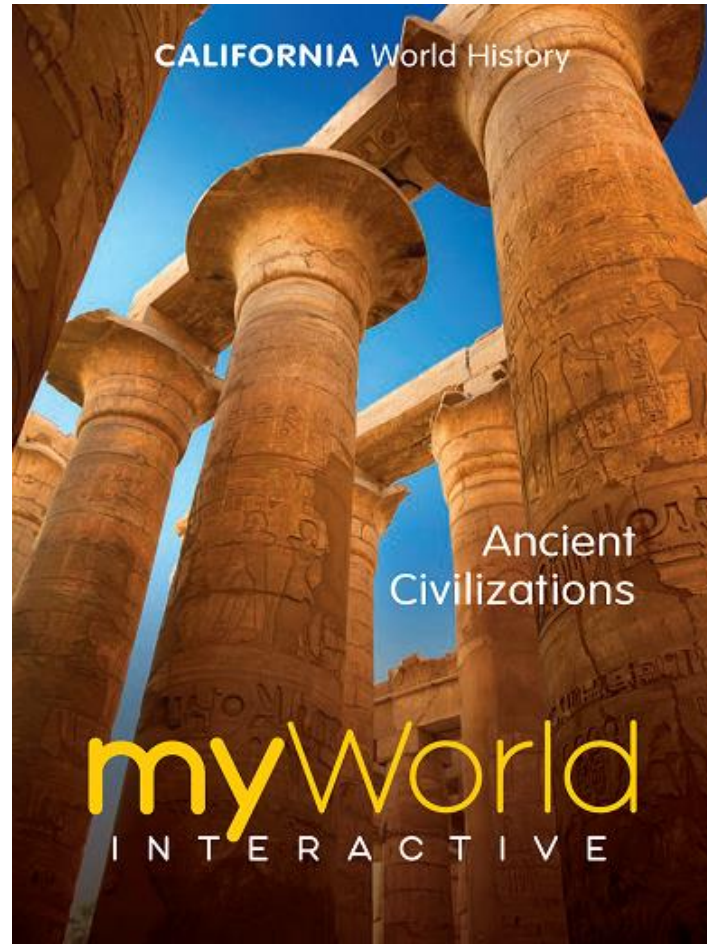


**Pearson California History-Social Science
Grade 6**



**California Standards Map
2017 History - Social Science Adoption**

Publisher: Publisher: Pearson Scott Foresman & Prentice Hall

Program Title: Pearson California History-Social Science: myWorld Interactive, Grade 6, Student Edition Plus Digital Course

Components: Student Edition (SE), Active Journal (AJ), Additional Resources (AR)

Standards Map – 2017 History–Social Science Adoption Grade Six – World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
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.	SE pp. 9-12 SE pp. 15-19 SE pp. 21-32			
6.1.1	Describe the hunter-gatherer societies, including the development of tools and the use of fire.	SE pp. 11-12			
6.1.2	Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.	SE pp. 8-10 SE pp. 17-19 SE p. 25 SE pp. 28-30			
6.1.3	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.	SE pp. 24-26 SE pp. 29-31			

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			Y	N	
6.2	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	SE p. 34 SE pp. 51-54 SE pp. 56-58 SE pp. 60-70 SE pp. 105-112 SE pp. 121-126			
6.2.1	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	SE p. 34 SE p. 51 SE p. 52 Geography Skills #1, #2 SE p. 99 Topic Assessment #15 SE pp. 105-107 SE p. 112 Lesson Check #3			
6.2.2	Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	SE pp. 30-32 SE pp. 52-53 SE p. 57 SE p. 57 Lesson Check #4, 5 SE p. 99 Assessment #9 SE p. 107			
6.2.3	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	SE p. 54 SE p. 56 SE p. 57 Lesson Check #3 SE p. 69 SE p. 99 Topic Assessment #4 SE pp. 109-110			
6.2.4	Know the significance of Hammurabi's Code.	SE pp. 62-63 SE p. 99 Topic Assessment #13 AJ p. 42 Lesson 2 Quick Activity			
6.2.5	Discuss the main features of Egyptian art and architecture.	SE pp. 117-118 AJ p. 68 Lesson 1 Quick Activity			

