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Program Title: Discovering Out Past

Components: Ancient Civilizations (Student Edition); Ancient Civilizations (Teacher Edition). This program also includes printed ancillary materials and technology components.

Grade Level(s): Grade 6

**Standards Map – Basic Comprehensive Program
Grade Six – History Social Science
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.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
6	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.	<u>Student Edition:</u> Chapter 1, section 1 covers this standard: 123-131 early physical development of humans, 123-124 early cultural development of humans, 125 (primary source), 126, 130-131, 148 Paleolithic era, 124-125 agricultural revolution, 127-128, 128 (map), 130-131	<u>Student Edition:</u> Digging Up The Past, 93 California Standards Handbook, 549 Chapter 1 Assessment, 150-151 <u>Teacher Edition:</u> 93, 114B, 114-115, 116-117, 118-119, 122, 124, 127, 128, 130			

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6	6.1.1	Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Student Edition: hunter-gatherer societies, 124-125, 126 development of tools, 126 use of fire, 125	Teacher Edition: 126, 130			
6	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.	Student Edition: location of human communities, 124, 127-128, 128 (map), 130 adapting to environment, 125, 127-128	Student Edition: location of human communities and adaptation to their environment: Mesopotamia, 133 Egypt, 157 India, 239 China, 277 314 Americas, 314, 318 Greece, 336 Rome, 421 Teacher Edition: 128			
6	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.	Student Edition: climatic changes, 125-126 human modifications of environment, 126, 127 domestication of plants and animals, 127-128, 130-131 new clothes and shelter, 126, 127, 130-131	Student Edition: climatic changes, 313-314 domestication of plants and animals, 314 modifications of environment, 135, 138, 159, 282, 296, 316, 463 Teacher Edition: 127, 128, 130			

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6	6.2	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	<p>Student Edition: Chapter 1, sections 2-3 cover the Mesopotamian portions of this standard: 133-139, 143-147 Chapter 2 sections 1-3 cover the Egyptian portions of the standard: 152-153, 157-186 Chapter 2 section 4 covers the Kush portion of the standard, 187-191 Mesopotamian geography, 133-34, 143 Mesopotamian politics, 133, 135-136, 138, 139, 140-141, 144, 145-146 Mesopotamian economics, 134, 138, 139, 143, 146 Mesopotamian religion, 135 Mesopotamian society, 136-137, 143, 144, 146-47 Egyptian geography, 157-158, 157 (map), 159 Egyptian politics, 161-162, 166, 179-181, 182, 184, 185, 186, 192 Egyptian economics, 159-160, 161, 179, 181,</p>	<p>Student Edition: California Standards Handbook, 550-551 Unit 1 Introduction, 114-115, 116-117 Chapter 1 Assessment, 150-151 Chapter 2 Assessment, 194-195 Unit 1 Review, 228-229</p> <p>Teacher Edition: Mesopotamia, 114B, 114-115, 116-117, 132-137, 142-145, 228-229 Egypt, 152B, 152, 156-163, 165, 166-169, 178-185, 192, 228-229 Kush, 153, 187-190, 193</p>			

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			182 Egyptian religion, 167-170, 183, 186 Egyptian society, 160, 163-164 Kush geography, 188, 189 (map) Kush politics, 188-190, 193 Kush economics, 189, 190, 191 Kush religion, 189, 190 (Primary Source), 193 Kush society, 188, 190				
6	6.2.1	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	<u>Student Edition:</u> major river systems and physical settings: Mesopotamia, 133-134, 133 (map), 135, 138, 143, 144 Egypt, 157-159, 179 Kush, 188, 189, 189 (map), 190	<u>Teacher Edition:</u> 133, 134-135, 157-159, 189			
6	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.	<u>Student Edition:</u> agricultural techniques, 127-128, 134, 138, 159, 166, 188 economic surplus, 131, 133, 161 emergence of cities, 128, 130, 134-35, 161-62, 166, 179, 189, 190 centers of culture and power, 135-	<u>Teacher Edition:</u> 134-135, 159, 160-161			

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			137, 139, 144, 146-147, 161-162, 179, 190				
6	6.2.3	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	Student Edition: religion and the social and political order in Mesopotamia, 135-136 religion and the social and political order in Egypt, 166, 167, 183	Teacher Edition: 135, 136, 162-163, 165, 166-168, 183, 184			
6	6.2.4	Know the significance of Hammurabi's Code.	Student Edition: Hammurabi's Code, 138, 139, 140-141, 149	Teacher Edition: 138, 140-141, 149, 185			
6	6.2.5	Discuss the main features of Egyptian art and architecture.	Student Edition: Egyptian art, 179, 183 examples of tomb paintings, 160, 168 Egyptian architecture, 168-170, 179, 184, 185, 186	Teacher Edition: 168-169, 179, 241			
6	6.2.6	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	Student Edition: Egyptian trade, 158, 161, 181, 182, 188	Teacher Edition: 181			
6	6.2.7	Understand the significance of Queen Hatshepsut and Ramses the Great.	Student Edition: Hatshepsut, 181, 182 Ramses, 184, 185, 186	Teacher Edition: 182, 185, 192			

