

**Connections Between
California's History/Social Science Standards
and
California's Environmental Principles and Concepts (EP&Cs)**

**Approved by the Interagency
EEI Model Curriculum Planning Committee¹**

As Part of the EEI Model Curriculum Plan

Sixth Grade

¹ Developed under the authority of the Education and the Environment Initiative [Assembly Bill 1548 (Pavley, Chapter 665, Statutes of 2003) and Assembly Bill 1721 (Pavley, Chapter 581, Statutes of 2005). The Interagency EEI Model Curriculum Planning Committee included the State Board of Education, State Department of Education, Secretary for Education, Natural Resources Agency, California Environmental Protection Agency, and CalRecycle (formerly the California Integrated Waste Management Board).

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Sixth Grade

Academic Content Standards	Name of Relevant EEI Unit or Strong Connection Between EP&Cs and Standard	Standards-based Learning Objectives in the Context of California’s EP&Cs
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.		
1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Name of EEI Unit: 6.1.1. Paleolithic People: Tools, Tasks, and Fire	<ul style="list-style-type: none"> • Recognize how hunter-gatherer societies met their needs (i.e., they depended upon the goods and ecosystem services that they obtained from natural systems). • Identify the purpose of the development of tools and use of fire by hunter-gatherer societies (i.e., helping them extract, harvest, transport, and consume goods and use ecosystem services from the natural systems where they lived). • Explain that even though humans today may use different tools and practices, they require the same goods and ecosystem services as those of hunter-gatherer societies to assure their survival. • Describe how the expansion and operation of hunter-gatherer societies influenced the geographic extent, composition, biological diversity, and viability of natural systems (e.g., the extinction of mastodons, flightless birds, and other large animals).
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.	Name of EEI Unit: 6.1.2. Paleolithic People: Adapting to Change	<ul style="list-style-type: none"> • Identify the locations of early human communities that populated the major regions of the world. • Provide examples of the factors that influenced the settlement of early human communities in a variety of environments in each of the major regions of the world. • Compare the methods used by different early human communities to extract, harvest, transport and consume natural resources in the major regions of the world. • Describe how humans adapted their practices to the goods and ecosystem services, as well as to the cycles and processes that operated in the natural systems that they inhabited.
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.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Identify both the climatic changes and human modifications of the physical environment that early humans caused as their populations grew. • Describe the effects of the climatic changes and human modifications of the physical environment on the natural systems they inhabited and harvested. • Explain the processes that gave rise to the domestication of plants and animals. • Provide examples of new sources of clothing and shelter developed by humans from the Paleolithic era to the agricultural revolution. • Recognize that as the climate warmed and the environment changed, human populations moved into new areas to obtain more goods and ecosystem services from natural systems. • Describe the methods used by humans to extract, harvest, transport and consume natural resources and how those methods influenced the geographic extent, composition, biological diversity, and viability of natural systems. • Explain the relationship between the domestication of plants and animals (e.g., agriculture and ranching), textiles, cooking and preserving food, and work specialization. • Describe how these new practices and their resulting byproducts affected the natural systems that these human communities inhabited.

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2. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	Name of EEI Unit: 6.2.1. River Systems and Ancient Peoples	<ul style="list-style-type: none"> • Identify the importance of water and major river systems to human life and social systems (economic, political, legal, cultural, and religious) to the early civilizations of Mesopotamia, Egypt, and Kush. • Compare the uses of water and major river systems from early civilizations to today. • Describe the role of the major river systems and their physical settings in the choice of locations for permanent settlement in these early civilizations. • Provide examples of seasonal cycles in the major river systems that benefited humans and the permanent settlement of early civilizations. • Map the locations and describe the major river systems that were important to the early civilizations of Mesopotamia, Egypt, and Kush and discuss the physical settings of those river systems.
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.	6.2.2. Name of EEI Unit: Agricultural Advances in Ancient Civilizations	<ul style="list-style-type: none"> • Recognize changes to and the development of agricultural techniques over time (e.g., domestication of plants and animals). • Identify the factors that influenced changes to and the development of agricultural techniques in early civilizations (i.e., as humans learned more about natural systems, resources and cycles, they applied their knowledge to the development of agricultural techniques). • Describe how the development of agricultural techniques produced more goods from the natural systems inhabited by the early civilizations. • Describe how improvements to agricultural practices increased supplies of food and other agricultural products (sometimes surpluses), which in turn resulted in the growth of human populations and the development of larger settlements and cities. • Explain that as humans settled in cities and the population grew, they needed to import agricultural products such as food from farther and farther away. • Provide examples of the direct and indirect influences of agricultural techniques on the natural systems inhabited by the early civilizations (e.g., loss of natural habitat, changes to local water distribution). • Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of religious beliefs and cultural practices that were based on the goods, ecosystem services, and cycles and processes (e.g., cyclical flooding of rivers) associated with the natural systems inhabited by the early civilizations of Mesopotamia, Egypt, and Kush. • Describe how the religious beliefs and cultural practices based on natural systems changed over time into social practices (economic, political, legal, cultural, and religious).
4. Know the significance of Hammurabi's Code.	Possible connections to EP&Cs	<ul style="list-style-type: none"> • Recognize that Hammurabi's Code set up laws for early civilizations to govern themselves once people started living in communities. • Identify Hammurabi's Code as the first known attempt to formalize decision-making about natural resources on the basis of private property rights. • Provide examples of how the consequences prescribed in Hammurabi's Code influenced actions of individuals in relation to natural resources.

