

# ***History Alive!***

California Standards Mastery Guide  
for Teachers

**Grade 6**

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***TCI***

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# Teaching with TCI

Social studies teachers face these challenging goals:

- How to make historical knowledge and cultural understanding memorable to students
- How to engage students in thinking critically about the issues of the past that have shaped our world
- How to prepare students for active participation in American democracy

Teachers' Curriculum Institute (TCI) has created a powerful learning system to achieve these goals. This system produces student success with carefully structured, research-based lessons that are highly interactive and build critical reading and thinking skills. Here are the components of this system:

**Lesson Guide** A two-volume Lesson Guide for each grade level provides detailed, direct instruction for conducting the lessons and assessing student mastery of lesson content, concepts, and skills. Each active lesson uses multi-modal access to hook students and focus their attention on the big ideas, through one of six strategies: Visual Discovery, Social Studies Skill Builder, Experiential Exercise, Writing for Understanding, Response Group, or Problem Solving Groupwork.

Reproducible Student Handouts and Information Masters in the Lesson Guide provide information, templates, and checklists that help students complete the activity. Assessment pages for each lesson progress from recall to higher-order thinking questions, and from multiple choice to short answer to constructed response.

**Student Edition** The student book features considerate text on uncluttered pages, bringing history alive with a story well told and powerful images.

**Interactive Student Notebook** Students personalize this notebook as they complete a Preview assignment to connect to prior knowledge, respond to the textbook on Reading Notes pages that become a study guide, and complete a Processing assignment in which they apply what they have learned.

**Placards and Overhead Transparencies** These resources provide compelling visual information for interactive student work. The Lesson Guide explains how they are woven into the activities.

**Sounds of History CD** You play tracks as directed in the Lesson Guide to enrich activities with music, ambient sounds, and dramatic readings.

**Digital Teacher Resources CD** Digital versions of the Lesson Guide, Interactive Student Notebook, and transparencies allow you to customize the materials for your classroom.

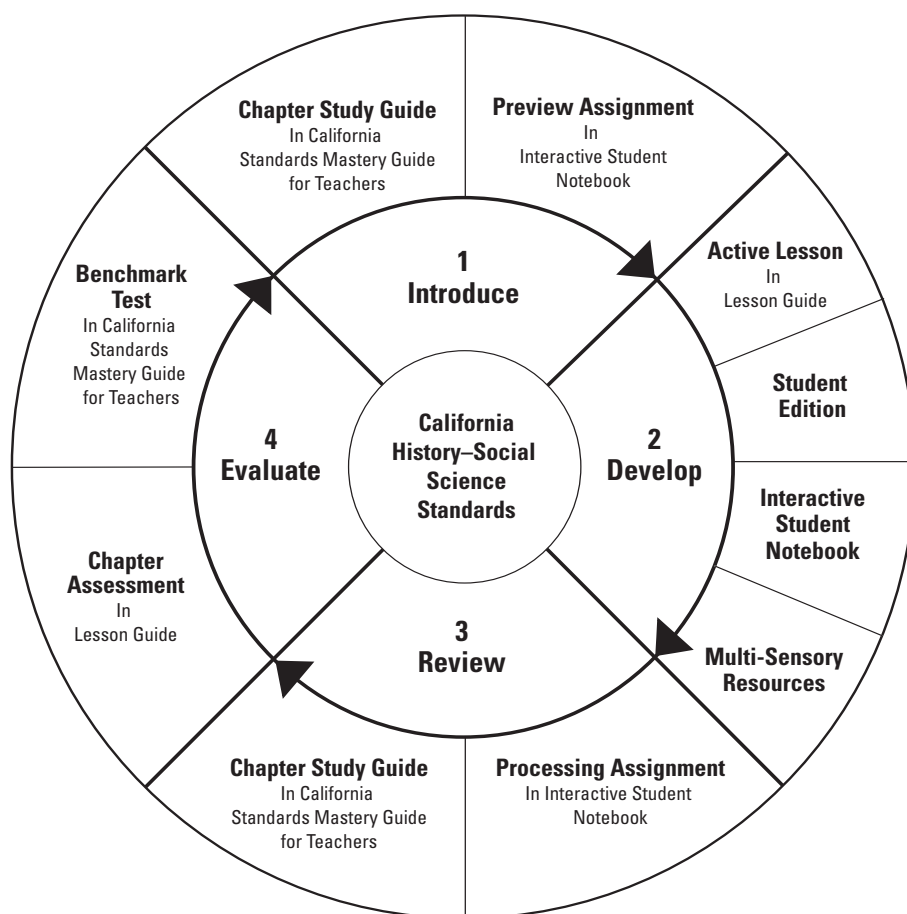
**California Standards Mastery Guide for Teachers** This booklet supplies the tools that will help you link your *History Alive!* program to the California History–Social Science Standards.

# Teaching to the California Standards

Teaching all students to master the content and skills required of them by the California History–Social Science Standards is a key goal in the Golden State. Each TCI lesson addresses one or more California standards.

The content of this *California Standards Mastery Guide for Teachers* will help you make explicit to students—through previews, reviews, and assessments—how each lesson connects to the standards.

