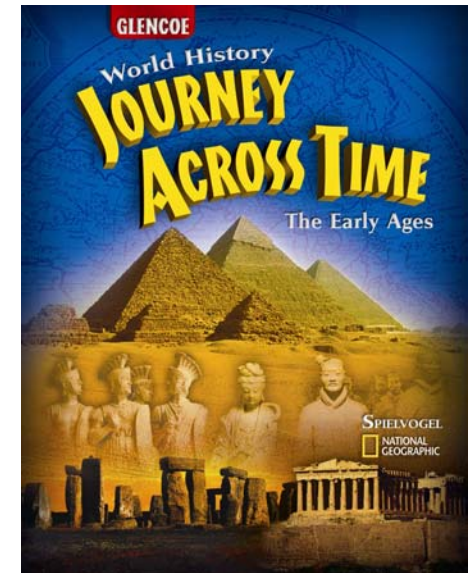


World History
**JOURNEY
ACROSS TIME**

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The Early Ages

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STANDARDS	PAGE REFERENCES	
		<i>World History: Journey Across Time</i>
<p>Sixth Grade U.S. History Grade Standards, Supporting Skills, and Examples</p>		
<p>The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.</p>		

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth Grade World History Grade Standards, Supporting Skills, and Examples		
Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.		
6.W.1.1. Students are able to explain the development of society during the Stone Age.		
<ul style="list-style-type: none"> Identify the time periods of prehistoric man through artifacts and other archaeological findings. Examples: Paleolithic, Upper-Paleolithic, Mesolithic/Neolithic Examples: tools, shelters, communication 	<p>Student Edition: 8-15 <i>Primary Source</i> 10 <i>The Way It Was</i> 11 <i>Biography</i> 12 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#6</p> <p>Teacher Wraparound Edition: C 15; CC 13; CTA 11; E 15; MAA 9; PS 10; R 15; T 12; WA 10</p>	<p>Student Edition: 8-15 <i>Primary Source</i> 10 <i>The Way It Was</i> 11 <i>Biography</i> 12 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#6</p> <p>Teacher Wraparound Edition: C 15; CC 13; CTA 11; E 15; MAA 9; PS 10; R 15; T 12; WA 10</p>
6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.		
<ul style="list-style-type: none"> Mesopotamia Examples: Sumerians, Babylonians, Assyrians Examples: Tigris/Euphrates Rivers, Fertile Crescent 	<p>Student Edition: 17-18, 27 <i>Using Geography Skills</i> 17, 28 <i>Section Review</i> 23 #4</p> <p>Teacher Wraparound Edition: CAT 18; G 19; TT 18</p>	<p>Student Edition: 17-18, 27 <i>Using Geography Skills</i> 17, 28 <i>Section Review</i> 23 #4</p> <p>Teacher Wraparound Edition: CAT 18; G 19; TT 18</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> Egypt Examples: Old/Middle/New Kingdoms Example: Nile River 	<p>Student Edition: 38-42 <i>Using Geography Skills</i> 39 <i>Caption Question</i> 40 <i>Primary Source</i> 41 <i>Understanding Charts</i> 44 <i>Section Review</i> 46 #4</p> <p>Teacher Wraparound Edition: CAT 41; CC 40; CTA 41; MAP 40; PS 41</p>	<p>Student Edition: 38-42 <i>Using Geography Skills</i> 39 <i>Caption Question</i> 40 <i>Primary Source</i> 41 <i>Understanding Charts</i> 44 <i>Section Review</i> 46 #4</p> <p>Teacher Wraparound Edition: CAT 41; CC 40; CTA 41; MAP 40; PS 41</p>
<ul style="list-style-type: none"> China Examples: Huang He River, isolation 	<p>Student Edition: 225-226 <i>Using Geography Skills</i> 225, 226, 230 <i>Reading Check</i> 226</p> <p>Teacher Wraparound Edition: RS 225, 226</p>	<p>Student Edition: 225-226 <i>Using Geography Skills</i> 225, 226, 230 <i>Reading Check</i> 226</p> <p>Teacher Wraparound Edition: RS 225, 226</p>
<ul style="list-style-type: none"> India Examples: Indus River, isolation 	<p>Student Edition: 195-196, 198 <i>Using Geography Skills</i> 195, 198 <i>Reading Check</i> 197 <i>Section Review</i> 201 #2</p> <p>Teacher Wraparound Edition: C 201; RS 195; T 195; WS 196</p>	<p>Student Edition: 195-196, 198 <i>Using Geography Skills</i> 195, 198 <i>Reading Check</i> 197 <i>Section Review</i> 201 #2</p> <p>Teacher Wraparound Edition: C 201; RS 195; T 195; WS 196</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.W.1.3. Students are able to explain the development of Mediterranean civilizations.		
<ul style="list-style-type: none"> Greece Examples: city states, Athens, Sparta 	<p>Student Edition: 117-123, 125-130 <i>Using Geography Skills</i> 117, 121, 125 <i>Primary Source</i> 122 <i>Reading Check</i> 123, 130 <i>Section Review</i> 123 #1-#6, 130 #1-#8</p> <p>Teacher Wraparound Edition: C 123, 130; CTA 119; CY 122; E 130; MAA 126; MAP 119, 127; PS 122; R 123; T 117, 125; WA 119, 126</p>	<p>Student Edition: 117-123, 125-130 <i>Using Geography Skills</i> 117, 121, 125 <i>Primary Source</i> 122 <i>Reading Check</i> 123, 130 <i>Section Review</i> 123 #1-#6, 130 #1-#8</p> <p>Teacher Wraparound Edition: C 123, 130; CTA 119; CY 122; E 130; MAA 126; MAP 119, 127; PS 122; R 123; T 117, 125; WA 119, 126</p>
<ul style="list-style-type: none"> Hellenistic Era Examples: Macedonia, Alexander 	<p>Student Edition: 174-179 <i>Using Geography Skills</i> 176, 179 <i>You Decide</i> 180-181</p> <p>Teacher Wraparound Edition: C 179; CC 177; E 179; MM 176; T 175; WA 177</p>	<p>Student Edition: 174-179 <i>Using Geography Skills</i> 176, 179 <i>You Decide</i> 180-181</p> <p>Teacher Wraparound Edition: C 179; CC 177; E 179; MM 176; T 175; WA 177</p>
<ul style="list-style-type: none"> Rome Example: transportation system Examples: Romulus, Remus 	<p>Student Edition: 262-267 <i>Using Geography Skills</i> 263 <i>Primary Source</i> 264 <i>Section Review</i> 267 #1-#7</p> <p>Teacher Wraparound Edition: CTA 265; HMy 264; PS 264</p>	<p>Student Edition: 262-267 <i>Using Geography Skills</i> 263 <i>Primary Source</i> 264 <i>Section Review</i> 267 #1-#7</p> <p>Teacher Wraparound Edition: CTA 265; HMy 264; PS 264</p>