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6	6.2.8	Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	Student Edition: location of Kush, 188, 189, 189 (map) political relations with Egypt, 188-189, 190 commercial relations with Egypt, 188, 189-191 cultural relations with Egypt, 189, 190	Teacher Edition: 187, 188-189, 190, 193			
6	6.2.9	Trace the evolution of language and its written forms.	Student Edition: development of language, 126 written forms of language: cuneiform in Mesopotamia, 136 hieroglyphics in Egypt, 160	Student Edition: written languages: Phoenician alphabet, 205 Hebrew, 205 Sanskrit, 243 Chinese, 280 Mayan, 321 Greek, 205, 340 Latin, 205, 483 Teacher Edition: 180, 204, 243			
6	6.3	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	Student Edition: Chapter 3 covers this standard, 196-223 Israel's geography, 201, 210 (map) Israel's politics, 201, 204, 206, 209-210, 211-212, 216, 220-222 Israel's economics,	Student Edition: California Standards Handbook, 552-553 Unit 1 Introduction, 114-115, 116-117 Chapter 3 Assessment, 226-227 Unit 1 Review, 228-			

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			201, 209, 210 Israel's religion, 201-203, 211, 214-215, 222-223, 224-225 Israel's society, 215-216, 217-218	229 <u>Teacher Edition:</u> 114B, 114-115, 116-117, 196B, 196-197, 200-204, 206-210, 212, 213-214, 216, 218-222, 224-225, 228-229			
6	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.	<u>Student Edition:</u> origin and development of Judaism, 201, 210, 211, 214-215, 222-223 monotheism and moral laws, 201, 202-203, 211	<u>Teacher Edition:</u> 203, 225			
6	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.	<u>Student Edition:</u> Hebrew Bible, 201, 214-215 the Commentaries (Talmud etc.), 222-223 belief in God, 201, 203 observance of law, 202-203, 218, 220, 223 concepts of righteousness and justice, 211, 215 importance of study, 218, 222 impact on moral and ethical traditions of the West, 201, 203, 211, 215	<u>Teacher Edition:</u> 203, 205, 214-215, 218, 219, 224-225			

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6	6.3.3	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	Student Edition: Abraham, 201 Moses, 202-203 Naomi, 219 Ruth, 218, 219 David, 208, 209 Yohanan ben Zaccai, 222	Teacher Edition: 197, 202-203, 208, 209, 210			
6	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.	Student Edition: locations of settlements, 201, 204, 210 (map) Exodus, 202-203 movement to Egypt, 201 movement from Egypt, 202-203 significance of Exodus, 202-203, 204	Teacher Edition: 202, 204, 216			
6	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.	Student Edition: survival of Judaism following the temple's destruction, 221-223.	Student Edition: survival of Judaism following the temple's destruction, 501 Teacher Edition: 214, 220-223			
6	6.4	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	Student Edition: Chapters 7-8 cover this standard: 330-371, 372-415 geographic structures: 337 political structures: 338-339, 341-342, 345-350, 358-360, 400-403, 411	Student Edition: California Standards Handbook, 554-555 Unit 3 Introduction, 328-329, 330-331 Chapter 7 Assessment, 370-			

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			<p>economic structures: 338-340, 343, 363 religious structures: 377-378 social structures: 339, 341-342, 346-348, 362-364, culture of Greek society, 379-385, 393-397, 407-410</p>	<p>371 Chapter 8 Assessment, 414-415 Unit 3 Review, 526-527</p> <p><u>Teacher Edition:</u> 328B, 328-329, 330-331, 332-333, 336-343, 344-346, 348-349, 351, 354, 357, 358-359, 361, 362-363, 366, 372B, 372-373, 376-384, 392-396, 398-402, 404-405, 406-410, 412-413, 526-527</p>			
6	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.	<p><u>Student Edition:</u> geography and city development, 336, 341 trade and city development, 343 geography, trade, and Minoans, 338, 339 geography, trade, and Mycenaeans, 339-340 geography, trade and Dark Age, 340 geography, trade and colonies, 343 geography and Sparta, 346 geography, trade, and Athens, 363</p>	<p><u>Teacher Edition:</u> 337, 338, 340, 341, 342</p>			

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6	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>).	Student Edition: tyranny, 345-346, 349-350 oligarchy, 346 oligarchy in Sparta, 347 democracy, 346 democracy in Athens, 349-350, 359-360 idea of citizenship, 341-342 citizenship in Athens, 359-360 <i>Pericles' Funeral Oration</i> , 365-366	Teacher Edition: 345, 346, 349, 359, 360, 365			
6	6.4.3	State the key differences between Athenian, or direct, democracy and representative democracy.	Student Edition: comparing direct democracy and representative democracy, 359, 360 (chart)	Teacher Edition: 360			
6	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> .	Student Edition: mythology, 377-378 myth of Icarus and Daedalus, 386-390 poetry and epics, 379-381 drama, 382-383, 407 impact today, 379, 380, 382, 383 , Homer, 368, 379-380, 381 <i>The Iliad</i> , 368, 379 <i>The Odyssey</i> , 380 Aesop, 380 <i>Aesop's Fables</i> , 380, 413 (quote)	Teacher Edition: 377, 378, 379, 380, 381, 383, 413			

