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Components: Teacher's Edition

Grade Level(s):

**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>SE/TE:</u> 21-23, 219, 221	<u>SE/TE:</u> 13-15, 17, 49, 94, 106, 208			
6	6.1.1	Describe the hunter-gatherer societies, including the development of tools and the use of fire.	<u>SE/TE:</u> 21-23	<u>SE/TE:</u> 13-15, 17-18			
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.	<u>SE/TE:</u> 21	<u>SE/TE:</u> 13-14			
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.	<u>SE/TE:</u> 21	<u>SE/TE:</u> 13, 15			
6	6.2	Students analyze the geographic,	<u>SE/TE:</u>	<u>SE/TE:</u>			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
					Y	N	
		political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	25, 34, 39, 50, 58, 68, 75, 82	30, 38, 45, 54, 65, 73, 79			
6	6.2.1	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	<u>SE/TE:</u> 41, 65, 85	<u>SE/TE:</u> 24-25, 67			
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>SE/TE:</u> 27, 67, 74, 75				
6	6.2.3	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	<u>SE/TE:</u> 61, 79	<u>SE/TE:</u> 28, 36-38, 53, 54, 57, 70-71, 74, 77, 78			
6	6.2.4	Know the significance of Hammurabi's Code.	<u>SE/TE:</u> 41, 43	<u>SE/TE:</u> 33, 39			
6	6.2.5	Discuss the main features of Egyptian art and architecture.	<u>SE/TE:</u> 70-71, 72, 77, 78, 81	<u>SE/TE:</u> 83, 84, 87			
6	6.2.6	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	<u>SE/TE:</u> 67, 69				
6	6.2.7	Understand the significance of Queen Hatshepsut and Ramses the Great.	<u>SE/TE:</u> 76-77, 78, 85, 86				
6	6.2.8	Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	Not Addressed				
6	6.2.9	Trace the evolution of language and its written forms.	<u>SE/TE:</u> 41-43	<u>SE/TE:</u> 29-30, 31, 36, 49, 77			
6	6.3	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	<u>SE/TE:</u> 41	<u>SE/TE:</u> 36-38			

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>SE/TE:</u> 41-43	<u>SE/TE:</u> 37-38, 57			
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>SE/TE:</u> 41-43	<u>SE/TE:</u> 36-38			
6	6.3.3	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	<u>SE/TE:</u> *41	<u>SE/TE:</u> 37			
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.	<u>SE/TE:</u> 41-43	<u>SE/TE:</u> 37-38			
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.	<u>SE/TE:</u> 51				
6	6.4	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	<u>SE/TE:</u> 117, 123, 127, 136, 143-145	<u>SE/TE:</u> 121, 125, 131, 140			
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.	<u>SE/TE:</u> 117, 122, 125, 145				

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>).	<u>SE/TE:</u> 123, 141, 130	<u>SE/TE:</u> 122, 124			
6	6.4.3	State the key differences between Athenian, or direct, democracy and representative democracy.	<u>SE/TE:</u> 124-125				
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> .	<u>SE/TE:</u> *142	<u>SE/TE:</u> 120			
6	6.4.5	Outline the founding, expansion, and political organization of the Persian Empire.	<u>SE/TE:</u> 55-58, 61, 128-131				
6	6.4.6	Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	<u>SE/TE:</u> 145	<u>SE/TE:</u> 124-131			
6	6.4.7	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	<u>SE/TE:</u> 140, 145	<u>SE/TE:</u> 137-139, 143			
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).	<u>SE/TE:</u> *143-145	<u>SE/TE:</u> 133-136, 139-140, 141			
6	6.5	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	<u>SE/TE:</u> 92, 93, 96, 99, 102				
6	6.5.1	Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	<u>SE/TE:</u> 91, 92, 94				
6	6.5.2	Discuss the significance of the Aryan invasions.	<u>SE/TE:</u> *95-96				

6	6.5.3	Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	<u>SE/TE:</u> 115	<u>SE/TE:</u> 97-98			
6	6.5.4	Outline the social structure of the caste system.	<u>SE/TE:</u> 98-99				
6	6.5.5	Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	<u>SE/TE:</u> 100-101, 113				
6	6.5.6	Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	<u>SE/TE:</u> 102				
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>SE/TE:</u> 99, 111, 113				
6	6.6	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	<u>SE/TE:</u> 105, 110, 115				
6	6.6.1	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	<u>SE/TE:</u> 103, 106-107, 113, 115				
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.	<u>SE/TE:</u> 103, 110				
6	6.6.3	Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	<u>SE/TE:</u> 109				
6	6.6.4	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	<u>SE/TE:</u> 109				
6	6.6.5	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	<u>SE/TE:</u> 108				
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.	<u>SE/TE:</u> *108-109				
6	6.6.7	Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty	<u>SE/TE:</u> 108				

