

Sixth Grade Social Studies

Stone Age

Bloom's Taxonomy Level	Standard	Supporting Skill	Assessments	Resources
(Analysis)	<p>6.W.1.1. Students are able to explain the development of society during the Stone Age.</p> <p>I can explain (outline, write about, illustrate, compare and contrast) how the Stone Age (Paleolithic, Mesolithic, Neolithic) started and grew.</p>	<p>Identify the time periods of prehistoric man through artifacts and other archaeological findings.</p> <p>Examples: archaeology, artifacts, fossils, chronology, timeline (A.D. and B.C)</p> <p>Examples: Paleolithic, Upper-Paleolithic, Mesolithic/Neolithic, prehistory, hunter-gatherers, nomads</p> <p>Examples: tools, shelters, communication</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	<p>6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.</p> <p>I can compare and contrast what daily life was like before and after the agricultural revolution.</p>	<p>Examples: domestication of animals and plants, rise of trading centers, division of labor, class system, surplus, irrigation, Agricultural Revolution</p>		

Stone Age (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>I can show how people in the Stone Age used natural resources available to them to meet their needs.</p>	<p>Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership</p>		

River Valley Civilizations

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	<p>6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.</p> <p>I can explain (outline, write about, illustrate, compare and contrast) how river valley civilizations (Mesopotamia, Egypt, India, China) started and grew because they were located next to rivers.</p>	<ul style="list-style-type: none"> • River valley civilizations Examples: flooding, silt, irrigation • Mesopotamia Examples: Sumerians, Babylonians, Assyrians Examples: Tigris/Euphrates Rivers, Fertile Crescent • Egypt Examples: Old/Middle/New Kingdoms Example: Nile River • China Examples: Huang He River (Yellow), isolation, natural barriers • India Examples: Indus River, natural barriers, monsoons, isolation 		

River Valley Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
	<p>6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.</p> <p>I can list (match) the contributions (achievements, innovations, inventions) of the river valley civilizations (Mesopotamia, Egypt, China, India).</p>	<ul style="list-style-type: none"> • Mesopotamia <p>Examples: codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism</p> <p>Examples: Sargon, Hammurabi, Abram</p> • Egypt <p>Examples: hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine</p> <p>Examples: Ramses, Hatshepsut, Cheops</p> • China <p>Examples: inventions, Great Wall, Silk Road, Taoism, Confucianism, Legalism</p> <p>Examples: Qin/Han Dynasties</p> • India <p>Examples: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire</p> <p>Example: Prince Siddartha</p> 		

River Valley Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.C.1.1. Students are able to relate forms of governments to their civilizations.</p> <p>I can classify forms of government in the River Valley civilizations.</p>	<p>Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Synthesis)	<p>6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p> <p>I can explain how specific events changed the River Valley civilization.</p> <p>I can explain how specific ideas change the River Valley civilization.</p> <p>I can explain how written documents change the River Valley civilizations.</p>	<p>Examples (events): spread of disease, Crusades, Black Death</p> <p>Examples (ideals): Platonic philosophy, rise of major religions</p> <p>Examples (documents): Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta</p>		

River Valley Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Evaluation)	<p>6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>I can determine how the River Valley civilizations affect the rights and responsibilities of citizens today.</p>	Example: Hammurabi's code of law, Roman citizenship compared to United States citizenship		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>I can show how people in the River Valley civilizations used natural resources available to them to meet their needs.</p>	Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership		

River Valley Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Knowledge)	<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>I can list/name the basic economic system used in the River Valley civilizations.</p>	<p>Examples: traditional, market, barter system</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>I can list the reasons why the natural resources available to the people of the River Valley civilization affected the way they lived.</p>	<p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>		

Mediterranean Civilizations

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	<p>6.W.1.3. Students are able to explain the development of Mediterranean civilizations.</p> <p>I can explain (outline, write about, illustrate, compare and contrast) how the Mediterranean civilizations (Greece, Rome) started and grew.</p>	<ul style="list-style-type: none"> Greece Examples: city states, Athens, Sparta Hellenistic Era Examples: Macedonia, Alexander Rome Example: transportation system Examples: Romulus and Remus, 		

Mediterranean Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Comprehension)	<p>6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.</p> <p>I can list (match) the contributions (achievements, innovations, inventions) of the Mediterranean civilizations (Greece, Rome).</p>	<ul style="list-style-type: none"> Greece <p>Examples: philosophers, literature, art, science, government, mythology, architecture, astronomy, Olympics, Peloponnesian War</p> <p>Examples: Socrates, Pythagoras</p> Hellenistic Era <p>Examples: Phillip II, Alexander</p> <p>Example: conquest of Persian Empire</p> Rome <p>Examples: philosophers, literature, art, science, government, mythology, architecture, Latin language, Christianity, republic vs. empire, Punic Wars, plebeians, patricians, the Forum</p> <p>Examples: Caesar Augustus, Julius Caesar, barbarians, Constantine</p> 		