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<p>5. Discuss the main features of Egyptian art and architecture.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the role of the goods, ecosystem services, and cycles and processes associated with natural systems in Egyptian art (e.g., dependence on natural cycles such as the flooding of the Nile, appreciation for animals). • Discuss the main features of Egyptian art and architecture, and the incorporation of goods supplied by natural systems in their development.
<p>6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley.</p>	<p>Name of EEI Unit: 6.2.6.-6.2.8. Egypt and Kush: A Tale of Two Kingdoms</p>	<ul style="list-style-type: none"> • Identify that the Nile River and Valley provided the natural resources necessary to establish the region’s agricultural economy. • Explain the effect of Egypt’s improved agricultural methods and practices on the civilization and its borders (i.e., they produced surplus goods [e.g., food and textiles] that allowed the civilization to grow and expand its borders). • Provide examples of the goods that played a role in Egyptian trade in the eastern Mediterranean and Nile Valley. • Provide examples of the direct and indirect influences of Egyptian trade in the eastern Mediterranean and Nile Valley on the natural systems in the region. • Describe the influence of Egyptian trade on the development of laws, policies, and incentives that were created to govern the use and management of the natural resources in the eastern Mediterranean and Nile Valley.
<p>8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.</p>	<p>Name of EEI Unit: 6.2.6.-6.2.8. Egypt and Kush: A Tale of Two Kingdoms</p>	<ul style="list-style-type: none"> • Recognize that the Nile River and Valley were the basis for the natural resources used by the Kush civilization to establish an agricultural economy. • Describe the similarities and differences between the Kush and Egyptian civilizations (e.g., agricultural practices, economic, political and religious systems). • Describe the Kush’s political, commercial, and cultural relations with Egypt. • Explain the reasons each Egyptian dynasty had a policy related to control of the Kush to ensure access to the goods and ecosystem services provided by the Nile River. • Locate the Kush civilization on a map.

<p>3. Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>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.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Provide examples of the beliefs, practice, and law expressed in Judaism regarding the care for natural systems and the environment.
<p>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.</p>	<p align="center">Possible connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the role of natural resources and systems, and cycles and processes in the location of settlements and the movements of Hebrew peoples.

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<p>4. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p>		<p>Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:</p>
<p>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.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Identify the influence of the Aegean Sea and the surrounding region on the development of Greek city-states and an economy based on trade (i.e., the natural systems that provided the goods and ecosystem services necessary for settlement and trade). • Provide examples of the goods and ecosystem services in the region that were the basis for trade and commerce among Greek city-states resources. • Explain how surpluses of natural resources (e.g., agricultural products) in civilizations around the Aegean Sea became the basis of a trade economy throughout the entire Mediterranean. • Describe how the operation of the Greek city-states was based upon ensuring safe trade routes and accessibility of goods to trading partners. • Discuss how patterns of trade and commerce affected the growth and movement of human populations in the Aegean Sea and the wider Mediterranean region. • Provide examples of the influence of the growing human populations on the natural systems bordering the Aegean Sea and the wider Mediterranean.
<p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that the Persian Empire depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that, as the population of the empire grew, it required more natural resources. • Explain the factors that led to the expansion of the empire in increasing demand for natural resources as the population of the empire grew. • Provide examples of how the resource supply methods and consumption patterns of the empire affected the natural systems in the region. • Explain that the political organization and decision-making processes involving the expansion of the empire were made by the ruling class and were based upon growing demands by the empire’s growing population.
<p>7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that the empire of Alexander the Great depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that, as the population of the empire grew, more natural resources were required. • Explain the factors that led to the expansion of the empire (i.e., the increasing demand for natural resources as the population grew). • Provide examples of how the resource supply methods and consumption patterns of the empire affected the natural systems in the region. • Explain that the spread of Greek culture eastward and into Egypt resulted from the expansion of the empire to new areas as it sought additional natural resources.

