

# California Standards Correlations

The charts that follow indicate correlations between TCI’s curriculum for grade 6 and the numbered content standards, plus the historical and social science analysis skills as listed in the *History–Social Science Framework for California Public Schools*.

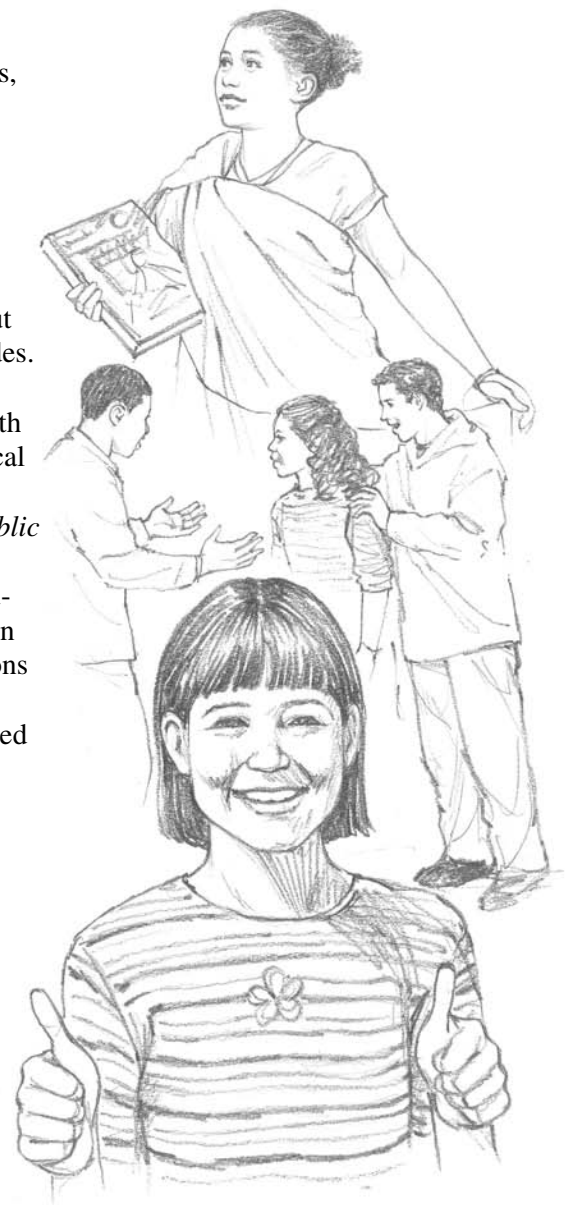
**Key to the Charts** Each number reference in these charts is preceded by a letter code that indicates where the relevant material can be found.

- SE pages in the Student Edition for *History Alive! The Ancient World*
- LG pages in the Lesson Guides for *History Alive! The Ancient World*
- ISN pages in the the Interactive Student Notebook for grade 6
- OLR Online Resources (enrichment essays, biographies, primary sources, and excerpts from literature), available to students at <http://www.historyalive.com>
- PL the Placards, used in class activities
- OT the Overhead Transparencies, used in class activities
- CA pages in this *California Standards Mastery Guide for Teachers*

**Local Options** A survey of California teachers in 1994 raised issues about the balance of the coverage of social studies standards in the middle grades. More specifically, seventh grade teachers observed an imbalance in standards coverage, since they had eleven major standards to cover while sixth grade teachers had just seven. Subsequently, the state suggested some local options to reduce the burden on seventh grade teachers, as explained in Appendix D of the *History–Social Science Framework for California Public Schools*.

One option the state proposed, which would affect the grade 6 curriculum, involves shifting two units from grade 7 back to grade 6: the unit on disintegration of the Roman Empire, and the unit on American civilizations that developed in the centuries B.C.E.

For districts and teachers who decide to implement the state’s suggested local options, two supplementary lessons (“The Byzantine Empire” and “The Maya”), with student text and study questions, are provided on the *History Alive!* Web site.