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			Y	N	
6.2.6	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	SE pp. 121-123 SE p. 126			
6.2.7	Understand the significance of Queen Hatshepsut and Ramses the Great.	SE pp. 111-112			
6.2.8	Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	SE pp. 121-126			
6.2.9	Trace the evolution of language and its written forms.	SE p. 16 SE p. 42 SE p. 56 Chart SE pp. 75-76 Chart SE p. 99 Topic Assessment #2, 8 SE pp. 115-116 SE p. 125 SE pp. 189-190			
6.3	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	SE pp. 77-95			
6.3.1	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.	SE p. 77 SE p. 81 Lesson Check #1, 2 SE pp. 86-87 SE p. 88 Reading Check SE p. 96			

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			Y	N	
6.3.2	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.	SE pp. 77-78 SE pp. 83-88 SE p. 85 Reading Check (top) SE p. 85 Reading Check (bottom) SE p. 88 Lesson Check #2, 5 SE pp. 94-96 SE p. 95 Reading Check SE p. 96 Reading Check SE p. 96 Lesson Check #6			
6.3.3	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	SE pp. 78-82 SE p. 81 Lesson Check #3 SE p. 81 Reading Check SE p. 90 SE p. 90 Biography SE p. 91 Reading Check SE p. 93 SE p. 94 Reading Check AR Interactive Biography: David AR Interactive Biography: Yohanan ben Zaccai			
6.3.4	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.	SE pp. 78-81 SE p. 81 Lesson Check #5 SE p. 99 Topic Assessment #5			
6.3.5	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.	SE pp. 91-94 SE p. 96 Lesson Check #5 SE p. 99 Topic Assessment #5			

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			Y	N	
6.4	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	SE pp. 227-229 SE pp. 231-238 SE pp. 240-262 SE pp. 272-277			
6.4.1	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.	SE pp. 227-228 SE p. 231 SE pp. 247-249			
6.4.2	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>).	SE pp. 233-238 SE p. 255			
6.4.3	State the key differences between Athenian, or direct, democracy and representative democracy.	SE p. 237 SE p. 237 Lesson Check #3, 5			
6.4.4	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> .	SE p. 230 SE pp. 257-260 SE pp. 262-263 AJ p. 153 Quick Activity			

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			Y	N	
6.4.5	Outline the founding, expansion, and political organization of the Persian Empire.	SE pp. 67-69 SE p. 69 Reading Check SE p. 70 Lesson Check #5			
6.4.6	Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	SE pp. 242-243 SE pp. 250-255 SE p. 278			
6.4.7	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	SE pp. 274-277			
6.4.8	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	SE pp. 265-269			
6.5	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	SE pp. 135-146 SE pp. 148-168 SE pp. 170-178			
6.5.1	Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	SE pp. 135-136 SE p. 138 Geography Skills #1 SE p. 140 Lesson Check #3			
6.5.2	Discuss the significance of the Aryan invasions.	SE pp. 141-142 SE p. 146 Lesson Check #3			
6.5.3	Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	SE pp. 149-150			
6.5.4	Outline the social structure of the caste system.	SE pp. 144-146 SE p. 146 Lesson Check #2, 4			

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			Y	N	
6.5.5	Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	SE pp. 157-163 SE p. 163 Lesson Check #1, 3, 4, 5 SE p. 164 SE p. 164 Analyzing Primary Sources #1, 2 SE p. 179			
6.5.6	Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	SE pp. 165-173 SE p. 168 Lesson Check #2, 3 SE p. 173 Lesson Check #2, 3 AR Interactive Biography: Emperor Asoka			
6.5.7	Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	SE pp. 142-143 SE p. 150 SE p. 155 Lesson Check #5 SE p. 156 SE pp. 177-178 SE p. 178 Lesson Check #1, 2, 5, 6 AR Interactive Primary Source: Bhagavad Gita			
6.6	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	SE pp. 182-221			
6.6.1	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	SE pp. 188-189 SE p. 190 Lesson Check #3 SE p. 192			
6.6.2	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.	SE pp. 188-189 SE p. 194			

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			Y	N	
6.6.3	Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	SE pp. 198-202 SE pp. 214-215 AR Interactive Biography: Confucius AR Interactive Primary Source: Laozi			
6.6.4	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	SE p. 193 SE pp. 199-200			
6.6.5	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	SE pp. 203-207 SE p. 186 Quest AR Interactive Biography: Shi Huangdi			
6.6.6	Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	SE pp. 209-211 SE pp. 216-217			
6.6.7	Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.	SE p. CI 7 Course Introduction SE pp. 211-213 SE pp. 320-321			
6.6.8	Describe the diffusion of Buddhism northward to China during the Han Dynasty.	SE p. 213 SE p. 213 Lesson Check #5			
6.7	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	SE pp. 280-309 SE pp. 310-344			
6.7.1	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.	SE p. 283 SE pp. 285-290 SE p. 295 SE p. 300 SE pp. 304-306			

