



# Mind Missions®

## California

### 6th Grade Standards Alignment

		Ancient Civilizations																					
		Brick Build	Civilization Clues	Hammurabi's Handbook	Sumerian Seal	Female Pharaoh	Limestone Lifter	Hebrew Holder	Greek God	Great Greek	Table Temple	Aksum Architecture	Twin Tale	Roman Road	Water Works	Shang Ceremony	Wall Warning	Silk Smuggle	Gupta Gifts	Hindu Hymn	Mauryan Memorial		
<b>Social Studies</b>	<b>6.1</b>	History: 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.	✓	✓																			
	<b>6.2.1</b>	Mesopotamia, Egypt, and Kush: Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.										✓											
	<b>6.2.2</b>	Mesopotamia, Egypt, and Kush: Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.										✓											
	<b>6.2.3</b>	Mesopotamia, Egypt, and Kush: Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.						✓															
	<b>6.2.4</b>	Mesopotamia, Egypt, and Kush: Know the significance of Hammurabi's Code.			✓																		
	<b>6.2.5</b>	Mesopotamia, Egypt, and Kush: Discuss the main features of Egyptian art and architecture.						✓															
	<b>6.2.6</b>	Mesopotamia, Egypt, and Kush: Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.																					
	<b>6.2.7</b>	Mesopotamia, Egypt, and Kush: Understand the significance of Queen Hatshepsut and Ramses the Great.						✓															
	<b>6.2.8</b>	Mesopotamia, Egypt, and Kush: Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.																					



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<b>Social Studies</b>	<b>6.2.9</b>	Mesopotamia, Egypt, and Kush: Trace the evolution of language and its written forms.			✓	✓																	
	<b>6.3.1</b>	Ancient Hebrews: 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.								✓													
	<b>6.3.2.</b>	Ancient Hebrews: 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.								✓													
	<b>6.3.3</b>	Ancient Hebrews: Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.								✓													
	<b>6.3.4</b>	Ancient Hebrews: 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.								✓													
	<b>6.3.5</b>	Ancient Hebrews: 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.																					
	<b>6.4.1</b>	Ancient Greece: 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.											✓										



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<b>Social Studies</b>	<b>6.4.2</b>	Ancient Greece: 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).									✓											
	<b>6.4.3</b>	Ancient Greece: State the key differences between Athenian, or direct, democracy and representative democracy.																				
	<b>6.4.4</b>	Ancient Greece: 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.							✓													
	<b>6.4.5</b>	Ancient Greece: Outline the founding, expansion, and political organization of the Persian Empire.								✓												
	<b>6.4.6</b>	Ancient Greece: Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.																				
	<b>6.4.7</b>	Ancient Greece: Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.									✓											
	<b>6.4.8</b>	Ancient Greece: Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).									✓											
	<b>6.5.1</b>	Early Indian Civilizations: Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.																				
	<b>6.5.2</b>	Early Indian Civilizations: Discuss the significance of the Aryan invasions.																				



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<b>Social Studies</b>	<b>6.5.3</b>	Early Indian Civilizations: Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.																			✓
	<b>6.5.4</b>	Early Indian Civilizations: Outline the social structure of the caste system.																			✓
	<b>6.5.5</b>	Early Indian Civilizations: Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.																			✓
	<b>6.5.6</b>	Early Indian Civilizations: Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.																			✓
	<b>6.5.7</b>	Early Indian Civilizations: 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).																	✓	✓	
	<b>6.6.1</b>	Early Chinese Civilizations: Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.														✓					
	<b>6.6.2</b>	Early Chinese Civilizations: 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.															✓				
	<b>6.6.3</b>	Early Chinese Civilizations: Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.																			
	<b>6.6.4</b>	Early Chinese Civilizations: Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.																			
	<b>6.6.5</b>	Early Chinese Civilizations: List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.															✓				



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<b>Social Studies</b>	<b>6.6.6</b>	Early Chinese Civilizations: Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.																				
	<b>6.6.7</b>	Early Chinese Civilizations: Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.																				
	<b>6.6.8</b>	Early Chinese Civilizations: Describe the diffusion of Buddhism northward to China during the Han Dynasty.																				
	<b>6.7.1</b>	Early Rome: 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.											✓									
	<b>6.7.2</b>	Early Rome: Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).																				
	<b>6.7.3</b>	Early Rome: 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.													✓	✓						
	<b>6.7.4</b>	Early Rome: Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.																				



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Social Studies	6.7.5	Early Rome: 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.																					
	6.7.6	Early Rome: 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).																					
	6.7.7	Early Rome: Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.																					
	6.7.8	Early Rome: Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.													✓	✓							
Language Arts	RH.1	Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.																					
	RH.2	Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Language Arts</b>	<b>RH.3</b>	Key Ideas and Details: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).																					
	<b>RH.4</b>	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>RH.5</b>	Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).																					
	<b>RH.6</b>	Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).																					
	<b>RH.7</b>	Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RH.8</b>	Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.																					
	<b>RH.9</b>	Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.																					



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<b>Language Arts</b>	<b>RH.10</b>	Range of Reading and Level of Complexity: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