California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
<b>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</b>	<b>Lessons 1–4: SE 4–39; LG 4–63</b>
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Lesson 2: SE 16–22; ISN 15–18; LG 32–35; CA 23
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	Lessons 2–3: SE 22, 26; OLR Essay 4; CA 24 Lesson 4: SE 34–39; CA 25 Geography Challenge 1: LG 5–7
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	Lesson 3: SE 26–31; OLR Essay 4; CA 24 Lesson 4: SE 34–39; CA 25
<b>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</b>	<b>Lessons 4–10: SE 33–99, 118–119; LG 54–167, 194–195</b>
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	Lesson 4: SE 33–35; CA 25 Lesson 7: SE 65–71; CA 28 Geography Challenge 1: LG 8–9
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	Lesson 3: SE 27–31; ISN 22; CA 24 Lesson 4: SE 34–39; ISN 28–29; OT 4A–4D; LG 62–63; CA 25 Lessons 5–6: SE 42–43, 57; CA 26
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	Lessons 5–6: SE 44–45, 46, 53–54, 57; CA 26–27 Lessons 8–9: SE 74–75, 81–87; ISN 66–67; LG 142–143, 150–151; CA 30
4. Know the significance of Hammurabi’s Code.	Lesson 6: SE 54; ISN 41; LG 89; OLR Primary Source 1
5. Discuss the main features of Egyptian art and architecture.	Lesson 8: SE 75–76, 78–79; ISN 60–64; OT 8C–8G; LG 114–115, 121–125, 127–130; CA 29 Lesson 9: SE 90–91; OT 9A–9E; CA 30
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	Lessons 8–9: SE 77, 96; OLR Essay 5
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	Lesson 8: SE 77, 78–79; ISN 63–64; OT 8E–8G; LG 124–125, 129–130; CA 29

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	Lesson 10: SE 95–99; ISN 72–75; OT 10A–10D; LG 153–155, 160–167; CA 31
9. Trace the evolution of language and its written forms.	Lessons 5–6: SE 49, 53; CA 26–27 Lessons 9–10: SE 88–89, 99; CA 30 Timelines, Units 1–2: SE 60–61, 118–119; ISN 47, 86
<b>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</b>	<b>Lesson 7: SE 70–71; LG 100–111</b> <b>Lessons 11–12: SE 101–117; LG 168–193</b>
1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.	Lesson 11: SE 101–105; ISN 78–79; LG 176–177; CA 32 Lesson 12: SE 112–113; LG 191
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.	Lesson 11: SE 101–105, 107; ISN 78–80; LG 176–178; OLR Literature 3; CA 32 Lesson 12: SE 112–113; LG 191; CA 33
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	Lesson 11: SE 101–109; ISN 78–80; LG 176–178; OLR Biography 2; CA 32 Lesson 12: SE 116–117; ISN 83; LG 193; CA 33
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	Lesson 11: SE 102–107, 111 Lesson 12: SE 114–115; ISN 82; LG 192; OLR Primary Source 4
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.	Lesson 12: SE 116–117; ISN 82–83; LG 192–193
<b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</b>	<b>Lessons 25–31: SE 245–305; LG 502–667</b>
1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	Lessons 25–26: SE 247–251, 253; ISN 168–169; LG 507–510, 517–525; CA 46 Lesson 27: SE 260, 262; CA 48
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles’ Funeral Oration</i> ).	Lesson 26: SE 254–257; ISN 172–174; LG 527–531, 536–537; OLR Biography 5; CA 47

