



CORRELATIONS TO THE CALIFORNIA STATE STANDARDS

Water and Ancient Civilizations

The Natural Water Cycle & The Built Water Cycle

Science – Fourth Grade

3a. Students know ecosystems can be characterized by their living and nonliving components.

Science – Fifth Grade

3b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water.

3c. Students know water vapor in the air moves from one place to another and can form clouds or fog, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet or snow.

4b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.

Science – Sixth Grade

3a. Students know energy can be carried from one place to another by heat flow.

3c. Students know heat flows in solids by conduction and in fluids by conduction and also by convection.

4a. Students know the sun is the major source of energy for phenomena on the Earth's surface, powering winds, ocean currents, and the water cycle.

6b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

Mesopotamia and the Ancient Middle East & Ancient Egypt

Social Science – Sixth Grade

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

1. the location and description of the river systems, and physical settings that supported permanent settlement and early civilizations.
2. the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

The Indus River Valley

Social Science – Sixth Grade

6.5 Students analyze the geographic, political, economic, religious, and

social structures of the early civilizations of India, in terms of:

1. the location and description of the river system, and physical setting that supported the rise of this civilization.

Ancient Rome

Social Science – Sixth Grade

6.7 Students analyze the geographic, political, economic, religious, and social structures in the development of Rome, in terms of:

1. the location and rise of the Roman Republic, including such important mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
8. the legacies of Roman art and architecture, technology and science, literature, language, and law.

Social Science – Seventh Grade

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, in terms of:

1. the early strengths and lasting contributions of Rome.

Ancient America: the Aztecs and Incas

There is no reference to Aztecs or Incas in the social science standards for 3rd through 8th grades.