

BAKERSFIELD CITY SCHOOL DISTRICT

Education Center – 1300 Baker Street

Bakersfield, California 93305

Curriculum and Standards

Holt History/Social Science Standards Alignment Grade 6

Standard		Performance Task	Test Reference
6.1.1	Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Construct a timeline showing when <i>Homo habilis</i> , <i>Homo erectus</i> , and <i>Homo sapiens</i> most likely appeared, and what weapons and tools they might have used.	pp. 30-4, 44
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 12-7, 36-9
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 40-3
6.2.1	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 56-61, 88-9
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 74-9, 90-2
6.2.3	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 62-6, 93-7

6.2.4	Know the significance of Hammurabi's Code.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 75
6.2.5	Discuss the main features of Egyptian art and architecture.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 86-7, 98-100, 110-113
6.2.6	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 102
6.2.7	Understand the significance of Queen Hatshepsut and Ramses the Great.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 102-3, 107
6.2.8	Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 122-6
6.2.9	Trace the evolution of language and its written forms.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 67-8, 79, 108-9
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 232
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 232-7

6.3.3	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 226-231
6.3.4	Discuss the location 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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 227-8, 243-245
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 230, 240-2
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.	Create a map of the Mediterranean labeling the major Greek colonies and the goods each produced along their trade routes.	pp. 254-9
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>).	Create a political cartoon that deals with an element of the democratic process in Athens.	pp. 262-6
6.4.3	State the key differences between Athenian, or direct, democracy and representative democracy.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 266-7

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> .	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 268-277
6.4.5	Outline the founding, expansion, and political organization of the Persian Empire.	List five rules that a conquering ruler should follow to minimize the possibility that the conquered people will rebel.	pp. 286-291
6.4.6	Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 292-7
6.4.7	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 298-302
6.4.8	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucycides).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 303-8
6.5.1	Locate and describe the major river system and discuss the physical setting that supported the rise of their civilization.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 144-6
6.5.2	Discuss the significance of the Aryan invasions.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 148-9
6.5.3	Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 152-3

6.5.4	Outline the social structure of the caste system.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 150-1, 153-4
6.5.5	Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.	Prepare a comparative list of terms associated with Hinduism and Buddhism.	pp. 156-161
6.5.6	Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 162-3, 166
6.5.7	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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 167-173
6.6.1	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	Draw a pyramid showing the social structure during the Shang dynasty.	pp. 184-7
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 county from the rest of the world.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 182-3
6.6.3	Know the life of Confucius and the fundamental teachings of Confucianism and Taoism.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 191-3
6.6.4	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 188-191, 202-3
6.6.5	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 194-9

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.	Create a flowchart that shows the relationship and position of family members in Han China.	pp. 200-1
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 208-211
6.6.8	Describe the diffusion of Buddhism northward to China during the Han Dynasty.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp.212-3
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.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 324-331, 352-3
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).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 328, 332-7
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.	Write excerpts from mock correspondence between Roman or Carthaginian spies and the generals to whom they reported about the progress of the Punic Wars.	pp. 338-341, 358-360
6.7.4	Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 353-7

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.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	pp. 381-2
6.7.6	Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as describe 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).	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	pp. 382-391
6.7.7	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.	Write a journal entry that describes changes that occurred in Rome as a result of Constantine's conversion to Christianity and reactions to the changes.	pp. 392-5
6.7.8	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	pp. 364-371