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	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.		
<ul style="list-style-type: none"> Byzantine Examples: trade routes, Constantinople, Black Sea 	<p>Student Edition: 328-329, 332-333 <i>Using Geography Skills</i> 329 <i>Reading Check</i> 329 <i>Section Review</i> 334 #3-#4 Teacher Wraparound Edition: G 328; RS 328; T 328</p>	<p>Student Edition: 328-329, 332-333 <i>Using Geography Skills</i> 329 <i>Reading Check</i> 329 <i>Section Review</i> 334 #3-#4 Teacher Wraparound Edition: G 328; RS 328; T 328</p>
<ul style="list-style-type: none"> Islamic Examples: Mecca, Jerusalem 	<p>Student Edition: 373-375 <i>Using Geography Skills</i> 374 <i>Reading Check</i> 374 <i>Section Review</i> 378 #1, #7 Teacher Wraparound Edition: ICA 383; MAP 373; PV 372; WA 375</p>	<p>Student Edition: 373-375 <i>Using Geography Skills</i> 374 <i>Reading Check</i> 374 Teacher Wraparound Edition: MAP 373; PV 372; WA 375</p>
<ul style="list-style-type: none"> Mongolian influence Examples: Kiev, early czars 	<p>Student Edition: 539-540 <i>Using Geography Skills</i> 425, 540 Teacher Wraparound Edition: CAT 539; RS 540</p>	<p>Student Edition: 539-540 <i>Using Geography Skills</i> 540 Teacher Wraparound Edition: CAT 539; RS 540</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.W.1.5. Students are able to explain the development of the African empires.		
Examples: Ghana, Mali, Songhai, Niger	Student Edition: 447-453 <i>Using Geography Skills</i> 448 <i>Reading Check</i> 449, 451 <i>Understanding Charts</i> 451 Teacher Wraparound Edition: C 453; CAT 447; CTA 447; R 453; S 448; TT 449	Student Edition: 447-453 <i>Using Geography Skills</i> 448 <i>Reading Check</i> 449, 451 <i>Understanding Charts</i> 451 Teacher Wraparound Edition: C 453; CAT 447; CTA 447; R 453; S 448; TT 449
6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.		
Examples: Toltec, Olmec, Maya, Aztec, Inca	Student Edition: 575-578 <i>Using Geography Skills</i> 575, 577 Teacher Wraparound Edition: CAT 575; HMy 578; IAW 575; MAP 576; WA 577	Student Edition: 575-578 <i>Using Geography Skills</i> 575, 577 Teacher Wraparound Edition: CAT 575; HMy 578; IAW 575; MAP 576; WA 577

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.		
Examples: rise of church leadership, tribal migrations, feudal system, Crusades, diseases, 100 Years War, job specialization, trade fairs	Student Edition: 518-521, 523-531, 541-543, 554-555, 557 <i>Using Geography Skills</i> 518, 542, 554, 555 <i>Reading Check</i> 519 <i>You Decide</i> 532-533 Teacher Wraparound Edition: A 533; C 521, 531, 543; CAT 524; CLA 520; CTA 525, 542; E 521, 531; EC 518, 519, 527, 530; F 532; HMy 528; ICA 526; MJ 525; RM 529; RS 519; T 523, 532, 554; UWP 541; WS 555	Student Edition: 518-521, 523-531, 541-543, 554-555, 557 <i>Using Geography Skills</i> 518, 542, 554, 555 <i>Reading Check</i> 519 <i>You Decide</i> 532-533 <i>Biography</i> 556 Teacher Wraparound Edition: A 533; C 521, 531, 543; CAT 524; CLA 520; CTA 525, 542; E 521, 531; EC 518, 519, 527, 530; F 532; HMy 528; ICA 526; MJ 525; RM 529; RS 519; T 523, 532, 554; UWP 541; WS 555
Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.		
6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.		
Examples: domestication of animals and plants, rise of trading centers	Student Edition: 13-15 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Reading Check</i> 15 <i>Section Review</i> 15 #2-#3 Teacher Wraparound Edition: C 15; CAT 13; CC 13; E 15; R 15	Student Edition: 13-15 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Reading Check</i> 15 <i>Section Review</i> 15 #2-#3 Teacher Wraparound Edition: C 15; CAT 13; CC 13; E 15; R 15

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.		
<ul style="list-style-type: none"> Mesopotamia Examples: codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism Examples: Sargon, Hammurabi, Abram 	<p>Student Edition: 17-21, 23, 27-30, 81-83 <i>Linking Past & Present</i> 21 <i>Biography</i> 22 <i>Section Review</i> 23 #1-#3, #5-#6, 30 #1-#7 <i>You Decide</i> 24-25 <i>Reading Check</i> 83 <i>Primary Source</i> 83</p> <p>Teacher Wraparound Edition: A 25; C 23; CAT 28; CC 20; CTA 19; F 24; ICA 20; T 22, 24, 81; WA 20, 81</p>	<p>Student Edition: 17-21, 23, 27-30, 81-83 <i>Linking Past & Present</i> 21 <i>Biography</i> 22 <i>Section Review</i> 23 #1-#3, #5-#6, 30 #1-#7 <i>You Decide</i> 24-25 <i>Reading Check</i> 83 <i>Primary Source</i> 83</p> <p>Teacher Wraparound Edition: A 25; C 23; CAT 28; CC 20; CTA 19; F 24; ICA 20; T 22, 24, 81; WA 20, 81</p>
<ul style="list-style-type: none"> Egypt Examples: hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine Examples: Ramses, Hatshepsut, Cheops 	<p>Student Edition: 42-44, 48-52, 60-62, 64-67 <i>Understanding Charts</i> 44 <i>Reading Check</i> 48, 50, 52, 62 <i>Caption Question</i> 49, 50 <i>Linking Past & Present</i> 61 <i>Biography</i> 63, 66</p> <p>Teacher Wraparound Edition: C 52, 67; CAT 49, 62; CTA 50, 62; HMy 42, 50; MAP 48; T 48, 66; TT 43, 49, 61; WA 51, 64, 66</p>	<p>Student Edition: 42-44, 48-52, 60-62, 64-67 <i>Understanding Charts</i> 44 <i>Reading Check</i> 48, 50, 52, 62 <i>Caption Question</i> 49, 50 <i>Linking Past & Present</i> 61 <i>Biography</i> 63, 66</p> <p>Teacher Wraparound Edition: C 52, 67; CAT 49, 62; CTA 50, 62; HMy 42, 50; MAP 48; T 48, 66; TT 43, 49, 61; WA 51, 64, 66</p>

