

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 6 - Adopted: 2020/Effective 2021

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| CONTENT AREA / STANDARD | MS-PS. | Physical Science |
| STRAND | MS-PS1: | Matter and its Interactions |

CONTENT STATEMENT MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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| CONTENT AREA / STANDARD | MS-LS. | Life Science |
| STRAND | MS-LS1: | From Molecules to Organisms: Structures and Processes |

CONTENT STATEMENT MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

Social Studies Online

How Coral Reefs Are Formed

CONTENT STATEMENT MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Social Studies Online

Galapagos Islands

How Coral Reefs Are Formed

CONTENT STATEMENT MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Social Studies Online

Who Lives On a Coral Reef?

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| CONTENT AREA / STANDARD | MS-LS. | Life Science |
| STRAND | MS-LS2: | Ecosystems: Interactions, Energy, and Dynamics |

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| CONTENT STATEMENT | MS-LS2-2. | <p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?</p> |
| CONTENT STATEMENT | MS-LS2-3. | <p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?</p> |
| CONTENT STATEMENT | MS-LS2-4. | <p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert Who Lives On a Coral Reef?</p> |
| CONTENT STATEMENT | MS-LS2-5. | <p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?</p> |
| CONTENT AREA / STANDARD | MS-ESS. | Earth and Space Science |
| STRAND | MS-ESS2: | Earth's Systems |

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| CONTENT STATEMENT | MS-ESS2-1. | <p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands</p> |
| CONTENT STATEMENT | MS-ESS2-2. | <p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p> |
| CONTENT STATEMENT | MS-ESS2-3. | <p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah</p> |
| CONTENT STATEMENT | MS-ESS2-5. | <p>Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast</p> |
| CONTENT STATEMENT | MS-ESS2-6. | <p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><u>Social Studies Online</u> Galapagos Islands</p> |
| CONTENT AREA / STANDARD | MS-ESS. | Earth and Space Science |
| STRAND | MS-ESS3: | Earth and Human Activity |
| CONTENT STATEMENT | MS-ESS3-1. | <p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert</p> |

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| CONTENT STATEMENT | MS-ESS3-3. | <p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?</p> |
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| CONTENT STATEMENT | MS-ESS3-4. | <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?</p> |
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| CONTENT STATEMENT | MS-ESS3-5. | <p>Ask questions to clarify evidence of the factors that have caused climate change over the past century.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?</p> |
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New Jersey Student Learning Standards
Social Studies
Grade: 6 - Adopted: 2020/Implement 2021

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| CONTENT AREA / STANDARD | | Social Studies Practices |
| STRAND | | Seeking Diverse Perspectives |

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| CONTENT STATEMENT | | <p>Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p> <p><u>Social Studies Online</u> Canada: Our Northern Neighbor</p> |
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| CONTENT AREA / STANDARD | 6.1. | U.S. History: America in the World by the End of Grade 8 |
| STRAND | Era 3. | Revolution and the New Nation (1754-1820s) – Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Political and civil institutions impact all aspects of people's lives. |

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| INDICATOR | 6.1.8.Civi csPI.3.b: | Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. Social Studies Online Washington, DC - Grades 6 - 12 |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 2. | Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Political and civil institutions impact all aspects of people's lives. |

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| INDICATOR | 6.2.8.Civi csPI.2.a: | Explain how/why different early river valley civilizations developed similar forms of government and legal structures. Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 2. | Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Human rights can be protected or abused in various societies. |

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| INDICATOR | 6.2.8.Civi csHR.2.a: | Determine the role of slavery in the economic and social structures of early river valley civilizations. Social Studies Online Ancient China - Shang & Zhou Dynasties |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 2. | Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. |
| CONTENT STATEMENT | | Core Idea |

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| CUMULATIVE PROGRESS INDICATOR | | Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. |
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| INDICATOR | 6.2.8.Geo SV.2.a: | Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). |
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Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
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| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | The physical and human characteristics of places and regions are connected to human identities and cultures. |

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| INDICATOR | 6.2.8.Geo HE.2.a: | Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. |
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Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
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| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Economic interdependence is impacted by increased specialization and trade. |

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| INDICATOR | 6.2.8.Eco nGE.2.a: | Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. |
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Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 2. | Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Chronological sequencing helps us track events over time as well as events that took place at the same time. |

INDICATOR 6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

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Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 2. | Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Historical events and developments are shaped by social, political, cultural, technological, and economic factors. |

INDICATOR 6.2.8.HistoryCC.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

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Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

INDICATOR 6.2.8.HistoryCC.2.c Explain how the development of written language transformed all aspects of life in early river valley civilizations.

