selected social, political, and economic divisions in selected regions (for example, national borders in the Eastern hemisphere).	Lesson 2: Map Skills Lesson 15: Ancient China: Part 3 Lesson 17: Ancient Sub-Saharan Africa: Askum Lesson 26: The Roman Empire
	SS.B.1.3.4 The student understands ways factors such as culture and technology influence the perception of places and regions.	SS.B.1.3.4.1 understands ways judgements about cultural characteristics and degree of technological development influence perception of places and regions (for example, the designation of third-world country).	Lesson 18: The Ancient World in the East
	SS.B.1.3.5 The student knows ways in which the spatial organization of a society changes over time.	SS.B.1.3.5.1 knows ways in which the spatial organization of a society changes over time (for example, urban sprawl as a result of industrialization).	The majority of spatial organization of a society over time is with regards to conquering lands. Students learn about the growth of an empire over time in: Lesson 9: Persian Empire Lessons 23: Ancient Rome: Overview Lesson 26: Ancient Rome: The Roman Empire

Strand	Common Curriculum Goal	Standard	Lesson Name
	SS.B.1.3.6 The student understands ways in which regional systems are interconnected.	SS.B.1.3.6.1 knows physical and human criteria used to define regions (for example, hemispheres, mountains, deserts, countries, city boundaries, school districts).	Lesson 2: Map Skills Lesson 3: Stone Age (Regions -- 5 Themes of Geography) Lesson 9: Persian Empire (Regions -- 5 Themes of Geography)
	SS.B.1.3.7 The student understands the spatial aspects of communication and transportation systems.	SS.B.1.3.7.1 understands spatial aspects of communication and transportation systems in selected regions (for example, time required to travel and communicate over distances reduced by technological developments).	
	SS.B.2.3.1 The student understands the patterns and processes of migration and diffusion throughout the world.	SS.B.2.3.1.1 knows examples of migration patterns and processes in selected regions.	Movement as a geographic theme is covered in: Lesson 3: Stone Age Lesson 4: Fertile Crescent Lesson 9: Persian Empire Migration as a theme in: Lesson 31: Europe: Charlemagne and Feudal System (migrating Vikings, Muslims, and Magyars)
	SS.B.2.3.2 The student knows the human and physical characteristics of different places in the world and how these characteristics change over time.	SS.B.2.3.2.1 knows ways physical and human characteristics of selected regions have changed over time (for example, aftereffects of volcanic activity, development of cities).	Aftereffects of volcanic activity is not covered in this course. Lesson 4: Fertile Crescent Lesson 9: Persian Empire Lesson 19: Minoan Civilization Lesson 21: Greek City-States and Government

Strand	Common Curriculum Goal	Standard	Lesson Name
	SS.B.2.3.3 The student understands ways cultures differ in their use of similar environments and resources.	SS.B.2.3.3.1 understands ways various cultures use similar resources and environments (for example, differing methods of irrigation).	Lesson 4: The Fertile Crescent Lesson 7: Egypt: Part 2
	SS.B.2.3.5 The student understands the geographical factors that affect the cohesiveness and integration of countries.	SS.B.2.3.5.1 understands the various geographic factors that may divide or unite a country (for example, mountains, rivers, valleys).	Lesson 2: Map skills Lesson 4: Fertile Crescent Lesson 6 and 7: Egypt: Parts 1 and 2). Lesson 13: Ancient China: Part 1
	SS.B.2.3.6 The student understands the environmental consequences of people changing the physical environment in various world locations.	SS.B.2.3.6.1 understands environmental consequences of people changing the physical environment in selected regions (effects of deforestation such as reduction in biodiversity).	Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai
	SS.B.2.3.7 The student knows how various human systems throughout the world have developed in response to conditions in the physical environment.	SS.B.2.3.7.1 knows examples of human systems that have been developed in response to opportunities afforded by the environment (for example, settlements in valleys, transportation on waterways).	Lesson 5: The Fertile Crescent: Babylon Lesson 13: Ancient China: Part 1
	SS.B.2.3.8 The student knows world patterns of resource distribution and utilization.	SS.B.2.3.8.1 knows patterns of resource distribution and use in selected regions (for example, distribution of arable land).	Lesson 15: Ancient China: Part 3 Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai Lesson 19: Minoan Civilization
SS.C Government and the Citizen [Civics and Government]	SS.C.2.3.7 The student understands current issues involving rights that affect local, national, or international political, social, and economic systems.	SS.C.2.3.7.1 understands ways current issues affect political, social, and economic systems in selected regions.	Lesson 13: Ancient China: Part 1 Lesson 16: Ancient Sub Saharan Africa: Askum Lesson 17: Ancient Sub Saharan Africa: Ghana, Mali, and Songhai

Strand	Common Curriculum Goal	Standard	Lesson Name
SS.D Production, Distribution, and Consumption [Economics]	SS.D.2.3.1 The student understands ways production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.	SS.D.2.3.1.1 understands elements of basic economic systems commonly found in selected regions (for example, tradition-based and command economies in the Eastern hemisphere).	