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	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> China Examples: gunpowder, Great Wall, Silk Road, Taoism, Confucianism Examples: Qin/Han Dynasties 	<p>Student Edition: 228-231, 235-239, 241-248 <i>History Makers</i> 228 <i>Biography</i> 237, 243 <i>Understanding Charts</i> 238, 247 <i>Using Geography Skills</i> 241, 246 <i>Linking Past & Present</i> 245</p> <p>Teacher Wraparound Edition: C 231, 239, 248; CAT 242; CLA 238; CTA 235; E 239; EC 229; HMa 228; HMy 244; IAW 246; ICA 228; O 236; R 239, 248; RS 241, 245; T 237, 243; TT 229; WA 236</p>	<p>Student Edition: 228-231, 235-239, 241-248 <i>History Makers</i> 228 <i>Biography</i> 237, 243 <i>Understanding Charts</i> 238, 247 <i>Using Geography Skills</i> 241, 246 <i>Linking Past & Present</i> 245</p> <p>Teacher Wraparound Edition: C 231, 239, 248; CAT 242; CLA 238; CTA 235; E 239; EC 229; HMa 228; HMy 244; IAW 246; ICA 228; O 236; R 239, 248; RS 241, 245; T 237, 243; TT 229; WA 236</p>
<ul style="list-style-type: none"> India Examples: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire Example: Prince Siddhartha 	<p>Student Edition: 199-201, 203-208, 210-216 <i>History Makers</i> 199, 215 <i>Caption Question</i> 200 <i>Reading Check</i> 201, 204, 208 <i>Understanding Charts</i> 204 <i>Primary Source</i> 206, 214 <i>Biography</i> 207, 212</p> <p>Teacher Wraparound Edition: C 208; CAT 205; CTA 213; CY 200; E 201, 216; HMa 199, 215; PS 206, 214; R 208, 216; RS 204; T 203, 207; WA 205</p>	<p>Student Edition: 199-201, 203-208, 210-216 <i>History Makers</i> 199, 215 <i>Caption Question</i> 200 <i>Reading Check</i> 201, 204, 208 <i>Understanding Charts</i> 204 <i>Primary Source</i> 206, 214 <i>Biography</i> 207, 212</p> <p>Teacher Wraparound Edition: C 208; CAT 205; CTA 213; CY 200; E 201, 216; HMa 199, 215; PS 206, 214; R 208, 216; RS 204; T 203, 207; WA 205</p>

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	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.		
<ul style="list-style-type: none"> Greece Examples: philosophers, literature, art, science, government, mythology, architecture, astronomy, Olympics Examples: Socrates, Pythagoras 	<p>Student Edition: 155-163, 168-173 <i>Linking Past & Present</i> 128, 160 <i>Biography</i> 159, 172 <i>World Literature</i> 164-167</p> <p>Teacher Wraparound Edition: C 163, 167; CLA 162; E 163, 173; EC 129, 160; HMy 170; MAA 158, 161; R 163, 173; S 164; T 155, 159, 172; TT 158, 160; WA 157, 169</p>	<p>Student Edition: 155-163, 168-173 <i>Linking Past & Present</i> 128, 160 <i>Biography</i> 159, 172 <i>World Literature</i> 164-167</p> <p>Teacher Wraparound Edition: C 163, 167; CLA 162; E 163, 173; EC 129, 160; HMy 170; MAA 158, 161; R 163, 173; S 164; T 155, 159, 172; TT 158, 160; WA 157, 169</p>
<ul style="list-style-type: none"> Hellenistic Era Examples: Phillip II, Alexander Example: conquest of Persian Empire 	<p>Student Edition: 174-179, 183-186 <i>Using Geography Skills</i> 176, 179 <i>You Decide</i> 180-181 <i>Primary Source</i> 183 <i>The Way It Was</i> 184 <i>Understanding Charts</i> 185</p> <p>Teacher Wraparound Edition: A 181; C 179, 186; CAT 184; CC 177; E 179; F 180; MM 176; RS 183; T 175; WA 177, 184</p>	<p>Student Edition: 174-179, 183-186 <i>Using Geography Skills</i> 176, 179 <i>You Decide</i> 180-181 <i>Primary Source</i> 183 <i>The Way It Was</i> 184 <i>Understanding Charts</i> 185</p> <p>Teacher Wraparound Edition: A 181; C 179, 186; CAT 184; CC 177; E 179; F 180; MM 176; RS 183; T 175; WA 177, 184</p>

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	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> Rome Examples: philosophers, literature, art, science, government, mythology, architecture, Latin language, Christianity Examples: Caesar Augustus, Julius Caesar, barbarians, Constantine 	<p>Student Edition: 268-273, 280-283, 287-288, 303-305, 325-326, 343-350 <i>History Makers</i> 273 <i>You Decide</i> 284-285 <i>Biography</i> 289, 346, 349 <i>The Way It Was</i> 291 <i>World Literature</i> 311-316 <i>Linking Past & Present</i> 325</p> <p>Teacher Wraparound Edition: A 285; C 283; CAT 270; CC 344; CLA 309; CTA 271, 305; DI 270; E 326; EC 282; F 284, 311; ICA 273; RS 303; S 311; T 269, 284, 289, 346, 349; WA 280</p>	<p>Student Edition: 268-273, 280-283, 287-288, 303-305, 325-326, 343-350 <i>History Makers</i> 273 <i>You Decide</i> 284-285 <i>Biography</i> 289, 346, 349 <i>The Way It Was</i> 291 <i>World Literature</i> 311-316 <i>Linking Past & Present</i> 325</p> <p>Teacher Wraparound Edition: A 285; C 283; CAT 270; CC 344; CLA 309; CTA 271, 305; DI 270; E 326; EC 282; F 284, 311; ICA 273; RS 303; S 311; T 269, 284, 289, 346, 349; WA 280</p>
<p>6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.</p>		
<ul style="list-style-type: none"> Byzantine Examples: Justinian Code, Eastern Orthodoxy, architecture Example: Constantine 	<p>Student Edition: 329-334 <i>Primary Source</i> 330 <i>Biography</i> 331 <i>The Way It Was</i> 333</p> <p>Teacher Wraparound Edition: C 334; CAT 329; DI 329; EC 333; HMy 332; PS 330; T 331; WS 330</p>	<p>Student Edition: 329-334 <i>Primary Source</i> 330 <i>Biography</i> 331 <i>The Way It Was</i> 333</p> <p>Teacher Wraparound Edition: C 334; CAT 329; DI 329; EC 333; HMy 332; PS 330; T 331; WS 330</p>

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<ul style="list-style-type: none"> Islamic Examples: Islam, Arabic numerals, pilgrimage, Examples: Mohammed, Saladin 	<p>Student Edition: 374-378, 380-386, 390-394, 543 <i>Reading Check</i> 375, 378 <i>Biography</i> 376, 392 <i>Section Review</i> 378 #2-#6 <i>Using Geography Skills</i> 380, 383, 385 <i>Understanding Charts</i> 381 <i>Primary Source</i> 391</p> <p>Teacher Wraparound Edition: C 378, 386, 394; CC 375, 384; CTA 382; E 378, 394, 543; EC 393; ICA 377; PS 391; R 378; T 376, 392; WA 375, 382</p>	<p>Student Edition: 374-378, 380-386, 390-394 <i>Reading Check</i> 375, 378 <i>Biography</i> 376, 392 <i>Section Review</i> 378 #2-#6 <i>Using Geography Skills</i> 380, 383, 385 <i>Understanding Charts</i> 381 <i>Primary Source</i> 391</p> <p>Teacher Wraparound Edition: C 378, 386, 394; CC 375, 384; CTA 382; E 378, 394; EC 393; ICA 377; PS 391; R 378; T 376, 392; WA 375, 382</p>
<ul style="list-style-type: none"> Mongolian Examples: Mongol invasions, Orthodox Christianity Example: Genghis Khan 	<p>Student Edition: 424-426, 428-429, 540 <i>Using Geography Skills</i> 424, 425 <i>Biography</i> 427 <i>Primary Source</i> 428</p> <p>Teacher Wraparound Edition: C 429; CAT 425; CTA 426; E 429; R 429; RS 426; T 424, 427</p>	<p>Student Edition: 424-426, 428-429, 540 <i>Using Geography Skills</i> 424, 425 <i>Biography</i> 427 <i>Primary Source</i> 428</p> <p>Teacher Wraparound Edition: C 429; CAT 425; CTA 426; E 429; R 429; RS 426; T 424, 427</p>