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6	6.4.5	Outline the founding, expansion, and political organization of the Persian Empire.	Student Edition: founding, 352-353 expansion, 352-353 expansion and war with the Greeks, 354-357 political organization, 353	Teacher Edition: 352, 353, 354, 357			
6	6.4.6	Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	Student Edition: life in Sparta, 346-347 life in Athens, 348-349, 362-363, Persian War, 354-357 Peloponnesian War, 364-367 Sparta in Persian War, 355-356 Athens in Persian War, 354-355, 356-357 Sparta in Peloponnesian War, 364-365, 366-367 Athens in Peloponnesian War, 364-366	Teacher Edition: 346, 347, 348, 349, 350, 354, 355, 356, 357, 359, 362, 363, 364, 366, 367			
6	6.4.7	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	Student Edition: rise of Alexander the Great, 399-401, 404-405 spread of Greek culture, 401-403, 407-410	Teacher Edition: 399, 400, 401, 402, 403, 404-405, 407			

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6	6.4.8	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	Student Edition: Greek poetry, 379-380, 407 Homer, 379-381 Appolonius, 407 Theocritus, 407 Greek playwrights, 382-383 Aeschylus, 383 Sophocles, 383 Euripedes, 383 Aristophanes, 383 Menander, 407 Greek architecture, 384-385 The Parthenon, 361, 384 Greek historians, 397 Herodotus, 355 (primary source), 369 (primary source), 397 Thucydides, 367, 369 (primary source), 397 Greek philosophers, 393-395, 394 (chart), 408 Pythagoras, 393 Socrates, 394-395 Plato, 395, 396 Aristotle, 395, 396 Zeno, 408 Greek science, 409-410 Greek scientists, 409 (chart) Aristarchus, 409 Eratosthenes, 409-410	Teacher Edition: 382-383, 385, 393, 394, 395, 396, 408, 409, 410, 411, 412			

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			Euclid, 410 Archimedes, 410 Hypatia, 411				
6	6.5	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	Student Edition: Chapter 4 covers this standard, 239-267 India's geography, 239-240 India's politics, 240-241, 243, 260-262, 263, 264 India's economics, 241, 242-243, 244, 262, 264 India's religions, 247-248, 249-252 India's society, 241, 243-245, 265-267	Student Edition: California Standards Handbook, 556 Unit 2 Introduction, 230-231, 232-233 Chapter 4 Assessment, 270-271 Unit 2 Review, 326-327 Teacher Edition: 230B, 230-231, 232-233, 234-235, 238-245, 246-253, 259-261, 263-264, 266-267, 268-269, 308E, 326-327			
6	6.5.1	Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	Student Edition: major river systems, 239, 240 physical setting, 239-240	Teacher Edition: 239, 240-241,			
6	6.5.2	Discuss the significance of the Aryan invasions.	Student Edition: Aryan invasions and significance, 242-244, 247	Teacher Edition: 242-243			
6	6.5.3	Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	Student Edition: beliefs and practices of Brahmanism and Hinduism, 247-248	Teacher Edition: 246-247			

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6	6.5.4	Outline the social structure of the caste system.	<u>Student Edition:</u> caste system, 243-245	<u>Teacher Edition:</u> 244-245			
6	6.5.5	Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	<u>Student Edition:</u> life of Buddha, 249, 251 teachings of Buddha, 249-250 Buddhism spread in India, 250 Buddhism spread in Ceylon, 250, 252 Buddhism spread in Central Asia (Tibet etc.), 252	<u>Student Edition:</u> Buddhism spreads in China during Han dynasty, 303 <u>Teacher Edition:</u> 249-253, 269			
6	6.5.6	Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	<u>Student Edition:</u> growth of Maurya empire, 260, 261 achievements of Asoka, 262, 263	<u>Teacher Edition:</u> 259-261, 263			
6	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).	<u>Student Edition:</u> aesthetic and intellectual traditions, 265-267 Sanskrit literature, 265-266 Bhagavad Gita, 265 (primary source) medicine, 267 metallurgy, 267 mathematics, 266-267 Hindu-Arabic numerals, 266-267 the zero, 266	<u>Teacher Edition:</u> 265-267, 268			

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6	6.6	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	<p>Student Edition: Chapter 5 covers this standard, 272-307 China's geography, 277-278 China's politics, 278-279, 281-282, 283, 288-289, 291, 295-297, 298, 304-305 China's economics, 279, 282-283, 285-287, 296, 300-302 China's religions, 279-280, 290-291, 303 China's society, 279, 280-281, 285-287, 298-300</p>	<p>Student Edition: California Standards Handbook, 557-558 Unit 2 Introduction, 230-231, 232-233 Chapter 5 Assessment, 306-307 Unit 2 Review, 326-327 Teacher Edition: 230B, 230-231, 232-233, 272B, 272-273, 276-279, 281-283, 284, 286-291, 292-293, 294-295, 297-303, 305, 308E, 326-327</p>			
6	6.6.1	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	<p>Student Edition: origins of Chinese civilization in the Huang He valley, 277-279</p>	<p>Teacher Edition: 277-279</p>			
6	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.	<p>Student Edition: geography of China that made governing difficult, limited spread of goods and ideas, and isolated the country, 277-278 floods, 277 soil along rivers, 278 mountains, 278 deserts (Gobi), 278</p>	<p>Student Edition: canals needed to connect north to south, 296 Great Wall, nomads and the Gobi, 296 geography and problems with Silk Road, 300-301 Teacher Edition: 277, 278</p>			

