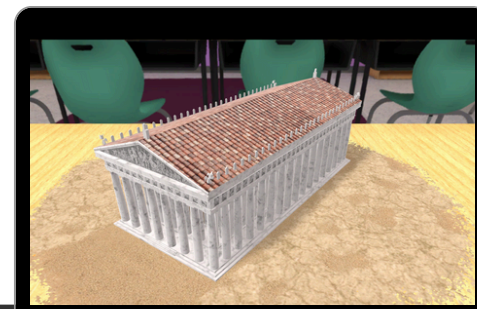
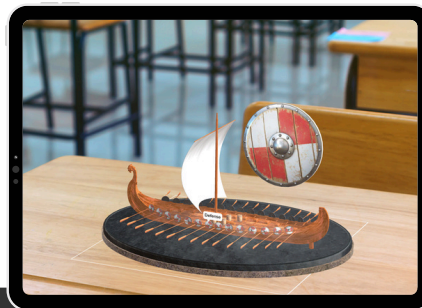


## **MCGRAW HILL AR ALIGNMENT TO CALIFORNIA HISTORY-SOCIAL SCIENCE FRAMEWORK AND STANDARDS**



| ACTIVITY              | CA HISTORY--SOCIAL SCIENCE STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Pyramids</b>       | Grade 6 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 5. Discuss the main features of Egyptian art and architecture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Silk Road</b>      | <p>Grade 6 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. 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. 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>Grade 7 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. 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. 6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. 5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder. 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.</p> |
| <b>Parthenon</b>      | Grade 6 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. 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. 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Colosseum</b>      | Grade 6 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Vikings</b>        | Grade 7 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Machu Picchu</b>   | Grade 7 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. 5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Trench Warfare</b> | <p>Grade 10 10.5 Students analyze the causes and course of the First World War. 4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p> <p>Grade 11 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. 5. Analyze the political, economic, and social ramifications of World War I on the home front.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| ACTIVITY                    | CA HISTORY--SOCIAL SCIENCE STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Panama Canal</b>         | <p>Grade 8 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 patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. 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).</p> <p>Grade 10 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. 1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>Grade 11 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. 3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.</p> |
| <b>Amazon Deforestation</b> | <p>Grade 10 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. 1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Stickball</b>            | <p>Grade 11 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. 2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>Grade 3 3.2 Students describe the American Indian nations in their local region long ago and in the recent past. 1. Describe national identities, religious beliefs, customs, and various folklore traditions.</p> <p>Grade 5 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. 2. Describe their varied customs and folklore traditions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Boston Massacre</b>      | <p>Grade 5 5.5 Students explain the causes of the American Revolution. 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).</p> <p>Grade 8 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. 1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p> <p>Grade 11 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</p>                                                                                               |
| <b>Civil War</b>            | <p>Grade 8 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. 2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. 6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.</p> <p>Grade 11 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| ACTIVITY                     | CA HISTORY--SOCIAL SCIENCE STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Westward Expansion</b>    | <p>Grade 5 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>Grade 8 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. 2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).</p> |
| <b>Industrial Revolution</b> | <p>Grade 8 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. 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. 9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).</p> <p>Grade 11 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. 7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.</p>                                                                                                  |
| <b>Space Race</b>            | <p>Grade 10 10.9 Students analyze the international developments in the post–World War II world. 2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p> <p>Grade 11 11.9 Students analyze U.S. foreign policy since World War II. 3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Civictown</b>             | <p>Grade 3 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>Grade 4 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Map Dash</b>              | <p>Grade 2 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. 1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).</p> <p>Grade 3 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Grocery Go!</b>           | <p>Grade 1 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy. 1. Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>Grade 2 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. 1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p>Grade 3 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>                                                                                                                                                                                                                                                                                                                                                                                                          |