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop’s Fables</i> .	Lesson 29: SE 281–282, 284; ISN 190; OLR Literature 6, Essay 10; CA 50 Lesson 31: SE 298; ISN 206; CA 52
5. Outline the founding, expansion, and political organization of the Persian Empire.	Lesson 28: SE 245 (map), 272; ISN 182–186; LG 571–575, 586–590; CA 49
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	Lesson 27: SE 259–268; ISN 176–180; LG 566–569; CA 48 Lesson 28: SE 273–277; ISN 182–186; LG 586–590; CA 49 Lesson 30: SE 289–290; ISN 194–195; CA 51
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	Lesson 30: SE 290–295; ISN 194–203; CA 51
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	Lesson 29: SE 283, 285; OLR Biography 6 Lesson 31: SE 298–299, 300–301; ISN 206–212; PL 31A–31K; LG 649–650, 656–659; OLR Literature 7, Essay 10; CA 52
<b>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</b>	<b>Lessons 13–18: SE 121–179; LG 198–331</b>
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	Lesson 13: SE 124, 126, 129, 131; ISN 94–95; OT 13A–13I; LG 203–204, 200–221; CA 34 Lesson 14: SE 133; CA 35
2. Discuss the significance of the Aryan invasions.	Lesson 15: SE 144; OLR Essay 7; CA 36
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	Lesson 15: SE 144–146, 147–150; OT 15A–15E; ISN 104–105; LG 262, 270–271; CA 36
4. Outline the social structure of the caste system.	Lesson 15: SE 145, 148–149; CA 36
5. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	Lesson 16: SE 153–159; ISN 108–111; OT 16A–16E; LG 273–276, 284–287; CA 37 Lesson 17: SE 161, 163–164; ISN 115; CA 38 Lesson 24: SE 241 Geography Challenge 3: LG 198–201

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	Lesson 17: SE 161–164; ISN 114–117; LG 290, 295–309; CA 38
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	Lesson 18: SE 167, 169–175; ISN 120–123; LG 326–329; OLR Literature 4, Essay 8; CA 39
<b>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</b>	<b>Lessons 19–24: SE 181–243; LG 374–499</b>
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	Lesson 19: SE 191; ISN 131; LG 396; CA 40 Lesson 20: SE 195–202; ISN 136–138; LG 418–419; CA 41
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	Lesson 19: SE 183–191; ISN 131–133; LG 396–398; CA 40
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.	Lesson 21: SE 205, 208–209, 210–211; ISN 140–141; LG 430–431, 433–434; OLR Primary Source 6; CA 42
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	Lesson 21: SE 205–209; ISN 140; LG 433; CA 42
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	Lesson 22: SE 215–221; ISN 145–149; OT 22A–22E; LG 437–439, 444–450; CA 43
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	Lesson 23: SE 223–225; ISN 152; PL 23A–23B; LG 459–463, 474; OLR Biography 4; CA 44
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.	Lesson 24: SE 233–241; ISN 158–159; LG 479–481, 490–497; CA 45
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.	Lesson 24: SE 241, 121 (map); ISN 159; CA 45
<b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b>	<b>Lessons 32–37: SE 306–373; LG 670–761</b>
1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	Lesson 32: SE 309–310, 312; CA 53 Lesson 33: SE 317 Lesson 34: SE 323–326, 330–331; ISN 232–233; LG 710–711; OLR Primary Source 7, Biography 7; CA 55 Lesson 37: OLR Literature 9

California Standards for History–Social Science, Sixth Grade	Where Standards Are Addressed
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	Lesson 33: SE 317–321; ISN 226–227; LG 685–687, 694–695; CA 54
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.	Lesson 34: SE 323–333; ISN 230–233; LG 704–705, 708–711; OLR Essay 11; CA 55
4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.	Lesson 34: SE 330–333; ISN 233; LG 711; CA 55
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.	Lesson 12: SE 114–117; ISN 82–83; LG 192–193; CA 33
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).	Lesson 36: SE 347–359; ISN 242–245; OT 36A–36E; LG 735–738, 744–747; OLR Literature 8, Essay 12; CA 57
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	Lesson 36: SE 356–359; ISN 245; LG 747; CA 57
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	Lesson 37: SE 361, 364–371; ISN 248–249; LG 758–759; OLR Literature 9; CA 58