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5. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	Name of EEI Unit: 6.5.1.-6.6.1. The Rivers and Ancient Empires of China and India	<ul style="list-style-type: none"> • Identify the importance of water and India’s major river systems to human life and social systems (economic, political, legal, cultural, and religious). • Provide examples of the natural resources (goods and ecosystem services) upon which early Indian civilizations relied. • Compare the uses of water and major river systems with other early civilizations. • Describe the factors that influenced the settlement of Indian communities (e.g., the role of the major river systems and other physical settings in providing goods and ecosystem services). • Provide examples of seasonal cycles in the major river systems that benefited humans and the permanent settlement of early Indian civilizations. • Map the locations and describe the major river systems that were important to the early civilizations of India and discuss their physical settings.

6. Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.		Standards-based Learning Objectives in the Context of California’s EP&Cs Students will:
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	Name of EEI Unit: 6.5.1.-6.6.1. The Rivers and Ancient Empires of China and India	<ul style="list-style-type: none"> • Identify the importance of water and the major river system of the Huang-He Valley to the origin of Chinese civilization and social systems (economic, political, legal, cultural, and religious). • Provide examples of the natural resources (goods and ecosystem services) upon which the early Chinese civilizations relied. • Provide examples of the influence of the Huang-He Valley on the development of the Shang Dynasty. • Map the location of the major river systems in the Huang-He Valley.
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.	Strong connections to EP&Cs	<ul style="list-style-type: none"> • Provide examples of the factors that influenced the settlement of new areas in China (e.g., availability of natural resources). • Describe the major geographic features of China. • Identify and compare the geographic features that could influence governance, the spread of ideas and the distribution of goods and services. • Recognize how China’s major geographic features influenced the consumption of natural resources and the associated effects on natural systems. • Explain how the geographic features of China served to isolate the country from the rest of the world. • Provide examples of the effects of China’s isolation on itself and the rest of the world.

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<p>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that the Han Dynasty depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that as the population of the Han Dynasty grew, more natural resources were required. • Explain why the expansion of the Han Dynasty to new areas was necessitated by the growing demand for natural resources. • Describe the forced immigration policies of the Han Dynasty and its extensive effort to catalog and keep records of the natural resources throughout China. • Provide examples of how the resource supply methods and consumption patterns of the Han Dynasty affected the natural systems in the region. • Explain the political organization and decision-making processes of the Han Dynasty as they related to the use and management of natural resources.
<p>7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize silk as one of the goods and ecosystem services provided by China's natural systems. • Identify the role of the silk trade in the growth of communities and populations in many areas of China. • Provide examples of how the silk trade directly and indirectly affected the natural systems in the region. • Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.

<p>7. Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p>		<p>Standards-based Learning Objectives in the Context of California's EP&Cs Students will:</p>
<p>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.</p>	<p align="center">Strong connections to EP&Cs</p>	<ul style="list-style-type: none"> • Recognize that the Roman Empire and its territories depended on the goods and ecosystem services available to humans from the natural systems in the region. • Identify that as the population of the Roman Empire and its territories grew, more natural resources were required. • Explain why the expansion of the Roman Empire and its territories to new areas was necessitated by the growing demand for natural resources. • Identify the locations of the geographic expansion of the Roman Empire. • Provide examples of how the resource supply methods and consumption patterns of the Roman Empire affected the natural systems in the region. • Describe how the operations of the Roman Empire centered on resource acquisition and transportation and how the Empire fostered economic growth through the use of currency and trade routes. • Map the location of the Roman Empire and the sources of natural resources used at that time.