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6.W.2.5. Students are able to identify the cultural contributions of the African empires.		
<p>Examples: slave trade, Muslim traders, Timbuktu, tribal society</p>	<p>Student Edition: 448-453, 461-467 <i>The Way It Was</i> 449 <i>Understanding Charts</i> 451 <i>World Literature</i> 454-459 <i>Primary Source</i> 465 <i>Biography</i> 466</p> <p>Teacher Wraparound Edition: C 467; CLA 451; E 467; ICA 464; MAA 450; S 454; T 466; TT 449; UC 451; WA 450, 464</p>	<p>Student Edition: 448-453, 461-467 <i>The Way It Was</i> 449 <i>Understanding Charts</i> 451 <i>World Literature</i> 454-459 <i>Primary Source</i> 465 <i>Biography</i> 466</p> <p>Teacher Wraparound Edition: C 467; CLA 451; E 467; ICA 464; MAA 450; S 454; T 466; TT 449; UC 451; WA 450, 464</p>
6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.		
<p>Examples: calendar, astronomy, mathematics, step pyramids, recreation and games, agriculture, class structure, religion, irrigation</p> <p>Example: Montezuma</p>	<p>Student Edition: 583-588 <i>The Way It Was</i> 584 <i>Biography</i> 589</p> <p>Teacher Wraparound Edition: CTA 585; EC 587; MAA 583; RS 583, 588; T 583, 589; TT 585; WA 584</p>	<p>Student Edition: 583-588 <i>The Way It Was</i> 584 <i>Biography</i> 589</p> <p>Teacher Wraparound Edition: CTA 585; EC 587; MAA 583; RS 583, 588; T 583, 589; TT 585; WA 584</p>

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6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.		
<p>Examples: rise of middle class, government, Magna Carta, art, architecture</p> <p>Examples: Charlemagne, Marco Polo, William the Conqueror, Joan of Arc</p>	<p>Student Edition: 515-516, 535-540, 549-552, 557 <i>Biography</i> 517, 556 <i>Linking Past & Present</i> 536 <i>Primary Source</i> 537 <i>Reading Check</i> 537, 538 <i>Using Geography Skills</i> 538</p> <p>Teacher Wraparound Edition: C 552; CC 549; CLA 550; CTA 515; E 552; ERR 537; PS 537; RS 538; T 535, 556; UCE 549; WA 516</p>	<p>Student Edition: 515-516, 535-540, 549-552, 557 <i>Biography</i> 517, 556 <i>Linking Past & Present</i> 536 <i>Primary Source</i> 537 <i>Reading Check</i> 537, 538 <i>Using Geography Skills</i> 538</p> <p>Teacher Wraparound Edition: C 552; CC 549; CLA 550; CTA 515; E 552; ERR 537; PS 537; RS 538; T 535, 556; UCE 549; WA 516</p>

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Sixth Grade World History Performance Descriptors		
Sixth grade students performing at the advanced level will:		
<ul style="list-style-type: none"> describe the relationship of cultural contributions to the advancement of society. 	<p>Student Edition: 17-21, 23, 27-30, 42-44, 48-52, 60-62, 64-67, 81-83, 155-163, 168-173, 174-179, 183-186, 199-201, 203-208, 210-216, 228-231, 235-239, 241-248, 268-273, 280-283, 287-288, 303-305, 325-326, 329-334, 343-350, 374-378, 380-386, 390-394, 515-516, 535-540, 543, 549-552, 557 <i>Linking Past & Present</i> 21, 245 <i>Biography</i> 22, 63, 66, 159, 172, 207, 212, 237, 243, 289, 331, 346, 349, 376, 392, 517, 556 <i>You Decide</i> 24-25, 180-181, 284-285 <i>Understanding Charts</i> 44, 185, 204, 238, 247, 381 <i>Caption Question</i> 49, 50 <i>Linking Past & Present</i> 61, 128, 160, 325, 536 <i>Primary Source</i> 83, 183, 206, 214, 330, 391, 537 <i>World Literature</i> 164-167, 311-316 <i>The Way It Was</i> 184, 291, 333 <i>History Makers</i> 199, 215, 228, 273</p>	<p>Student Edition: 17-21, 23, 27-30, 42-44, 48-52, 60-62, 64-67, 81-83, 155-163, 168-173, 174-179, 183-186, 199-201, 203-208, 210-216, 228-231, 235-239, 241-248, 268-273, 280-283, 287-288, 303-305, 325-326, 329-334, 343-350, 374-378, 380-386, 390-394, 515-516, 535-540, 543, 549-552, 557 <i>Linking Past & Present</i> 21, 245 <i>Biography</i> 22, 63, 66, 159, 172, 207, 212, 237, 243, 289, 331, 346, 349, 376, 392, 517, 556 <i>You Decide</i> 24-25, 180-181, 284-285 <i>Understanding Charts</i> 44, 185, 204, 238, 247, 381 <i>Caption Question</i> 49, 50 <i>Linking Past & Present</i> 61, 128, 160, 325, 536 <i>Primary Source</i> 83, 183, 206, 214, 330, 391, 537 <i>World Literature</i> 164-167, 311-316 <i>The Way It Was</i> 184, 291, 333 <i>History Makers</i> 199, 215, 228, 273</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Continued from cell above... <ul style="list-style-type: none"> describe the relationship of cultural contributions to the advancement of society. 	Teacher Wraparound Edition: A 25, 181; C 23, 52, 67, 163, 179, 186, 231, 239, 248; CAT 28, 49, 62, 184, 205, 242; CC 20, 177; CLA 162, 238; CTA 19, 50, 62, 213, 235; CY 200; E 163, 179, 201, 216, 239; EC 129, 160, 229; F 24, 180; HMa 199, 215, 228; HMy 42, 50, 170, 244; IAW 246; ICA 20, 228; MAP 48; MM 176; O 236; PS 206, 214; R 163, 173, 208, 216, 239, 248; RS 183, 204, 241, 245; S 164; T 22, 24, 48, 81, 155, 159, 172, 203, 207, 237, 243; TT 43, 49, 61, 158, 160, 175, 229; WA 20, 51, 64, 66, 81, 157, 169, 177, 184, 205, 236	Teacher Wraparound Edition: A 25, 181; C 23, 52, 67, 163, 179, 186, 231, 239, 248; CAT 28, 49, 62, 184, 205, 242; CC 20, 177; CLA 162, 238; CTA 19, 50, 62, 213, 235; CY 200; E 163, 179, 201, 216, 239; EC 129, 160, 229; F 24, 180; HMa 199, 215, 228; HMy 42, 50, 170, 244; IAW 246; ICA 20, 228; MAP 48; MM 176; O 236; PS 206, 214; R 163, 173, 208, 216, 239, 248; RS 183, 204, 241, 245; S 164; T 22, 24, 48, 81, 155, 159, 172, 203, 207, 237, 243; TT 43, 49, 61, 158, 160, 175, 229; WA 20, 51, 64, 66, 81, 157, 169, 177, 184, 205, 236