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
<b>Chronological and Spatial Thinking</b>	
1. Students explain how major events are related to one another in time.	Timeline Challenge 1: SE 60–61; ISN 46–47 Timeline Challenge 2: SE 118–119; ISN 86–87 Timeline Challenge 3: SE 178–179; ISN 124–125 Timeline Challenge 4: SE 242–243; ISN 162–163 Timeline Challenge 5: SE 304–305; ISN 214–215 Timeline Challenge 6: SE 374–375; ISN 252–253
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.	Timeline Challenge 1: ISN 46–47 Timeline Challenge 2: ISN 86–87 Timeline Challenge 3: ISN 124–125 Timeline Challenge 4: ISN 162–163 Timeline Challenge 5: ISN 214–215 Timeline Challenge 6: ISN 252–253 Lessons 1–37: CA 22–58 Lesson 12: OLR Primary Source 4
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	Geography Challenge 1: LG 4–7 Geography Challenge 2: LG 96–99 Lesson 7: ISN 54–57 with SE 68, 70; LG 105–106 Lesson 12: OLR Primary Source 4 Geography Challenge 3: LG 198–201 Lesson 13: OT 13A–13I; ISN 94–95; LG 203–204, 220–221 Lesson 14: PL14A–14H; ISN 98–101; LG 224–225, 256–259 Lesson 17: ISN 114–115; LG 290, 296–304, 306–309 Geography Challenge 4: LG 374–377 Lesson 19: ISN 131–133; LG 379–381, 384, 396–398 Lesson 24: OT24; ISN 158–159 with SE 234–241; LG 496–497 Geography Challenge 5: LG 502–505 Lesson 25: ISN 168–169; LG 524–525 Geography Challenge 6: LG 670–673 Lesson 34: ISN 230–231 with SE 327, 329, 331, 333; LG 701, 709
<b>Historical Research, Evidence, and Point of View</b>	
1. Students frame questions that can be answered by historical study and research.	Geography Challenge 1: LG 4 (step 6) Geography Challenge 3: LG 198 (step 6) Geography Challenge 4: LG 374 (step 6) Geography Challenge 5: LG 502 (step 6)
2. Students distinguish fact from opinion in historical narratives and stories.	Lesson 10: OLR Primary Source 3 Lesson 18: OLR Primary Source 5

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	Lesson 8: ISN 60–64; LG 126 with SE 73–79 Lesson 10: OLR Primary Source 3 Lesson 18: OLR Primary Source 5 Lesson 31: ISN 206–211 with SE 297–303
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Lesson 5: OT 5A; PL 5A–5G; ISN 32–35; LG 66, 70 Lesson 28: OT 28A–28E; ISN 182–186; LG 571
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).	Lesson 1: OLR Essay 1 Lesson 21: SE 206–213; ISN 140–142; LG 427–428
<b>Historical Interpretation</b>	
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	Lesson 10: ISN 72–76; LG 158 Lesson 34: ISN 232–234; LG 702
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	Lesson 4: OT 4A–4D; ISN 28–29; LG 57, 60 Lesson 26: ISN 172–173; LG 529, 530–531, 533 Lesson 34: OLR Biography 7
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	Lesson 6: OLR Primary Source 1 Lesson 15: ISN 104–106; LG 263, 265
4. Students recognize the role of chance, oversight, and error in history.	Lesson 1: OLR Essay 1 Lesson 14: SE 133–135; LG 14 Lesson 20: SE 195; LG 402
5. Students recognize that interpretations of history are subject to change as new information is uncovered.	Lesson 1: SE 4–11; ISN 10–11; LG 13; OLR Essay 1 Lesson 20: SE 195–196; LG 401
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	Lesson 18: OLR Primary Source 5 Lesson 22: SE 215–221; OT 22A–22E; ISN 145–149; LG 438, 442 Lesson 24: SE 234–235; ISN 158–159; LG 481 Lesson 25: SE 249–251; ISN 168–169; LG 508 Lesson 30: SE 289–295; ISN 194–203