This diagram shows how the components of a TCI program work together in a standards-based lesson:



In greater detail, here's how to use each of the components identified in the diagram:

## **1. Introduce**

**Chapter Study Guide** Hand out the chapter study guide from this booklet to introduce the standards to be covered, the key terms to be learned, and the essential questions to be answered through students' work in the lesson.

**Preview Assignment** As directed in the Lesson Guide, present the Preview assignment. The Lesson Guide will tell you whether to project a transparency, play a CD track, stage a brief activity, or have students answer a provocative question in their Interactive Student Notebook.

## **2. Develop**

**Active Lesson** Follow the step-by-step directions in the Lesson Guide to conduct an activity that engages students and involves them in their learning. As needed, show transparencies, post placards, or distribute handouts.

**Student Edition** Refer to the Lesson Guide to see when students are expected to read the chapter. They may be asked to do the reading before, during, or after the activity.

**Interactive Student Notebook** While reading their textbook, students take notes in their Interactive Student Notebook, using graphic organizers that structure and highlight connections in the material.

## **3. Review**

**Processing Assignment** Use the Lesson Guide to introduce the Processing assignment in the Interactive Student Notebook, which requires students to make sense of what they have learned and to respond to it creatively.

**Chapter Study Guide** After a lesson, use the chapter study guide for a review of the key terms and essential questions, which offer an ideal focus for class discussion and standards review.

## **4. Evaluate**

**Chapter Assessment** To conclude each lesson, use the assessment pages from the Lesson Guide.

**Benchmark Exams** At midyear and year's end, use the benchmark exams in this booklet to review and build students' understanding as they move toward mastery of the state standards.

# Overview of the Tools in This Guide

This guide includes six tools to help you work with the California History–Social Science Standards: correlations, a model instructional calendar, chapter study guides, benchmark exams, a model letter to parents and guardians, and the Student Guide to the California Standards. Using these tools in concert with your *History Alive!* program will help your students master the standards.

## California Standards Correlations

The *History Alive!* middle school programs are fully articulated with the content standards and the analysis skills spelled out in the *History–Social Science Framework for California Public Schools (2001)*.

As you will discover, you can teach in an active, student-centered classroom without sacrificing standards coverage. In fact, California’s standards underlie each *History Alive!* lesson and are woven throughout the student textbook, the Interactive Student Notebook, and the Lesson Guide, as well as the placards, transparencies, handouts, and online enrichment materials that support the powerful interactive classroom activities.

The standards correlations in this booklet can help you be explicit with students, administrators, and parents about where and how the standards are covered by the *History Alive!* program.

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>	Lessons 1–4 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z)
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Lessons 2 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z)
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.	CLB Essay A, CA 1 Lessons 6 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Geography Challenge 1 (L–O, S–T)
3. Discuss the climatic, tectonic, and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.	Lessons 2 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z)
<b>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</b>	Lessons 6 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) IG 94–102, 104–105
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	Lessons 6 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 7 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Geography Challenge 1 (L–O, S–T)
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.	Lessons 6 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 7 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 8 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 9 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 10 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 11 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 12 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 13 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 14 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 15 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 16 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 17 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 18 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 19 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 20 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 21 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 22 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 23 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 24 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 25 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 26 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 27 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 28 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 29 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 30 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 31 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 32 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 33 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 34 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 35 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 36 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 37 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 38 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 39 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 40 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 41 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 42 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 43 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 44 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 45 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 46 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 47 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 48 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 49 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 50 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 51 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 52 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 53 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 54 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 55 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 56 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 57 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 58 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 59 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 60 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 61 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 62 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 63 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 64 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 65 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 66 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 67 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 68 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 69 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 70 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 71 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 72 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 73 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 74 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 75 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 76 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 77 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 78 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 79 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 80 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 81 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 82 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 83 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 84 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 85 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 86 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 87 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 88 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 89 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 90 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 91 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 92 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 93 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 94 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 95 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 96 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 97 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 98 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 99 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z) Lessons 100 (E–G, I–J, L–O, Q–R, S–T, U–V, W–X, Y–Z)

## Model Instructional Calendar

You have a lot of content to cover in a year. Pacing while teaching in an active, student-centered classroom can be challenging. Allowing students to reach conclusions through inquiry, setting up opportunities for cooperative learning, helping students to experience history through hands-on activities—all these can take extra time. But these methods are also the secret to making history memorable.

TCI lessons vary in length, depending on chapter length and the nature of the featured activity. Lessons may take from three to eight days of classroom time. The suggested calendar in this booklet can help you with lesson planning. It is based on the experiences of real teachers who use the TCI program in real classrooms. Keep in mind that *History Alive!* programs are complete but flexible. Some teachers use them just as they are. Others use pieces of activities and enhance their regular lessons with the rich resources that are a part of this powerful learning system.

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## Chapter Study Guides

It is important to tell students at the outset what you expect them to know and what they should be able to do. Making students aware of your expectations at the very beginning of a unit of instruction keeps them focused on the most important content and skills.