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth grade students performing at the proficient level will:		
<ul style="list-style-type: none"> identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development; 	<p>Student Edition: 17-18, 27, 38-42, 117-123, 125-130, 174-179, 195-196, 198, 225-226, 262-267, 328-329, 332-333, 373-375, 447-453, 539-540, 575-578 <i>Using Geography Skills</i> 17, 28, 39, 117, 121, 125, 176, 179, 195, 198, 225, 226, 230, 263, 329, 374, 425, 448, 540, 575, 577 <i>Section Review</i> 23 #4 <i>Caption Question</i> 40 <i>Primary Source</i> 41, 122, 264 <i>Understanding Charts</i> 44, 451 <i>Section Review</i> 46 #4, 123 #1-#6, 130 #1-#8, 201 #2, 267 #1-#7, 334 #3-#4, 378 #1, #7 <i>Reading Check</i> 123, 130, 197, 226, 329, 374, 449, 451 <i>You Decide</i> 180-181</p> <p>Teacher Wraparound Edition: C 123, 130, 179, 201; CAT 18, 41, 539; CC 40, 177; CTA 41, 119, 265; CY 122; E 130, 179; G 19, 328; HMy 264; ICA 383; MAA 126; MAP 40, 119, 127, 373; MM 176; PS 41, 122, 264; PV 372; R 123; RS 195, 225, 226, 328, 540; T 117, 125, 175, 195, 328; TT 18; WA 375; WS 119, 126, 177, 196</p>	<p>Student Edition: 17-18, 27, 38-42, 117-123, 125-130, 174-179, 195-196, 198, 225-226, 262-267, 328-329, 332-333, 373-375, 447-453, 539-540, 575-578 <i>Using Geography Skills</i> 17, 28, 39, 117, 121, 125, 176, 179, 195, 198, 225, 226, 230, 263, 329, 374, 425, 448, 540, 575, 577 <i>Section Review</i> 23 #4 <i>Caption Question</i> 40 <i>Primary Source</i> 41, 122, 264 <i>Understanding Charts</i> 44, 451 <i>Section Review</i> 46 #4, 123 #1-#6, 130 #1-#8, 201 #2, 267 #1-#7, 334 #3-#4, 378 #1, #7 <i>Reading Check</i> 123, 130, 197, 226, 329, 374, 449, 451 <i>You Decide</i> 180-181</p> <p>Teacher Wraparound Edition: C 123, 130, 179, 201; CAT 18, 41, 539; CC 40, 177; CTA 41, 119, 265; CY 122; E 130, 179; G 19, 328; HMy 264; ICA 383; MAA 126; MAP 40, 119, 127, 373; MM 176; PS 41, 122, 264; PV 372; R 123; RS 195, 225, 226, 328, 540; T 117, 125, 175, 195, 328; TT 18; WA 375; WS 119, 126, 177, 196</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> explain cultural contributions from the Stone Age through the Middle Ages. 	<p>Student Edition: 17-21, 23, 27-30, 42-44, 48-52, 60-62, 64-67, 81-83, 155-163, 168-173, 174-179, 183-186, 199-201, 203-208, 210-216, 228-231, 235-239, 241-248, 268-273, 280-283, 287-288, 303-305, 325-326, 329-334, 343-350, 374-378, 380-386, 390-394, 515-516, 535-540, 543, 549-552, 557</p> <p><i>Linking Past & Present</i> 21, 245</p> <p><i>Biography</i> 22, 63, 66, 159, 172, 207, 212, 237, 243, 289, 331, 346, 349, 376, 392, 517, 556</p> <p><i>You Decide</i> 24-25, 180-181, 284-285</p> <p><i>Understanding Charts</i> 44, 185, 204, 238, 247, 381</p> <p><i>Caption Question</i> 49, 50</p> <p><i>Linking Past & Present</i> 61, 128, 160, 325, 536</p> <p><i>Primary Source</i> 83, 183, 206, 214, 330, 391, 537</p> <p><i>World Literature</i> 164-167, 311-316</p> <p><i>The Way It Was</i> 184, 291, 333</p> <p><i>History Makers</i> 199, 215, 228, 273</p>	<p>Student Edition: 17-21, 23, 27-30, 42-44, 48-52, 60-62, 64-67, 81-83, 155-163, 168-173, 174-179, 183-186, 199-201, 203-208, 210-216, 228-231, 235-239, 241-248, 268-273, 280-283, 287-288, 303-305, 325-326, 329-334, 343-350, 374-378, 380-386, 390-394, 515-516, 535-540, 543, 549-552, 557</p> <p><i>Linking Past & Present</i> 21, 245</p> <p><i>Biography</i> 22, 63, 66, 159, 172, 207, 212, 237, 243, 289, 331, 346, 349, 376, 392, 517, 556</p> <p><i>You Decide</i> 24-25, 180-181, 284-285</p> <p><i>Understanding Charts</i> 44, 185, 204, 238, 247, 381</p> <p><i>Caption Question</i> 49, 50</p> <p><i>Linking Past & Present</i> 61, 128, 160, 325, 536</p> <p><i>Primary Source</i> 83, 183, 206, 214, 330, 391, 537</p> <p><i>World Literature</i> 164-167, 311-316</p> <p><i>The Way It Was</i> 184, 291, 333</p> <p><i>History Makers</i> 199, 215, 228, 273</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Continued from cell above... <ul style="list-style-type: none"> explain cultural contributions from the Stone Age through the Middle Ages. 	Teacher Wraparound Edition: A 25, 181; C 23, 52, 67, 163, 179, 186, 231, 239, 248; CAT 28, 49, 62, 184, 205, 242; CC 20, 177; CLA 162, 238; CTA 19, 50, 62, 213, 235; CY 200; E 163, 179, 201, 216, 239; EC 129, 160, 229; F 24, 180; HMa 199, 215, 228; HMy 42, 50, 170, 244; IAW 246; ICA 20, 228; MAP 48; MM 176; O 236; PS 206, 214; R 163, 173, 208, 216, 239, 248; RS 183, 204, 241, 245; S 164; T 22, 24, 48, 81, 155, 159, 172, 203, 207, 237, 243; TT 43, 49, 61, 158, 160, 175, 229; WA 20, 51, 64, 66, 81, 157, 169, 177, 184, 205, 236	Teacher Wraparound Edition: A 25, 181; C 23, 52, 67, 163, 179, 186, 231, 239, 248; CAT 28, 49, 62, 184, 205, 242; CC 20, 177; CLA 162, 238; CTA 19, 50, 62, 213, 235; CY 200; E 163, 179, 201, 216, 239; EC 129, 160, 229; F 24, 180; HMa 199, 215, 228; HMy 42, 50, 170, 244; IAW 246; ICA 20, 228; MAP 48; MM 176; O 236; PS 206, 214; R 163, 173, 208, 216, 239, 248; RS 183, 204, 241, 245; S 164; T 22, 24, 48, 81, 155, 159, 172, 203, 207, 237, 243; TT 43, 49, 61, 158, 160, 175, 229; WA 20, 51, 64, 66, 81, 157, 169, 177, 184, 205, 236

