

**Main Criteria:** California Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**California Content Standards**

**Science**

**Grade: 6 - Adopted: 2013**

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-LS1-4.</b>	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.  <a href="#">Social Studies Online</a> How Coral Reefs Are Formed
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-LS1-5.</b>	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.  <a href="#">Social Studies Online</a> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-LS1-8.</b>	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.  <a href="#">Social Studies Online</a> African Safari Who Lives On a Coral Reef?
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-ESS2.</b>	<b>Earth's Systems</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-ESS2-6.</b>	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <a href="#">Social Studies Online</a>

		Galapagos Islands Galapagos Islands - Espagnol
CONTENT STANDARD / DOMAIN / PART	CA.MS-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	MS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <u>Social Studies Online</u> National Parks - West - Alaska & Hawaii National Parks - WA, OR, ID, MT, CO Who Lives On a Coral Reef?

**California Content Standards  
Social Studies**

Grade: 6 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.2.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
EXPECTATION / SUBSTRAND	6.2.1.	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION / SUBSTRAND	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>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Rome
EXPECTATION / SUBSTRAND	6.2.3.	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs
EXPECTATION / SUBSTRAND	6.2.5.	Discuss the main features of Egyptian art and architecture.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION / SUBSTRAND	6.2.6.	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs
EXPECTATION / SUBSTRAND	6.2.7.	Understand the significance of Queen Hatshepsut and Ramses the Great.  <u>Social Studies Online</u>

		Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.3.	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.3.3.	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.4.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Ancient Greece
EXPECTATION / SUBSTRAND	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 Pericles' Funeral Oration).  <a href="#">Social Studies Online</a> Ancient Greece
EXPECTATION / SUBSTRAND	6.4.3.	State the key differences between Athenian, or direct, democracy and representative democracy.

		<a href="#">Social Studies Online</a> Ancient Greece
EXPECTATION / SUBSTRAND	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 Iliad and Odyssey, and from Aesop's Fables.  <a href="#">Social Studies Online</a> Ancient Greece
EXPECTATION / SUBSTRAND	6.4.7.	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.  <a href="#">Social Studies Online</a> Ancient Greece
EXPECTATION / SUBSTRAND	6.4.8.	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).  <a href="#">Social Studies Online</a> Ancient Greece
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.7.	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	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).  <a href="#">Social Studies Online</a> Ancient Rome
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6.7.4.	Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	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.  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)

EXPECTATION / SUBSTRAND	6.7.7.	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6.7.8.	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	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.
PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	6-8.CST.1.	Students explain how major events are related to one another in time.  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.CST.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.  <a href="#">Social Studies Online</a> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Paris - City of Light - Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Ancient Rome The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 8
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the

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PERFORMANCE STANDARD / MODE	6-8.REP.	Research, Evidence, and Point
EXPECTATION / SUBSTRAND	6-8.REP.1.	Students frame questions that can be answered by historical study and research.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	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.
PERFORMANCE STANDARD / MODE	6-8.HI.	Historical Interpretation
EXPECTATION / SUBSTRAND	6-8.HI.1.	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City Washington, DC - Grades 6 - 8
EXPECTATION / SUBSTRAND	6-8.HI.2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.4.	Students recognize the role of chance, oversight, and error in history.

		<u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.5.	Students recognize that interpretations of history are subject to change as new information is uncovered.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City

Grade: 6 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <u>Social Studies Online</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Paris - City of Light - Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Ancient Rome Rome - The Eternal City The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 8