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			Y	N	
6.7.2	Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	SE pp. 291-296 SE p. 344			
6.7.3	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.	SE p. 289 SE pp. 302-303 SE pp. 315-318 SE pp. 320-321 AJ p. 194 Quick Activity			
6.7.4	Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	SE pp. 304-306 SE pp. 315-316 SE p. 322			
6.7.5	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.	SE pp. 92-93 SE p. 324 SE p. 327			
6.7.6	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).	SE pp. 324-326 SE p. 328 SE p. 329 Lesson Check #5 SE p. 332 SE p. 336			
6.7.7	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	SE pp.327-330 SE p. 338			

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			Y	N	
6.7.8	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	SE pp. 318-320 SE p. 321 Lesson Check #4 SE p. 329 Lesson Check #7 SE pp. 339-342 SE p. 340 Reading Check SE p. 344 SE p. 344 Lesson Check #5 SE p. 363 Topic Assessment #7, 14			
<p>Historical and Social Sciences Analysis Skills</p> <p>The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed <i>only in conjunction with</i> the content standards in grades six through eight.</p> <p><i>In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:</i></p>					
	CHRONOLOGICAL AND SPATIAL THINKING				
(1)	Students explain how major events are related to one another in time.	SE p. 20 AR 21 st Century Skills Tutorial: Sequence: Video, Quick Reference, Assessment			
(2)	Students construct various time lines of key events, people, and periods of the historical era they are studying.	SE p. 97 AR 21 st Century Skills Tutorial: Sequence: Video, Quick Reference, Assessment			

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			Y	N	
(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.	SE p. 17 SE p. 114 SE p. 179 SE p. 188 SE pp. 247-248 SE pp. 286-287 SE p. 317 SE p. 348 AR 21 st Century Skills Tutorial: Read Physical Maps: Video AR 21 st Century Skills Tutorial: Read Political Maps: Video			
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1)	Students frame questions that can be answered by historical study and research.	SE p. 127 AR 21 st Century Skills Tutorial: Ask Questions: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Create a Research Hypothesis: Video, Quick Reference, Assessment			
(2)	Students distinguish fact from opinion in historical narratives and stories.	SE p. 169 SE p. 196 AR 21 st Century Skills Tutorial: Distinguish Between Fact and Opinion: Video, Quick Reference, Assessment			

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			Y	N	
(3)	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	SE p. 14 SE p. 120 SE p. 239 AR 21 st Century Skills Tutorial: Identify Evidence: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Identify Bias: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Distinguish Between Fact and Opinion: Video, Quick Reference, Assessment			
(4)	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	SE p. 147 SE p. 169 AR 21 st Century Skills Tutorial: Draw Conclusions: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Interpret Sources: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Analyze Media Content: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Evaluate Web Sites: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Distinguish Between Fact and Opinion: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Identify Bias: Video, Quick Reference, Assessment			

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			Y	N	
		(Continued) AR 21 st Century Skills Tutorial: Analyze Primary and Secondary Sources: Video, Quick Reference, Assessment			
(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).	SE p. 147 SE p. 256 AR 21 st Century Skills Tutorial: Compare Viewpoints: Video, Quick Reference, Assessment			
HISTORICAL INTERPRETATION					
(1)	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	SE p. 323 AR 21 st Century Skills Tutorial: Solve Problems: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Identify Main Idea and Details: Video, Quick Reference, Assessment			
(2)	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	SE p. 59 SE p. 307 AR 21 st Century Skills Tutorial: Understand Cause and Effect: Video, Quick Reference, Assessment AR 21 st Century Skills Tutorial: Sequence: Video, Quick Reference, Assessment			
(3)	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	SE p. 219 SE p. 330 AR 21 st Century Skills Tutorial: Identify Trends: Video, Quick Reference, Assessment			

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			Y	N	
(4)	Students recognize the role of chance, oversight, and error in history.	SE p. 71 AR 21 st Century Skills Tutorial: Understand Cause and Effect: Video, Quick Reference, Assessment			
(5)	Students recognize that interpretations of history are subject to change as new information is uncovered.	SE pp. 17-18 SE p. 271			
(6)	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	SE p. 301 SE p. 356 AR 21 st Century Skills Tutorial: Make Decisions: Video, Quick Reference, Assessment			
Appendix					

California Department of Education
January 2017