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth grade students performing at the basic level will:		
<ul style="list-style-type: none"> identify cultural contributions from the Stone Age through the Middle Ages. 	<p>Student Edition: 17-21, 23, 27-30, 42-44, 48-52, 60-62, 64-67, 81-83, 155-163, 168-173, 174-179, 183-186, 199-201, 203-208, 210-216, 228-231, 235-239, 241-248, 268-273, 280-283, 287-288, 303-305, 325-326, 329-334, 343-350, 374-378, 380-386, 390-394, 515-516, 535-540, 543, 549-552, 557 <i>Linking Past & Present</i> 21, 245 <i>Biography</i> 22, 63, 66, 159, 172, 207, 212, 237, 243, 289, 331, 346, 349, 376, 392, 517, 556 <i>You Decide</i> 24-25, 180-181, 284-285 <i>Understanding Charts</i> 44, 185, 204, 238, 247, 381 <i>Caption Question</i> 49, 50 <i>Linking Past & Present</i> 61, 128, 160, 325, 536 <i>Primary Source</i> 83, 183, 206, 214, 330, 391, 537 <i>World Literature</i> 164-167, 311-316 <i>The Way It Was</i> 184, 291, 333 <i>History Makers</i> 199, 215, 228, 273</p>	<p>Student Edition: 17-21, 23, 27-30, 42-44, 48-52, 60-62, 64-67, 81-83, 155-163, 168-173, 174-179, 183-186, 199-201, 203-208, 210-216, 228-231, 235-239, 241-248, 268-273, 280-283, 287-288, 303-305, 325-326, 329-334, 343-350, 374-378, 380-386, 390-394, 515-516, 535-540, 543, 549-552, 557 <i>Linking Past & Present</i> 21, 245 <i>Biography</i> 22, 63, 66, 159, 172, 207, 212, 237, 243, 289, 331, 346, 349, 376, 392, 517, 556 <i>You Decide</i> 24-25, 180-181, 284-285 <i>Understanding Charts</i> 44, 185, 204, 238, 247, 381 <i>Caption Question</i> 49, 50 <i>Linking Past & Present</i> 61, 128, 160, 325, 536 <i>Primary Source</i> 83, 183, 206, 214, 330, 391, 537 <i>World Literature</i> 164-167, 311-316 <i>The Way It Was</i> 184, 291, 333 <i>History Makers</i> 199, 215, 228, 273</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Continued from cell above... <ul style="list-style-type: none"> identify cultural contributions from the Stone Age through the Middle Ages. 	Teacher Wraparound Edition: A 25, 181; C 23, 52, 67, 163, 179, 186, 231, 239, 248; CAT 28, 49, 62, 184, 205, 242; CC 20, 177; CLA 162, 238; CTA 19, 50, 62, 213, 235; CY 200; E 163, 179, 201, 216, 239; EC 129, 160, 229; F 24, 180; HMa 199, 215, 228; HMy 42, 50, 170, 244; IAW 246; ICA 20, 228; MAP 48; MM 176; O 236; PS 206, 214; R 163, 173, 208, 216, 239, 248; RS 183, 204, 241, 245; S 164; T 22, 24, 48, 81, 155, 159, 172, 203, 207, 237, 243; TT 43, 49, 61, 158, 160, 175, 229; WA 20, 51, 64, 66, 81, 157, 169, 177, 184, 205, 236	Teacher Wraparound Edition: A 25, 181; C 23, 52, 67, 163, 179, 186, 231, 239, 248; CAT 28, 49, 62, 184, 205, 242; CC 20, 177; CLA 162, 238; CTA 19, 50, 62, 213, 235; CY 200; E 163, 179, 201, 216, 239; EC 129, 160, 229; F 24, 180; HMa 199, 215, 228; HMy 42, 50, 170, 244; IAW 246; ICA 20, 228; MAP 48; MM 176; O 236; PS 206, 214; R 163, 173, 208, 216, 239, 248; RS 183, 204, 241, 245; S 164; T 22, 24, 48, 81, 155, 159, 172, 203, 207, 237, 243; TT 43, 49, 61, 158, 160, 175, 229; WA 20, 51, 64, 66, 81, 157, 169, 177, 184, 205, 236