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6	6.6.3	Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	Student Edition: life of Confucius, teachings of Confucianism, 288, 289, 290 (chart), 292 Taoism (Daoism), 290-291, 290, 293 (chart)	Teacher Edition: 288-289, 290-291, 292-293, 305			
6	6.6.4	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	Student Edition: political and cultural problems, 287, 289, Confucius solutions, 288, 289, 292 (quote), 305 (quote)	Teacher Edition: 285, 288-289, 292-293, 305			
6	6.6.5	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	Student Edition: policies and achievements of Shi Huangdi, 295-296, 297	Teacher Edition: 272, 295, 296, 297			
6	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.	Student Edition: Han development of bureaucracy (civil service), 298 Han expansion of empire, 298-299, 300	Teacher Edition: 298			
6	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.	Student Edition: significance of the silk roads, 300-302 location, 301 (map)	Student Edition: Roman trade with China, 449 (map), 450 Byzantine trade with China, 489			

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				<u>Teacher Edition:</u> 301-302			
6	6.6.8	Describe the diffusion of Buddhism northward to China during the Han Dynasty.	<u>Student Edition:</u> Buddhism spreads in China during Han dynasty, 303	<u>Teacher Edition:</u> 303			
6	6.7	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	<u>Student Edition:</u> Chapters 9-11 cover this standard, 416-455, 456-495, 496-525 Rome's geography, 421-422 Rome's politics, 422-425, 427-428, 431, 432-434, 436-441, 445-447, 475, 477, 479-481 Rome's economics, 436, 437, 445-446, 448-451, 463, 476 Rome's religions, 467-468, 468, 478, (chart), 483, 500-514 Rome's society, 428, 436, 451, 461-463, 464-467, 477	<u>Student Edition:</u> California Standards Handbook, 559-560 Unit 3 Introduction, 328-329, 330-331 Chapter 9 Assessment, 454-455 Chapter 10 Assessment, 494-495 Chapter 11 Assessment, 524-525 Unit 3 Review, 526-527 <u>Teacher Edition:</u> 328B, 328-329, 330-331, 416B, 416-417, 420-425, 426-433, 435-441, 442-443, 444-445, 447-451, 452-453, 456B, 456-457, 460-467, 496B, 496E, 496-497, 500, 502-505, 509-514, 515, 518-520, 522-523, 526-527			

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6	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.	Student Edition: location of Rome, 421-422 rise of the Republic, 423-425 Aeneas, 422, 422 (primary source) Romulus and Remus, 422 Cincinnatus, 428, 429 Caesar, 438-439 Cicero, 440 (primary source), 441	Teacher Edition: 421, 422, 423, 424, 429, 430, 438, 439, 440			
6	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).	Student Edition: government of Rome, 427-429, 431 significance, 429, 431, 482 constitution (Twelve Tables), 431 tripartite government, 427 checks and balances, 427 civic duty, 429, 430	Teacher Edition: 423, 427, 428, 431			
6	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.	Student Edition: location of Roman territories, 421, 421 (map), 426 (map), 432 (map), 448-449 (four maps) political and geographic reasons for growth and expansion, 421-422, 423-425,	Teacher Edition: 421, 422, 424, 432, 433, 436, 437, 438, 439, 440, 442-443, 445, 446, 448, 449, 450, 451			

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			432-434, 436-437, 438, 440-441, 445, 449 currency, 450-451 trade routes, 448, 449 (map) 450-451, 463				
6	6.7.4	Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	Student Edition: Julius Caesar, 438-439, 442-443 Augustus, 440-441, 445-446, 447	Teacher Edition: 438, 439, 440, 441, 442-443, 445, 446, 447			
6	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.	Student Edition: migration of Jews, 500 Jewish conflict with Romans, 500 Roman restrictions on Jerusalem, 500	Student Edition: migration of Jews, 215-216, 222-223 Jewish conflict with Romans, 221-222 Roman restrictions on Jerusalem, 222 Teacher Edition: 501			
6	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).	Student Edition: origins of Christianity in Jewish messianic prophecies, 502 life and teachings of Jesus, 502-503, 504, 505, 506 (primary source), 522-523 (primary sources) the New Testament, 513-514 role of Paul, 506, 507	Student Edition: Unit 3 Introduction, 328-329, 330-331 Unit 3 Review, 526-527 Teacher Edition: 502, 503, 504, 505, 507, 508			

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			belief in the Trinity, 508 belief in resurrection, 505 belief in salvation, 508				
6	6.7.7	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	Student Edition: spread of Christianity, 506, 507, 510 (map), 510-512, 518 (map), 518-521	Teacher Edition: 328B, 510, 511, 512, 518, 519, 520			
6	6.7.8	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	Student Edition: art and architecture, 461, 483 technology and science, 461, 462-463, 483 literature, 462, 483 language, 483 law, 431, 482-483	Teacher Edition: 431, 461, 462, 463, 482			