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Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 2. | Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. |

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| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Historians develop arguments using evidence from multiple relevant historical sources. |

INDICATOR 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 3. | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Governments have different structures which impact development (expansion) and civic participation. |

INDICATOR 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Rome

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
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| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. |

INDICATOR 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

Social Studies Online

Ancient Greece

Ancient Rome

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| INDICATOR | 6.2.8.Civi csDP.3.b: | Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. |
| | | Social Studies Online Ancient Greece Ancient Rome |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 3. | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Governments have protected and abused human rights (to varying degree)s at different times throughout history. |

INDICATOR 6.2.8.Civi
csHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Ancient Greece](#)
[Ancient Rome](#)

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 3. | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Relationships between humans and environments impact spatial patterns of settlement and movement. |

INDICATOR 6.2.8.Geo
PP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Ancient Greece](#)
[Ancient Rome](#)
[Rome - The Eternal City](#)

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| INDICATOR | 6.2.8.Ge oPP.3.b: | Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. <u>Social Studies Online</u> <u>Ancient Greece</u> |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 3. | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. |

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| INDICATOR | 6.2.8.Eco nEM.3.a: | Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. <u>Social Studies Online</u> <u>Ancient China - Qin & Han Dynasties</u> <u>Ancient China - Shang & Zhou Dynasties</u> <u>Ancient Greece</u> <u>Ancient Rome</u> <u>Rome - The Eternal City</u> |
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| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Economic interdependence is impacted by increased specialization and trade. |

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| INDICATOR | 6.2.8.Eco nGE.3.a: | Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. <u>Social Studies Online</u> <u>Ancient China - Qin & Han Dynasties</u> <u>Ancient China - Shang & Zhou Dynasties</u> <u>Ancient Greece</u> <u>Ancient Rome</u> <u>Rome - The Eternal City</u> |
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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
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| STRAND | Era 3. | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Historical events and developments are shaped by social, political, cultural, technological, and economic factors. |

INDICATOR 6.2.8.HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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[Social Studies Online](#)

[Ancient Greece](#)

[Ancient Rome](#)

[Rome - The Eternal City](#)

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 3. | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | An individual's perspective is impacted by their background and experiences. |

INDICATOR 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

[Social Studies Online](#)

[Ancient China - Qin & Han Dynasties](#)

[Ancient China - Shang & Zhou Dynasties](#)

[Ancient Greece](#)

[Ancient Rome](#)

[Rome - The Eternal City](#)

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| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Perspectives change over time. |

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| INDICATOR | 6.2.8.HistoryUP.3.b: | Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). |
| | | Social Studies Online Ancient Greece |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
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| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Historical contexts and events shaped and continue to shape people's perspectives. |

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| INDICATOR | 6.2.8.HistoryUP.3.c: | Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. |
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[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Jerusalem - Then and Now \(Older Grades\)](#)

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 3. | The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Historians analyze claims within sources for perspective and validity. |

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| INDICATOR | 6.2.8.HistoryCA.3.a: | Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. |
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[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Ancient Greece](#)
[Ancient Rome](#)
[Rome - The Eternal City](#)

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| INDICATOR | 6.2.8.HistoryCA.3.b : | Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 4. | Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. |

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| INDICATOR | 6.2.8.GeographyHE.4.a: | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. Social Studies Online Ancient Mayan Civilization |
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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 4. | Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. |

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| INDICATOR | 6.2.8.GeographyPP.4.b: | Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). Social Studies Online Ancient China - Qin & Han Dynasties |
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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 4. | Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| CONTENT STATEMENT | | Core Idea |

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| CUMULATIVE PROGRESS INDICATOR | | The physical and human characteristics of places and regions are connected to human identities and cultures. |
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INDICATOR 6.2.8.Geo Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
HE.4.b:

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

INDICATOR 6.2.8.Ge Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
oHE.4.c:

Social Studies Online

Ancient Mayan Civilization

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 4. | Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | The production and consumption of goods and services influence economic growth, well-being and quality of life. |

INDICATOR 6.2.8.Eco Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
nNE.4.a:

Social Studies Online

Tokyo - City of Contrasts

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| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 4. | Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Historical events may have single, multiple, direct and indirect causes and effects. |

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| INDICATOR | 6.2.8.HistoryCC.4.b : | Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). Social Studies Online Ancient China - Qin & Han Dynasties |
| CONTENT AREA / STANDARD | 6.2. | World History/Global Studies by the end of Grade 8 |
| STRAND | Era 4. | Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Historical events and developments are shaped by social, political, cultural, technological, and economic factors. |

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| INDICATOR | 6.2.8.HistoryCC.4.g : | Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Social Studies Online Ancient Mayan Civilization |
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| CONTENT AREA / STANDARD | 6.3. | Active Citizenship in the 21st Century by the End of Grade 8 |
| STRAND | | Civics, Government, and Human Rights: Civic and Political Institutions |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | Governments have different structures which impact development (expansion) and civic participation. |

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| INDICATOR | 6.3.8.CivicsPI.2: | Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). Social Studies Online Ancient China - Shang & Zhou Dynasties Canada: Our Northern Neighbor |
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| CONTENT AREA / STANDARD | 6.3. | Active Citizenship in the 21st Century by the End of Grade 8 |
| STRAND | | Civics, Government, and Human Rights: Processes, Rules and Laws |
| CONTENT STATEMENT | | Core Idea |
| CUMULATIVE PROGRESS INDICATOR | | In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. |

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| INDICATOR | 6.3.8.CivicsPR.2: | <p>Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p><u>Social Studies Online</u> Washington, DC - Grades 6 - 12</p> |
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