Mediterranean Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	6.C.1.1. Students are able to relate forms of governments to their civilizations. I can classify forms of government in the Mediterranean civilizations.	Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Synthesis)	6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations. I can explain how specific events changed the Mediterranean civilizations. I can explain how specific ideas change the Mediterranean civilizations. I can explain how written documents change the Mediterranean civilizations.	Examples (events): spread of disease, Crusades, Black Death Examples (ideals): Platonic philosophy, rise of major religions Examples (documents): Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta		

Mediterranean Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Evaluation)	<p>6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>I can determine how Mediterranean civilizations affect the rights and responsibilities of citizens today.</p>	Example: Hammurabi's code of law, Roman citizenship compared to United States citizenship		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>I can show how people in the Mediterranean civilizations used natural resources available to them to meet their needs.</p>	Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership		

Mediterranean Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Knowledge)	6.E.1.2. Students are able to identify basic economic systems through the Middle Ages. I can list/name the basic economic system used in the Mediterranean Civilizations.	Examples: traditional, market, barter system		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	6.E.1.3. Students are able to identify the effects of economic systems on society. I can list the reasons why the natural resources available to the people of the Mediterranean Civilizations affected the way they lived.	Examples: urbanization, specialization, class system, trade routes, gender roles Examples: money values, standardization of money systems		

Middle Eastern Civilizations

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	<p>6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.</p> <p>I can explain (outline, write about, illustrate, compare and contrast) how the Middle Eastern civilizations started and grew.</p>	<ul style="list-style-type: none"> Byzantine Examples: trade routes, Constantinople, Black Sea Islamic Examples: Mecca, Jerusalem Mongolian influence Examples: Kiev, early czars 		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Comprehension)	<p>6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.</p> <p>I can list (match) the contributions (achievements, innovations, inventions) of the Middle Eastern civilizations (Byzantine, Islamic, Mongolian).</p>	<ul style="list-style-type: none"> Byzantine Examples: Justinian Code, Eastern Orthodoxy, architecture Example: Constantine Islamic Examples: Islam, Arabic numerals, pilgrimage Examples: Mohammed, Saladin Mongolian Examples: Mongol invasions, 		

		Orthodox Christianity Example: Genghis Khan		
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Middle Eastern Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	6.C.1.1. Students are able to relate forms of governments to their civilizations. I can classify forms of government in the Middle Eastern civilizations.	Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Synthesis)	6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations. I can explain how specific events changed the Middle Eastern Civilizations. I can explain how specific ideas change the Middle Eastern Civilizations. I can explain how written documents change the Middle Eastern Civilizations.	Examples (events): spread of disease, Crusades, Black Death Examples (ideals): Platonic philosophy, rise of major religions Examples (documents): Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta		

Middle Eastern Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Evaluation)	<p>6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>I can determine how Middle Eastern Civilizations affect the rights and responsibilities of citizens today.</p>	Example: Hammurabi's code of law, Roman citizenship compared to United States citizenship		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>I can show how people in the Middle Eastern Civilizations used natural resources available to them to meet their needs.</p>	Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Knowledge)	<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>I can list/name the basic economic system used in the Middle Eastern civilizations.</p>	Examples: traditional, market, barter system		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>I can list the reasons why the natural resources available to the people of the Middle Eastern Civilizations affected the way they lived.</p>	<p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>		

African Empires

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	<p>6.W.1.5. Students are able to explain the development of the African empires.</p> <p>I can explain (outline, write about, illustrate, compare and contrast) how the African civilizations (Ghana, Mali, Songhai, Niger) started and grew.</p>	<p>Examples: Ghana, Mali, Songhai, Niger</p> <p>Example: Niger River, Sahel, rainforests, savannah</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Comprehension)	<p>6.W.2.5. Students are able to identify the cultural contributions of the African empires.</p> <p>I can list (match) the contributions (achievements, innovations, inventions) of the African Empire civilizations (Ghana, Mali, Songhai, Niger).</p>	<p>Examples: slave trade, Muslim traders, Timbuktu, tribal society</p>		

African Empires (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.C.1.1. Students are able to relate forms of governments to their civilizations.</p> <p>I can classify forms of government in the African Empires.</p>	<p>Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Synthesis)	<p>6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p> <p>I can explain how specific events changed the African Empires.</p> <p>I can explain how specific ideas change the African Empires.</p> <p>I can explain how written documents change the African Empires.</p>	<p>Examples (events): spread of disease, Crusades, Black Death</p> <p>Examples (ideals): Platonic philosophy, rise of major religions</p> <p>Examples (documents): Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta</p>		

