

**California Standards Test: Grade 6 World History and Geography: Ancient Civilizations
Compared to K12 History Program for World History A**

Emphasis	CA Content Standards	Coverage	K12 grade, unit, lesson	Gap/Possibility for Covering Gap
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.				
Not Ranked	1. Describe the hunter-gatherer societies, including the development of tools and the use of fire	Full	A 2.2, A 2.3	
High	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.	Full	A 2.4, A 2.5	
Not Ranked	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	Full	A 2.4	
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.				
High	1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations	Full	A 2.4, A 2.5, A 3.4, A 4.3, A 4.10, A 4.11, A 4.12	
Medium	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.	Full	A 2.4, A 2.5, A 4.3, A 4.10, A 4.11, A 4.12	
High	3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	Full	A 3.5, A 3.6	
Medium	4. Know the significance of Hammurabi's Code.	Full	A 3.12	
High	5. Discuss the main features of Egyptian art and architecture.	Partial	A.4.2	The pyramids are covered
Not Ranked	6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. *	Partial	A4.5	Some aspects of trade covered in daily life lesson, however not in full detail
Not Ranked	7. Understand the significance of Queen Hatshepsut and Ramses the Great. *	Partial	A4.8	Hatshepsut not covered
Not Ranked	8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	Not covered		
Medium	9. Trace the evolution of language and its written forms.	Full	A 2.4, A 3.7, A 4.3, A 4.10, A 4.11, A 4.12, A 4.14	
6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.				
High	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.	Full	A7.2, A7.3, A7.4	
High	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.	Full	A7.1, A7.2, A7.3, A7.4	
Low	3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	Partial	A7.1, A7.2, A7.3, A7.4	Only Moses and Abraham are covered
Low	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.	Not covered		
Medium	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.	Not covered		

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6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.				
Medium	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.	Full	A7.6	
High	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 Pericles' Funeral Oration).	Partial	A7.14	Early democratic forms of government are covered however the transition from tyranny to oligarchy to democracy are not covered
High	3. State the key differences between Athenian, or direct, democracy and representative democracy.	Full	A 7.14, A 9.1, A 9.2	
Medium	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 Iliad and Odyssey, and from Aesop's Fables.	Full	A7.8, A7.15	
Not Ranked	5. Outline the founding, expansion, and political organization of the Persian Empire.	Full	A9.3	
Medium	6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	Partial	A9.2	Roles in the Persian and Peloponnesian wars are not covered
Medium	7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	Full	A9.13	
High	8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	Full	A9.7, A9.8, A9.11	
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.				
Not Ranked	1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	Full	A6.6	
Not Ranked	2. Discuss the significance of the Aryan invasions.	Not covered		
Not Ranked	3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	Full	A6.7	
Medium	4. Outline the social structure of the caste system.	Full	A6.6	
High	5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	Full	A6.8	
Not Ranked	6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	Not covered		
Medium	7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	Not covered		
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.				
Not Ranked	1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	Not covered		
Not Ranked	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.	Not covered		

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Emphasis	CA Content Standards	Coverage	K12 grade, unit, lesson	Gap/Possibility for Covering Gap
High	3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	Full	A6.1, A6.2	
Not Ranked	4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	Not covered		
Medium	5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	Full	A6.4	
High	6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	Full	A6.5	
Medium	7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.	Full	A 6.5, A 13.3	
Not Ranked	8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.	Not covered		
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.				
medium	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.	Partial	A10.1, A10.2 A10.4	Aeneas and Cicero not covered
High	2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).	Partial	A10.5	The government is discussed but does not include details such as the constitution or tripartite government
Not Ranked	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.	Not covered		
Medium	4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	Partial	A10.4	Augustus not covered
Not Ranked	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.	Not covered		
High	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).	Full	A10.10, A10.11	
Not Ranked	7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	Full	A10.12	
High	8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	Not covered		