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth Grade Geography Grade Standards, Supporting Skills, and Examples		
The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.		
Sixth Grade Civics (Government) Grade Standards, Supporting Skills, and Examples		
Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.		
Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.		
6.C.1.1. Students are able to relate forms of governments to their civilizations.		
Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism	Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524 <i>Reading Check</i> 48, 126, 130, 230, 273, 526 <i>Section Review</i> 130 #2-#7 <i>Primary Source</i> 145 <i>Using Geography Skills</i> 269 <i>History Makers</i> 273 Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291	Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524 <i>Reading Check</i> 48, 126, 130, 230, 273, 526 <i>Section Review</i> 130 #2-#7 <i>Primary Source</i> 145 <i>Using Geography Skills</i> 269 <i>History Makers</i> 273 Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.		
<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>	<p>Student Edition: 23, 82-83, 95, 97-98, 171, 203-208, 273, 330, 344-350, 355-356, 374-378, 537, 541-543, 554-555</p> <p><i>You Decide</i> 24-25</p> <p><i>Primary Source</i> 83, 89, 206, 348, 537</p> <p><i>Understanding Charts</i> 91, 204</p> <p><i>Reading Check</i> 171, 347, 537, 555</p> <p><i>Biography</i> 172, 207, 346, 349, 376</p> <p><i>Section Review</i> 208 #1-#7, 378 #2-#6</p> <p><i>History Makers</i> 273</p> <p><i>Using Geography Skills</i> 542, 554, 555</p> <p>Teacher Wraparound Edition: A 25; C 378, 543; CAT 345; CC 344; CTA 542; DI 170, 374; E 378; F 24; HMa 273; HMy 82; RS 204; T 24, 172, 203, 207, 346, 376; UWP 541; WA 97, 205, 330, 345, 555</p>	<p>Student Edition: 23, 82-83, 95, 97-98, 171, 203-208, 273, 330, 344-350, 355-356, 374-378, 537, 541-543, 554-555</p> <p><i>You Decide</i> 24-25</p> <p><i>Primary Source</i> 83, 89, 206, 348, 537</p> <p><i>Understanding Charts</i> 91, 204</p> <p><i>Reading Check</i> 171, 347, 537, 555</p> <p><i>Biography</i> 172, 207, 346, 349, 376</p> <p><i>Section Review</i> 208 #1-#7, 378 #2-#6</p> <p><i>History Makers</i> 273</p> <p><i>Using Geography Skills</i> 542, 554, 555</p> <p>Teacher Wraparound Edition: A 25; C 378, 543; CAT 345; CC 344; CTA 542; DI 170, 374; E 378; F 24; HMa 273; HMy 82; RS 204; T 24, 172, 203, 207, 346, 376; UWP 541; WA 97, 205, 330, 345, 555</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.		
6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.		
Example: Roman citizenship compared to United States citizenship	Student Edition: 269-271, 273 <i>History Makers 273</i> <i>Reading Check 273</i> <i>Section Review 276 #7</i> Teacher Wraparound Edition: T 269; TN 271	Student Edition: 269-271, 273 <i>History Makers 273</i> <i>Reading Check 273</i> <i>Section Review 276 #7</i> Teacher Wraparound Edition: T 269; TN 271
Sixth Grade Civics (Government) Performance Descriptors		
Sixth grade students performing at the advanced level will:		
<ul style="list-style-type: none"> compare and contrast governments and their influence on civilizations. 	Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524 <i>Reading Check 48, 126, 130, 230, 273, 526</i> <i>Section Review 130 #2-#7</i> <i>Primary Source 145</i> <i>Using Geography Skills 269</i> <i>History Makers 273</i> Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291	Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524 <i>Reading Check 48, 126, 130, 230, 273, 526</i> <i>Section Review 130 #2-#7</i> <i>Primary Source 145</i> <i>Using Geography Skills 269</i> <i>History Makers 273</i> Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth grade students performing at the proficient level will:		
<ul style="list-style-type: none"> relate forms of governments to their civilizations; 	<p>Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524</p> <p><i>Reading Check</i> 48, 126, 130, 230, 273, 526 <i>Section Review</i> 130 #2-#7 <i>Primary Source</i> 145 <i>Using Geography Skills</i> 269 <i>History Makers</i> 273</p> <p>Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291</p>	<p>Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524</p> <p><i>Reading Check</i> 48, 126, 130, 230, 273, 526 <i>Section Review</i> 130 #2-#7 <i>Primary Source</i> 145 <i>Using Geography Skills</i> 269 <i>History Makers</i> 273</p> <p>Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> describe how events, ideals, and written documents influenced structures within civilizations; 	<p>Student Edition: 23, 82-83, 95, 97-98, 171, 203-208, 273, 330, 344-350, 355-356, 374-378, 537, 541-543, 554-555 <i>You Decide</i> 24-25 <i>Primary Source</i> 83, 89, 206, 348, 537 <i>Understanding Charts</i> 91, 204 <i>Reading Check</i> 171, 347, 537, 555 <i>Biography</i> 172, 207, 346, 349, 376 <i>Section Review</i> 208 #1-#7, 378 #2-#6 <i>History Makers</i> 273 <i>Using Geography Skills</i> 542, 554, 555</p> <p>Teacher Wraparound Edition: A 25; C 378, 543; CAT 345; CC 344; CTA 542; DI 170, 374; E 378; F 24; HMa 273; HMy 82; RS 204; T 24, 172, 203, 207, 346, 376; UWP 541; WA 97, 205, 330, 345, 555</p>	<p>Student Edition: 23, 82-83, 95, 97-98, 171, 203-208, 273, 330, 344-350, 355-356, 374-378, 537, 541-543, 554-555 <i>You Decide</i> 24-25 <i>Primary Source</i> 83, 89, 206, 348, 537 <i>Understanding Charts</i> 91, 204 <i>Reading Check</i> 171, 347, 537, 555 <i>Biography</i> 172, 207, 346, 349, 376 <i>Section Review</i> 208 #1-#7, 378 #2-#6 <i>History Makers</i> 273 <i>Using Geography Skills</i> 542, 554, 555</p> <p>Teacher Wraparound Edition: A 25; C 378, 543; CAT 345; CC 344; CTA 542; DI 170, 374; E 378; F 24; HMa 273; HMy 82; RS 204; T 24, 172, 203, 207, 346, 376; UWP 541; WA 97, 205, 330, 345, 555</p>
<ul style="list-style-type: none"> recognize how historical civilizations influence the rights and responsibilities of citizens today. 	<p>Student Edition: 122-123, 129-130, 269-271, 273, 537 <i>Reading Check</i> 123, 273 <i>Section Review</i> 123 #5, 276 #7 <i>History Makers</i> 273 <i>Primary Source</i> 537</p> <p>Teacher Wraparound Edition: E 130; ERR 537; R 123; T 269; TN 271</p>	<p>Student Edition: 122-123, 129-130, 269-271, 273, 537 <i>Reading Check</i> 123, 273 <i>Section Review</i> 123 #5, 276 #7 <i>History Makers</i> 273 <i>Primary Source</i> 537</p> <p>Teacher Wraparound Edition: E 130; ERR 537; R 123; T 269; TN 271</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth grade students performing at the basic level will:		
<ul style="list-style-type: none"> identify forms of governments; 	<p>Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524</p> <p><i>Reading Check</i> 48, 126, 130, 230, 273, 526 <i>Section Review</i> 130 #2-#7 <i>Primary Source</i> 145 <i>Using Geography Skills</i> 269 <i>History Makers</i> 273</p> <p>Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291</p>	<p>Student Edition: 19-20, 48, 122-123, 125-126, 127, 129-130, 139-140, 145, 230, 269-273, 278-279, 282-283, 523-524</p> <p><i>Reading Check</i> 48, 126, 130, 230, 273, 526 <i>Section Review</i> 130 #2-#7 <i>Primary Source</i> 145 <i>Using Geography Skills</i> 269 <i>History Makers</i> 273</p> <p>Teacher Wraparound Edition: C 283; CAT 270, 291; CLA 293; CTA 271, 290; DI 270; HMa 273; ICA 273; MJ 525; T 523; TN 271; WA 280, 291</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> identify events and written documents that influenced civilizations. 	<p>Student Edition: 23, 82-83, 95, 97-98, 171, 203-208, 273, 330, 344-350, 355-356, 374-378, 537, 541-543, 554-555</p> <p><i>You Decide</i> 24-25</p> <p><i>Primary Source</i> 83, 89, 206, 348, 537</p> <p><i>Understanding Charts</i> 91, 204</p> <p><i>Reading Check</i> 171, 347, 537, 555</p> <p><i>Biography</i> 172, 207, 346, 349, 376</p> <p><i>Section Review</i> 208 #1-#7, 378 #2-#6</p> <p><i>History Makers</i> 273</p> <p><i>Using Geography Skills</i> 542, 554, 555</p> <p>Teacher Wraparound Edition: A 25; C 378, 543; CAT 345; CC 344; CTA 542; DI 170, 374; E 378; F 24; HMa 273; HMy 82; RS 204; T 24, 172, 203, 207, 346, 376; UWP 541; WA 97, 205, 330, 345, 555</p>	<p>Student Edition: 23, 82-83, 95, 97-98, 171, 203-208, 273, 330, 344-350, 355-356, 374-378, 537, 541-543, 554-555</p> <p><i>You Decide</i> 24-25</p> <p><i>Primary Source</i> 83, 89, 206, 348, 537</p> <p><i>Understanding Charts</i> 91, 204</p> <p><i>Reading Check</i> 171, 347, 537, 555</p> <p><i>Biography</i> 172, 207, 346, 349, 376</p> <p><i>Section Review</i> 208 #1-#7, 378 #2-#6</p> <p><i>History Makers</i> 273</p> <p><i>Using Geography Skills</i> 542, 554, 555</p> <p>Teacher Wraparound Edition: A 25; C 378, 543; CAT 345; CC 344; CTA 542; DI 170, 374; E 378; F 24; HMa 273; HMy 82; RS 204; T 24, 172, 203, 207, 346, 376; UWP 541; WA 97, 205, 330, 345, 555</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth Grade Economics Grade Standards, Supporting Skills, and Examples		
Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.		
Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.		
Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.		
6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.		
Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership	Student Edition: 10, 13-15, 17, 21, 41, 62, 126-127, 142, 309, 389-390, 417, 447-449, 452, 472-473, 524-526 <i>Using Geography Skills</i> 13, 473 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#4 <i>Reading Check</i> 127, 453, 473 <i>The Way It Was</i> 319, 449 <i>Biography</i> 471 Teacher Wraparound Edition: C 15; CAT 389, 525; MAA 472; R 15; S 448, 526; TT 449	Student Edition: 10, 13-15, 17, 21, 41, 62, 126-127, 142, 309, 389-390, 417, 447-449, 452, 472-473, 524-526 <i>Using Geography Skills</i> 13, 473 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#4 <i>Reading Check</i> 127, 453, 473 <i>The Way It Was</i> 319, 449 <i>Biography</i> 471 Teacher Wraparound Edition: C 15; CAT 389, 525; MAA 472; R 15; S 448, 526; TT 449