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					Y	N	
<p>Historical and Social Sciences Analysis Skills 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. <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							
6	(1)	Students explain how major events are related to one another in time.	<u>Student Edition:</u> Measuring Time, 94-95 Organizing Time, 96-97 Links Across Time, 112-13 Reading a Time Line, 533	<u>Student Edition:</u> Ch. 1 Sec. 1 Review, #5, 131 Ch. 2 Sec. 2 Review, #4, 164 Ch. 8 Assessment, #25, 415 Ch. 9 Sec. 2 Review, #3, 434 Ch. 11 Sec. 3 Review, #7, 521 <u>Teacher Edition:</u> 94-95, 112-113, 114-115, 204, 205, 230-231, 273, 281, 303, 328-329, 352, 355, 409, 475, 501			
6	(2)	Students construct various time lines of key events, people, and periods of the historical era they are studying.	<u>Student Edition:</u> Measuring Time, 94-95 Organizing Time, 96-97 Reading a Time Line, 533	<u>Student Edition:</u> Ch. 2 Assessment, #31, 195 Ch. 5 Assessment, #30, 307 Ch. 8 Assessment, #30, 415 Ch. 9 Sec. 3 Review, #3, 441 Ch. 9 Sec. 4 Review, #4, 451 Ch. 11 Sec. 3 Review, #5, 521			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				Teacher Edition: 94-97, 115,117, 131, 145, 186, 220, 233, 331, 354, 364, 428, 433, 475, 480, 512, 518, 533			
6	(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.	Student Edition: How Do I Study Geography?, 78-79 How Do I Use Maps and Globes?, 80 Understanding Latitude and Longitude, 81 From Globes to Maps, 82 Common Map Projections, 83 Parts of Maps, 84 Types of Maps, 85-86 Using Graphs, Charts, and Diagrams, 87-89 Geographic Dictionary, 90-91 History and Geography, 98-101 What is a Historical Atlas, 102-03 All in-text maps and map activities help students master this standard. For examples see: Physical features: Reference Atlas, 46-76	Student Edition: Ch. 1 Sec. 2 Review, # 4, 139 Ch. 1 Sec. 3 Review, #5, 147 Ch. 1 Assessment, #16, #17, #18, 150 Ch. 2 Sec. 4 Review, #4, 191 Ch. 2 Assessment, #20, #21, #22, 194 Ch. 3 Sec. 2 Review, #6, 212 Ch. 3 Assessment, #23, #24, #25, 226 Ch. 3 Assessment, #30, 227 Ch. 4 Sec. 1 Review, #6, 245 Ch. 4 Assessment, #16, #17, #18, 270 Ch. 5 Sec. 1 Review, #3, 283 Ch. 5 Sec. 3 Review, #3, 303 Ch. 5 Assessment, #22, #23, #24, 306 Ch. 6 Sec. 1 Review, #5, 316 Ch. 6 Assessment, #10, #14, #15, #16, 324 Ch. 6 Assessment, #18, 325 Ch. 7 Sec. 1			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
			In-text maps, 133, 144, 146, 157, 181, 189, 194, 210, 239, 242, 260, 264, 270, 277, 278, 282, 295, 301, 313, 314, 336, 342, 345, 352, 354, 365, 400, 403, 421, 427, 432, 449, 480, 486, 510, 519 Cultural features: 128, 150, 242, 301, 342, 448, 510, 518, 524 Historical migration of people: 128, 150, 242, 313, 480 Expansion and disintegration of empires: 146, 181, 210, 226, 295, 306, 342, 400, 403, 414, 427, 448-449, 454, 480, 486, 494, 518, 524 Growth of economic systems: 301, 342, 448-449	Review, #4, 343 Ch. 7 Assessment, #18, #21, #22, #23, 370 Ch. 8 Sec. 3 Review, #7, 403 Ch. 8 Assessment, #22-23, 414 Ch. 8 Assessment, #24, 415 Ch. 9 Sec. 1 Review, #4, 425 Ch. 9 Sec. 2 Review, #4, 434 Ch. 9 Sec. 4 Review, #7, 451 Ch. 9 Assessment, #19, #20, #21, 454 Ch. 10 Sec. 3 Review, #5 and #7, 491 Ch. 10 Assessment, #18, #19, #20, 494 Ch. 11 Assessment, #16, #17, #18, 524 <u>Teacher Edition:</u> 78-79, 80-86, 87-89, 90-91, 98-101, 103, 115, 117, 133, 144, 158, 189, 201, 210, 231, 233249, 277, 282, 301, 314, 329, 331, 337, 338, 340, 342, 354, 356, 400, 401, 427, 432, 438, 448, 449, 479, 480, 485, 486, 510, 513, 518			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
		RESEARCH, EVIDENCE, AND POINT OF VIEW					
6	(1)	Students frame questions that can be answered by historical study and research.	<u>Student Edition:</u> How Does a Historian Work?, 104-105 Questioning, 236-237	<u>Student Edition:</u> Ch. 1 Sec. 3 Review, #8, 147 Ch. 2 Sec. 4 Review, #7, 191 Ch. 3 Assessment, #28, 227 Ch. 4 Sec. 1 Review, #8, 245 Ch. 4 Assessment, #25, 271 Ch. 5 Sec. 2 Review, #5, 291 Ch. 5 Assessment, #26, 307 Ch. 7 Assessment, #25, 371 Ch. 9 Assessment, #23, 455 Ch. 11 Sec. 2, #7, 514 <u>Teacher Edition:</u> 94, 104-105, 188, 217, 220, 249, 258, 318, 337, 449, 473, 481, 507, 513, 538			
6	(2)	Students distinguish fact from opinion in historical narratives and stories.	<u>Student Edition:</u> How Does a Historian Work?, 104-05 Distinguishing Fact from Opinion, 536	<u>Student Edition:</u> Ch. 2 Assessment, #18, 194 Ch. 4 Assessment, #26, 271 Ch. 7 Assessment, #30, 371 Ch. 9 Assessment, #26, 455 Ch. 11 Assessment, #28, 525			

			PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
Grade	Standard #	Text of Standard	Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				Teacher Edition: 104-105, 536			
6	(3)	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	Student Edition: How Does a Historian Work?, 104-105 Making Inferences, 418-19 Finding the Main Idea, 531 Analyzing Primary Source Documents, 538 Drawing Inferences and Conclusions, 545	Student Edition: Ch. 2 Analyzing Primary Sources, #8, 193 Ch. 5 Sec. 3 Review, #5, 303 Ch. 11 Assessment, #28, 525 You Decide, 141, 293, 405, 443 Teacher Edition: 105, 136, 181, 184, 185, 360, 362, 365			
6	(4)	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Student Edition: How Does a Historian Work?, 106-07 Primary Source, 125, 159, 190, 203, 209, 222, 250, 265, 341, 355, 366, 399, 407, 422, 428, 440, 462, 476, 479, 487, 506 Analyzing Primary Sources, 148-49, 192-93, 224-25, 268-69, 304-05, 322-23, 368-69, 412-13, 452-53, 492-93, 522-23 Analyzing Library and Research Resources, 537	Student Edition: Ch. 1 Analyzing Primary Sources, #8, 149 Ch. 2 Sec. 1 Review, #5, 164 Ch. 4 Sec. 2 Review, #5, 253 Ch. 5 Analyzing Primary Sources, #5, 305 Ch. 9 Analyzing Primary Sources, #8, 452 Ch. 10 Analyzing Primary Sources, #7, 493 Teacher Edition: 106-107, 136, 138, 141, 148, 188, 192,			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
			Analyzing Primary Source Documents, 538 Interpreting Political Cartoons, 547	193, 224, 225, 251, 293, 304, 305, 322, 323, 338, 341, 347, 355, 361, 365, 369, 405, 413, 432, 438, 445, 452, 453, 493, 502, 538			
6	(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).	Student Edition: How Does a Historian Work?, 106-07 Analyzing Primary Sources, 148-49, 192-93, 224-25, 268-69, 304-05, 322-23, 368-69, 412-13, 452-53, 492-93, 522-23 You Decide, 140-141, 292-293, 404-405 Recognizing Point of View, 535 Distinguishing Fact from Opinion, 536	Student Edition: Ch. 1 You Decide, #1, #2, and #3, 141 Ch. 2 Sec. 2 Review, #5, 212 Ch. 3 Analyzing Primary Sources, #7, 225 Ch. 3 Assessment, #26, 227 Ch. 4 Sec. 3 Review, #7, 267 Ch. 5 You Decide, #1, 293 Ch. 6 Analyzing Primary Sources, #7, 323 Ch. 7 Sec. 2 Review, #6, 350 Ch. 7 Sec. 3 Review, #5, 357 Ch. 7 Analyzing Primary Sources, #7, 369 Ch. 7 Assessment, #30, 371 Ch. 8 Sec. 3 Review, #5, 403 Ch. 8 You Decide, #1 and #2, 405 Ch. 8 Analyzing Primary Sources, #7, 413 Ch. 9 Sec. 3			

			PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
Grade	Standard #	Text of Standard	Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				Review, #5, 441 Ch. 9 You Decide, #3, 443 Ch. 9 Assessment, #26, 455 Ch. 10 Assessment, #16, 494 Ch. 11 Sec. 1 Review, #4, 508 Ch. 11 Analyzing Primary Sources, #6, 523 <u>Teacher Edition:</u> 106-107, 111, 139, 208, 225, 231, 293, 345, 350, 394, 412, 437			
		HISTORICAL INTERPRETATION					
6	(1)	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	<u>Student Edition:</u> Making Sense of the Past, 108-09 Reading a Time Line, 533 Sequencing and Categorizing Information, 534	<u>Student Edition:</u> Ch. 1 Sec. 3 Review, #6, 147 Ch. 1 Assessment, #21, 151 Ch. 2 Sec. 1, #6, 164 Ch. 3 Sec. 2, #7, 212 Ch. 3 Assessment, #21, 226 Ch. 3 Assessment, #27 and #33, 227 Ch. 10 Assessment, #28, 495 <u>Teacher Edition:</u> 108, 139, 163, 181, 214, 215, 242, 252,			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				260, 279, 286, 289, 290, 291, 297, 298, 301, 315, 319, 346, 352, 359, 381, 383, 439, 446, 461, 475, 477, 479, 493, 503, 519			
6	(2)	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	<u>Student Edition:</u> Making Sense of the Past, 108-09 Making Connections, 198-99 Identifying Cause and Effect, 498-99 Understanding Cause and Effect, 542	<u>Student Edition:</u> Ch. 1 Sec. 1 Review, #3, #4 and #6, 131 Ch. 1 Sec. 2 Review, #5, 139 Ch. 1 Sec. 3 Review, #3, 147 Ch. 1 Analyzing Primary Sources, #8, 149 Ch. 2 Sec. 1 Review, #3, 164 Ch. 2 Sec. 2 Review, #4, 170 Ch. 2 Sec. 3 Review, #5, 186 Ch. 2 Assessment, #17, 194 Ch. 3 Sec. 1 Review, #6, 205 Ch. 3 Sec. 2 Review, #4, 212 Ch. 3 Sec. 3 Review, #6, 223 Ch. 3 Assessment, #20, 226 Ch. 4 Sec. 2 Review, #4, 253 Ch. 4 Sec. 3 Review, #4 & 6, 267 Ch. 4 Analyzing Primary Sources,			

			PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
Grade	Standard #	Text of Standard	Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				#5, 269 Ch. 4 Assessment, #15, 270 Ch. 4 Assessment, #22, 271 Ch. 6 Sec. 2 Review, #7, 321 Ch. 6 Assessment, #11, 324 Ch. 6 Assessment, #25, 325 Ch. 7 Sec. 4, #4, 367 Ch. 7 Assessment, #28, 371 Ch. 8 Sec. 2 Review, #6, 397 Ch. 8 Sec. 4 Review, #4, 411 Ch. 8 Assessment, #18, 414 Ch. 9 Sec. 2 Review, #6, 434 Ch. 9 You Decide, #2, 443 Ch. 9 Assessment, #18, 454 Ch. 10 Sec. 2 Review, #4, 483 CH. 10 Sec. 3 Review, #6, 491 Ch. 10 Assessment, #17, 494 Ch. 10 Assessment, #21, 495 Ch. 11 Sec. 1 Review, #7, 508 Ch. 11 Sec. 2 Review, #4 and #6, 514			

			PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
Grade	Standard #	Text of Standard	Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				Ch. 11 Sec. 3 Review, #3, 521 Ch. 11 Assessment, #14-15, 524 Ch. 11 Assessment, #27, 525 Teacher Edition: 100, 109, 114, 117, 127, 134, 135, 137, 158, 161, 167, 168, 179, 815, 190, 204, 207, 210, 214, 216, 228, 229, 241, 242, 243, 244, 260, 261, 283, 303, 313, 342, 343, 352, 366, 367, 394, 400, 409, 411, 421, 422, 431, 438, 440, 441, 447, 450, 451, 468, 476, 488, 495, 499, 512, 542			
6	(3)	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	Student Edition: Making Sense of the Past, 108-09 Making Connections, 198-99 Comparing and Contrasting, 334-335 Identifying Cause and Effect, 498-99 Understanding Cause and Effect, 542	Student Edition: Ch. 1 Assessment, #13, 150 Ch. 4 Sec. 2 Review, #6, 253 Ch. 5 Sec. 1 Review, #5, 283 Ch. 8 Sec. 3 Review, #6, 403 Ch. 9 Sec. 3 Review, #5, 441 Teacher Edition: 109, 169, 184, 190, 212, 223, 227, 252, 271, 314, 357, 369,			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				395, 402, 409, 427, 461, 462, 466, 476, 482, 483			
6	(4)	Students recognize the role of chance, oversight, and error in history.	Student Edition: Making Sense of the Past, 110-11	Student Edition: Ch. 1 Assessment, #15, 150 Ch. 6 Assessment, #25, 325 Ch. 8 Sec. 3 Review, #8, 403 Teacher Edition: 110, 488			
6	(5)	Students recognize that interpretations of history are subject to change as new information is uncovered.	Student Edition: Making Sense of the Past, 110-11	Student Edition: Ch. 1 Assessment, #25, 151 Ch. 3 Assessment, #32, 227 Ch. 6 Assessment, #25, 325 Teacher Edition: 110-111, 168, 241, 361, 439			
6	(6)	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	Student Edition: Making Sense of the Past, 110-11 Recognizing Economic Indicators, 546	Student Edition: Ch. 1 Sec. 2 Review, #3, 139 Ch. 1 Assessment, #22, 151 Ch. 5 Sec. 3 Review, #7, 303 Ch. 7 Sec. 1 Review, #6, 343 Ch. 9 Sec. 4 Review, #5, 451 Ch. 10 Sec. 2 Review, #4, 483			

			PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
Grade	Standard #	Text of Standard	Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
				<u>Teacher Edition:</u> 111, 277, 546			
Appendix							

The *Criteria for Evaluating Instructional Materials in History–Social Science, Kindergarten Through Grade Eight* includes the following criterion (page 5):

1.12. For grades six through eight, the breadth and depth of world history to be covered are described in the updated *History–Social Science Framework* in Appendix D, “The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth/Depth, and Coverage Issues with Some Local Options.” In addition to the content called for at grade six, instructional materials shall include the grade seven content standards on the Roman Empire (standard 7.1 and its sequence) and Mayan civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven content standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence).