		and Roman Empire and their locations.				
6	6.6.8	Describe the diffusion of Buddhism northward to China during the Han Dynasty.	<u>SE/TE:</u> *108			
6	6.7	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	<u>SE/TE:</u> 147, 153, 156, 162, 173, 179	<u>SE/TE:</u> 150, 155, 159, 169, 176, 180		
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.	<u>SE/TE:</u> *149, 159-160, 163			
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).	<u>SE/TE:</u> 149, 167	<u>SE/TE:</u> 151-153		
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.	<u>SE/TE:</u> 151-155, 169			
6	6.7.4	Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.	<u>SE/TE:</u> 162, 173, 189, 191	<u>SE/TE:</u> 160, 171		
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.	<u>SE/TE:</u> *177-179			
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).	<u>SE/TE:</u> *177-179			
6	6.7.7	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	<u>SE/TE:</u> 191	<u>SE/TE:</u> 178-179		
6	6.7.8	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	<u>SE/TE:</u> 162, 164, 183- 186, 189			

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 *only in conjunction with* the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

		CHRONOLOGICAL AND SPATIAL THINKING				
6	(1)	Students explain how major events are related to one another in time.	<u>SE/TE:</u> 104, 136, 153			
6	(2)	Students construct various time lines of key events, people, and periods of the historical era they are studying.	<u>SE/TE:</u> 3, 150, 178, 182, 185			
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.	<u>SE/TE:</u> 25, 45, 65, 89, 117, 193, 225, 249	<u>SE/TE:</u> 36, 56, 92, 110, 138, 179, 256		
		RESEARCH, EVIDENCE, AND POINT OF VIEW				
6	(1)	Students frame questions that can be answered by historical study and research.	<u>SE/TE:</u> 3, 53, 79, 263			
6	(2)	Students distinguish fact from opinion in historical narratives and stories.	<u>SE/TE:</u> 79, 127, 142			
6	(3)	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	Not addressed			
6	(4)	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	<u>SE/TE:</u> 5-6, 83, 187			
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).	<u>SE/TE:</u> 6			
		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>SE/TE:</u> 14-15			

6	(2)	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	<u>SE/TE:</u> 63, 115, 145, 167, 180, 191, 219, 230, 238, 269	<u>SE/TE:</u> 2, 24, 44, 64, 88, 116, 146, 168, 192			
6	(3)	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	<u>SE/TE:</u> 30, 49, 63	<u>SE/TE:</u> 19, 39, 59, 83, 111, 141, 163, 187, 215, 243, 265			
6	(4)	Students recognize the role of chance, oversight, and error in history.	Not addressed				
6	(5)	Students recognize that interpretations of history are subject to change as new information is uncovered.	<u>SE/TE:</u> 12				
6	(6)	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	Not addressed				

Appendix

6.3.3 - Naomi, Ruth, David, and Yohanan ben Zaccai are not addressed

6.4.4 - Page citations offer an opportunity to address this standard, explanation of significance not addressed

6.4.8 - Hypatia not addressed

6.5.2 - Page citations offer an opportunity to address this standard, Aryan invasions are not specifically addressed, but the map and sidebar refer to them.

6.6.6 - Page citations offer an opportunity to address this standard.

6.6.8 - Page citation offers an opportunity to address this standard.

6.7.1 - Aeneas and Cincinnatus are not addressed.

6.7.5 - Page citations offer an opportunity to address this standard.

6.7.6 - Page citations offer an opportunity to address this standard.

7.7.2 - Page citations offer an opportunity to address this standard.

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.	<u>SE/TE:</u> 175, 181-182				
6	7.1.1	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; 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)	<u>SE/TE:</u> 153, 162, 167, 173, 176, 180, 186	<u>SE/TE:</u> 151, 160, 171-172, 174-175, 177-179, 183-185			
6	7.1.2	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	<u>SE/TE:</u> 169, 171, 175, 182, 191				

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.	<u>SE/TE:</u> 179, 181, 251-254				
6	7.7	Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	<u>SE/TE:</u> 209, 214				
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.	<u>SE/TE:</u> 208-213				
6	7.7.2	Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	<u>SE/TE:</u> *209-213, 215				
6	7.7.3	Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	<u>SE/TE:</u> 209-213, 407, 408				
6	7.7.4	Describe the artistic and oral traditions and architecture in the three civilizations.	<u>SE/TE:</u> 208-211, 213				
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.	<u>SE/TE:</u> 208-209, 210, 216				