



**CALIFORNIA STATE CONTENT STANDARDS**  
**History-Social Science**  
**Everyday Connections**

**World History and Geography: Ancient Civilizations**  
**SIXTH GRADE**

- **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.**
  - o 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
  - o 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.
- **6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.**
  - o 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.
  - o 5. Discuss the main features of Egyptian art and architecture.
- **6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**
  - o 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*.
- **6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**
  - o 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).
- **6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**
  - o 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.
  - o 7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
- **6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**
  - o 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

## **World History and Geography: Medieval and Early Modern Times**

### **SEVENTH GRADE**

- **7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**
  - 1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
  - 3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslim's daily life.
  - 5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
- **7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.**
  - 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
- **7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.**
  - 4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
- **7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.**
  - 1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
  - 3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.
- **7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**
  - 1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
- **7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.**
  - 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.
  - 4. Describe the artistic and oral traditions and architecture in the three civilizations.
- **7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**
  - 3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
  
- **7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

- 2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

## **United States History and Geography: Growth and Conflict**

### **EIGHTH GRADE**

- **8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**
  - 1. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
- **8.4 Students analyze the aspirations and ideals of the people of the new nation.**
  - 4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
- **8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**
  - 3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
  - 5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
- **8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**
  - 1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
- **8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**
  - 1. Trace the patterns of agricultural and industrial development as they relate to climate, use of natural resources, and trade and locate such development on a map.
  - 2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
  - 5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
  - 6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions (cotton weaving, fire, etc.).
  - 7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy: explain the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amidst growing cultural diversity: and discuss the new wave of nativism.