In this booklet, you will find a study guide for every chapter. Each study guide spells out the state standards addressed by the lesson, a list of terms that relate to the standards, essential questions related to the lesson, and a timeline activity that helps students keep track of the significance and sequence of the events covered in the lesson.

Use the study guides to introduce each lesson and to review before the chapter assessments and the benchmark exams.

**Study Guide for Chapter 1**  
**Investigating the Past**

**Content Standard**  
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 agrarian revolution.

**Terms** Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.  
archaeology (p. 5)  
ancient history (p. 5)  
biologist (p. 6)  
historian (p. 6)  
geographer (p. 6)  
social scientist (p. 6)  
anthropologist (p. 6)  
paleontologist (p. 7)  
fossil (p. 8)

**Essential Questions** Consult your Reading Notes and, when necessary, *History Alive! The Ancient World*. For each question below, record notes that prepare you to answer it.  
1. What is the role of an anthropologist? A historian? A geographer? How do these social scientists work together to learn about the past?  
2. In what ways have caves provided important clues about the past? (6.1)

**Timeline** Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate heading for each event.  
*Locations: cave painting*  
*Spore: thorniest mark of civilization and/or*  
*Ancient city: sculptures of horses*

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## Benchmark Exams

Teachers know that it is important to measure student progress at many points during the academic school year. Your *History Alive!* program gives you several ways to find out how students are doing.

- During each lesson, students organize important information in their Reading Notes. You can use these to informally assess understanding as the lesson unfolds.
- At the end of a lesson, the Processing assignment pushes students to think critically and creatively—and show what they have learned.
- After each lesson, you can give a chapter test that checks students' comprehension while also tapping into their multiple intelligences. The Digital Teacher Resources include an assessment bank with items you can use to create additional tests.

**Grade 6 Benchmark Exam 1**  
**The Ancient World** Unit 1-3

1. Early modern humans invented the spear-thrower. What did this invention enable them to do that earlier humans could not do?  
A. make clothes from animal skins  
B. kill animals from a distance  
C. keep animals out of their shelters  
D. make better paintings of animals

2. What is one way that early humans adapted to cold environments?  
A. They built fires to keep warm.  
B. They hunted animals for food.  
C. They developed body hair.  
D. They moved to warmer places.

3. What was the greatest benefit when people began farming?  
A. They had more time to relax.  
B. They had better-tasting food.  
C. They had a stable food supply.  
D. They had enough water for crops.

4. Where were the earliest human settlements located?  
A. in forests  
B. in deserts  
C. near mountains  
D. near water

5. Ancient Sumerians invented irrigation systems and plows. What did these two inventions help provide?  
A. a system of government  
B. opportunities for trade  
C. a steady supply of food  
D. a way to honor the gods

6. Which statement shows how Sumerian religion and government were connected?  
A. Sumerians believed that merchants sold goods for the king.  
B. Sumerians believed that the king was chosen by the gods.  
C. Sumerians recorded their prayers on clay tablets.  
D. Sumerians recorded the movements of the planets.

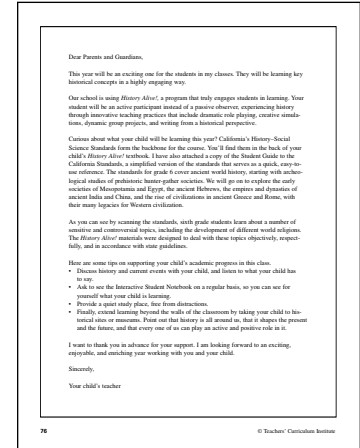
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In addition, TCI believes it is essential for students to achieve mastery of the state standards. Over the three middle school years, students need to both retain what they learn and build on that knowledge in subsequent years. You can use the benchmark exams in this booklet to help reinforce learning from semester to semester and from year to year. Each successive benchmark exam is cumulative, requiring that students remember content and skills they have learned previously. The final benchmark exam in grade 8 assesses students' knowledge of the standards for grades 6, 7, and 8.

## Letter to Parents and Guardians

Involving families in your curriculum is essential to student success. Because middle school teachers are charged with covering sensitive and sometimes controversial topics—such as world religions and the separation of church and state—it is especially important to communicate clearly and professionally with parents and guardians.

The sample letter in this booklet covers important points that parents need to be aware of: the importance of state standards, the pedagogical methods you plan to use with the *History Alive!* curriculum, your approach to teaching about controversial issues and religious topics, and tips on providing support at home. Feel free to use this letter as is and pass it out at Back to School Night. Or, use it as a model to write your own.



## Student Guide to the California Standards

Students must know what they are expected to learn. To this end, teachers are asked to post the California History–Social Science Standards in their classrooms. But for many middle school students, the language of the standards is sometimes too complicated. The Student Guide to the California Standards offers a modified version in a handy, student-friendly reference tool.

The Student Guide to the California Standards can be used in a variety of ways. Hand it out to students at the beginning of the year. If you reproduce the fold-up version on sturdy stock, students can use it as a bookmark in their textbook. Duplicate the simpler two-page version of the guide for students to place in the front of their notebook. Encourage students to use the guide as a review tool at the end of a chapter or before any major assessment. In addition, you can distribute this item to parents as a quick and easy way to show them what students are learning.