In order to verify compliance with this criterion, the following Grade 7 Standards are included here in the Grade 6 Map for publishers to identify where their 6th grade program meets the standards identified in this criterion.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
6	7.1	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	Student Edition: Chapter 9, section 4 and Chapters 10-11 cover this local option standard, 445-455, 456-495, 496-525 causes of Rome’s expansion, 445, 449 effects of Rome’s expansion, 445-446, 448, 450-451, 461, 463, 467 causes of Rome’s disintegration, 475-476, 479-481 effects of Rome’s disintegration, 477, 479-481, 485-487, 489	Student Edition: Unit 3 Introduction, 328-329, 330-331 Chapter 9 Assessment, 454-455 Chapter 10 Assessment, 494-495 Unit 3 Review, 526-527 Teacher Edition: 328B, 328-329, 330-331, 444-450, 453, 460-461, 463, 465, 467, 474, 476, 479, 480-483			
6	7.1.1	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law;	Student Edition: early strengths of Rome, 445-446,	Teacher Edition: 328B, 429, 431, 461, 462, 463, 475,			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
		Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	448-451 lasting contributions, 461-463, 468, 482-483 citizenship, 446, 483 law, 482-483 art, 461 architecture, 461, 483 engineering, 462-463, 483 philosophy, 468 preservation and transmission of Christianity, 483, 510-512 internal weaknesses, 475-477, 479-481 autonomous military powers, 476, 479-481 corruption, 475-476 slavery, 476, 477 lack of education, 476 lack of distribution of news, 476 economic problems, 476	476, 478, 479, 480, 481, 482, 483, 492-493, 510, 511, 512			
6	7.1.2	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	<u>Student Edition:</u> empire's borders, 449, 448-449 (maps) threats to territory, 479-481, 480 (map)	<u>Teacher Edition:</u> 448, 449, 479, 480, 481			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
6	7.1.3	Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	Student Edition: Constantine, 476, 485 development of the Byzantine Empire, 485-487, 486 (map), 489-491 development of Eastern Orthodox and Roman Catholic churches, 513-514, 516-521 views on church-state relations, 514, 516, 517	Teacher Edition: 485, 486, 487, 488, 489, 490, 493, 516, 517, 518			
6	7.7	Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	Student Edition: Chapter 6 covers this local option standard, 308-325 <i>*Note:</i> the local option only requires material relevant to the history of Mayan civilization in Meso-America be covered at the Grade 6 level. early Mesoamerica, 313-315 Mayan geography, 316, 318 Mayan politics, 318, 319, 320-321 Mayan economics, 316, 318 Mayan religions, 320 Mayan society, 320-321	Student Edition: Unit 2 Introduction, 230-231, 232-233 Chapter 6 Assessment, 324-325 Unit 2 Review, 326-327 Teacher Edition: 230B, 230-231, , 232-233, 308B, 308E, 308-309, 312-315, 317-321, 322-323, 326-327			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
6	7.7.1	Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	<p>Student Edition: *Note: the local option only requires material relevant to the history of Mayan civilization be covered at the Grade 6 level.</p> <p>locations, landforms, climates of Mexico, Central America and South America, 313-314, 314 (map), 316, 318 effects on economy and trade, effect on development of urban society, 314-315, 316, 318</p>	<p>Teacher Edition: 314-315, 318</p>			
6	7.7.2	Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	<p>Student Edition: *Note: the local option only requires material relevant to the history of Mayan civilization be covered at the Grade 6 level.</p> <p>class structures and family life, 318, 320, 321 warfare, 318, 320-321, 323 (primary source) religion, 319, 320, 321, 322 slavery, 320</p>	<p>Teacher Edition: 319, 320, 322, 323</p>			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY			
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes	
					Y	N		
6	7.7.3	Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	<p>*Not Applicable: The local option only requires material relevant to the history of Mayan civilization be covered at the Grade 6 level. The Mayans did not have an empire.</p> <p>Material relating to the rise and fall of Mayan civilization can be found on these pages: 316, 318, 321</p>					
6	7.7.4	Describe the artistic and oral traditions and architecture in the three civilizations.	<p>Student Edition: *Note: the local option only requires Mayan civilization be covered at the Grade 6 level.</p> <p>artistic and oral traditions, 319, 321, 322-323 architecture, 315 (photo), 318 (diagram), 319, 320</p>	<p>Teacher Edition: 319, 321</p>				
6	7.7.5	Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.	<p>Student Edition: *Note: the local option only requires Mayan civilization be covered at the Grade 6 level.</p> <p>astronomy and mathematics, 321</p>	<p>Teacher Edition: 317, 321</p>				

			PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
Grade	Standard #	Text of Standard	Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
			Mayan calendar, 321 Mayan knowledge of the seasons, 321				