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.		
<p>Examples: traditional, market</p>	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530 <i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530 <i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>
6.E.1.3. Students are able to identify the effects of economic systems on society.		
<p>Examples: urbanization, specialization, class system, trade routes, gender roles Examples: money values, standardization of money systems</p>	<p>Student Edition: 15, 20, 45-46, 143, 200, 233-234, 294, 319, 381, 461-462, 523-525, 528-531 <i>Reading Check</i> 46, 235, 381 <i>The Way It Was</i> 143, 234-235</p> <p>Teacher Wraparound Edition: C 15; CAT 319; CY 21; E 46, 294; EC 530; MAA 524; R 15; RS 523; T 233</p>	<p>Student Edition: 15, 20, 45-46, 143, 200, 233-234, 294, 319, 381, 461-462, 523-525, 528-531 <i>Reading Check</i> 46, 235, 381 <i>The Way It Was</i> 143, 234-235</p> <p>Teacher Wraparound Edition: C 15; CAT 319; CY 21; E 46, 294; EC 530; MAA 524; R 15; RS 523; T 233</p>

STANDARDS	PAGE REFERENCES	
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Sixth Grade Economics Performance Descriptors		
Sixth grade students performing at the advanced level will:		
<ul style="list-style-type: none"> explain the consequences of failing to meet the needs and wants of society; 	<p>Student Edition: 10, 13-15, 17, 21, 41, 62, 126-127, 142, 309, 389-390, 417, 447-449, 452, 524-526 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#4 <i>Reading Check</i> 127, 453 <i>The Way It Was</i> 319, 449 <i>Skillbuilder Handbook</i> 720, 722, 723</p> <p>Teacher Wraparound Edition: C 15; CAT 389, 525; R 15; S 448, 526; TT 449</p>	<p>Student Edition: 10, 13-15, 17, 21, 41, 62, 126-127, 142, 309, 389-390, 417, 447-449, 452, 524-526 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#4 <i>Reading Check</i> 127, 453 <i>The Way It Was</i> 319, 449 <i>Skillbuilder Handbook</i> 720, 722, 723</p> <p>Teacher Wraparound Edition: C 15; CAT 389, 525; R 15; S 448, 526; TT 449</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> compare and contrast past and present economic characteristics. 	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530 <i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530 <i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>
Sixth grade students performing at the proficient level will:		
<ul style="list-style-type: none"> explain societies' attempt to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources; 	<p>Student Edition: 10, 13-15, 17, 21, 41, 62, 126-127, 142, 309, 389-390, 417, 447-449, 452, 524-526 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#4 <i>Reading Check</i> 127, 453 <i>The Way It Was</i> 319, 449</p> <p>Teacher Wraparound Edition: C 15; CAT 389, 525; R 15; S 448, 526; TT 449</p>	<p>Student Edition: 10, 13-15, 17, 21, 41, 62, 126-127, 142, 309, 389-390, 417, 447-449, 452, 524-526 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#4 <i>Reading Check</i> 127, 453 <i>The Way It Was</i> 319, 449</p> <p>Teacher Wraparound Edition: C 15; CAT 389, 525; R 15; S 448, 526; TT 449</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
<ul style="list-style-type: none"> identify basic economic systems up through the Middle Ages; 	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530</p> <p><i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530</p> <p><i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>
<ul style="list-style-type: none"> identify the effects of economic systems on society. 	<p>Student Edition: 15, 20, 45-46, 143, 200, 233-234, 294, 319, 381, 461-462, 523-525, 528-531</p> <p><i>Reading Check</i> 46, 235, 381 <i>The Way It Was</i> 143, 234-235</p> <p>Teacher Wraparound Edition: C 15; CAT 319; CY 21; E 46, 294; EC 530; MAA 524; R 15; RS 523; T 233</p>	<p>Student Edition: 15, 20, 45-46, 143, 200, 233-234, 294, 319, 381, 461-462, 523-525, 528-531</p> <p><i>Reading Check</i> 46, 235, 381 <i>The Way It Was</i> 143, 234-235</p> <p>Teacher Wraparound Edition: C 15; CAT 319; CY 21; E 46, 294; EC 530; MAA 524; R 15; RS 523; T 233</p>

STANDARDS	PAGE REFERENCES	
	<i>World History: Journey Across Time</i>	<i>World History: Journey Across Time The Early Ages</i>
Sixth grade students performing at the basic level will:		
<ul style="list-style-type: none"> identify one basic economic system up through the Middle Ages; debde 	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530 <i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>	<p>Student Edition: 15, 20, 41, 121, 143, 200, 233-234, 292-294, 332-333, 388, 417-418, 448-449, 524-526, 528-530 <i>Reading Check</i> 121, 531 <i>Using Geography Skills</i> 121 <i>Section Review</i> 146 #3 <i>Caption Question</i> 294 <i>Primary Source</i> 462</p> <p>Teacher Wraparound Edition: C 15, 294; CAT 525; E 294, 531; EC 449, 530; IAW 389; MAA 524; MAP 388; PS 462; R 15; TT 449</p>
<ul style="list-style-type: none"> identify an effect of an economic system on society. 	<p>Student Edition: 15, 20, 45-46, 143, 200, 233-234, 294, 319, 381, 461-462, 523-525, 528-531 <i>Reading Check</i> 46, 235, 381 <i>The Way It Was</i> 143, 234-235</p> <p>Teacher Wraparound Edition: C 15; CAT 319; CY 21; E 46, 294; EC 530; MAA 524; R 15; RS 523; T 233</p>	<p>Student Edition: 15, 20, 45-46, 143, 200, 233-234, 294, 319, 381, 461-462, 523-525, 528-531 <i>Reading Check</i> 46, 235, 381 <i>The Way It Was</i> 143, 234-235</p> <p>Teacher Wraparound Edition: C 15; CAT 319; CY 21; E 46, 294; EC 530; MAA 524; R 15; RS 523; T 233</p>