African Empires (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Evaluation)	6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today. I can determine how African Empires affect the rights and responsibilities of citizens today.	Example: Hammurabi's code of law, Roman citizenship compared to United States citizenship		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources. I can show how people in the African Empires used natural resources available to them to meet their needs.	Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership		

African Empires (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Knowledge)	<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>I can list/name the basic economic system used in the African Empires.</p>	Examples: traditional, market, barter system		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>I can list the reasons why the natural resources available to the people of the African Empires affected the way they lived.</p>	<p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>		

Mesoamerican/Andean Civilizations

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	<p>6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.</p> <p>I can explain (outline, write about, illustrate, compare and contrast) how the Mesoamerican/Andean civilizations (Toltec, Olmec, Maya, Aztec, Inca) started and grew.</p>	<p>Examples: Toltec, Olmec, Maya, Aztec, Inca</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Comprehension)	<p>6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.</p> <p>I can list (match) contributions (achievements, innovations, inventions) of the Middle Ages.</p>	<p>Examples: rise of middle class, government, Magna Carta, art, architecture</p> <p>Examples: Charlemagne, Marco Polo, William the Conqueror, Joan of Arc</p>		

Mesoamerican/Andean Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.C.1.1. Students are able to relate forms of governments to their civilizations.</p> <p>I can classify forms of government in the Mesoamerican/Andean Civilizations.</p>	<p>Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Synthesis)	<p>6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p> <p>I can explain how specific events changed the Mesoamerican/Andean Civilizations.</p> <p>I can explain how specific ideas change the Mesoamerican/Andean Civilizations.</p> <p>I can explain how written</p>	<p>Examples (events): spread of disease, Crusades, Black Death</p> <p>Examples (ideals): Platonic philosophy, rise of major religions</p> <p>Examples (documents): Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta</p>		

	documents change the Mesoamerican/Andean Civilizations.			
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Mesoamerican/Andean Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Evaluation)	<p>6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>I can determine how Mesoamerican/Andean Civilizations affect the rights and responsibilities of citizens today.</p>	Example: Hammurabi's code of law, Roman citizenship compared to United States citizenship		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>I can show how people in the Mesoamerican/Andean Civilizations used natural resources available to them to meet their needs.</p>	Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership		

Mesoamerican/Andean Civilizations (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Knowledge)	<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>I can list/name the basic economic system used in the Mesoamerican/Andean civilizations.</p>	Examples: traditional, market, barter system		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>I can list the reasons why the natural resources available to the people of the Mesoamerican/Andean Civilizations affected the way they lived.</p>	<p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>		

Middle Ages

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Synthesis)	<p>6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.</p> <p>I can summarize...</p> <p>the changes and forms of government that happened during the Middle Ages.</p> <p>how the people of the Middle Ages used resources to meet their needs.</p> <p>the social (culture, daily life, customs/beliefs, religion) changes that happened during the Middle Ages.</p>	<p>Examples: rise of church leadership, tribal migrations, feudal system, Crusades, diseases, 100 Years War, job specialization, trade fairs</p>		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Comprehension)	<p>6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.</p>	<p>Examples: rise of middle class, government, Magna Carta, art, architecture</p> <p>Examples: Charlemagne, Marco Polo, William the Conqueror,</p>		

	I can list (match) contributions (achievements, innovations, inventions) of the Middle Ages.	Joan of Arc		
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Middle Ages (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	6.C.1.1. Students are able to relate forms of governments to their civilizations. I can classify forms of government in the Middle Ages.	Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Synthesis)	6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations. I can explain how specific events changed the Middle Ages. I can explain how specific ideas change the Middle Ages. I can explain how written documents change the	Examples (events): spread of disease, Crusades, Black Death Examples (ideals): Platonic philosophy, rise of major religions Examples (documents): Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta		

	Middle Ages.			
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Middle Ages (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Evaluation)	<p>6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>I can determine how the Middle Ages affect the rights and responsibilities of citizens today.</p>	Example: Hammurabi's code of law, Roman citizenship compared to United States citizenship		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>I can show how people in the Middle Ages used natural resources available to them to meet their needs.</p>	Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership		

Middle Ages (cont.)

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Knowledge)	<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>I can list/name the basic economic system used in the Middle Ages.</p>	Examples: traditional, market, barter system		

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>I can list the reasons why the natural resources available to the people of the Middle Ages affected the way they lived.</p>	<p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>		