

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 7 - Adopted: 2020/Effective 2021

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 6-8

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

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

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

CONTENT STATEMENT MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Social Studies Online

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

CONTENT STATEMENT MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

CONTENT STATEMENT	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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CONTENT STATEMENT	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Social Studies Online</u> African Safari 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
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CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS2:	Earth's Systems

CONTENT STATEMENT	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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CONTENT STATEMENT	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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CONTENT STATEMENT	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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CONTENT STATEMENT	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. <u>Social Studies Online</u> Canada: Coast to Coast
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CONTENT STATEMENT	MS-ESS2-6.	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.
Social Studies Online Galapagos Islands		

CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS3:	Earth and Human Activity

CONTENT STATEMENT	MS-ESS3-1.	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.
Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California		

CONTENT STATEMENT	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
Social Studies Online African Safari 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		

CONTENT STATEMENT	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8		

CONTENT STATEMENT	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused climate change over the past century.
Social Studies Online Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado		

New Jersey Student Learning Standards
Social Studies
Grade: 7 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT		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. Social Studies Online Canada: Our Northern Neighbor
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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.

INDICATOR	6.1.8.CivicsPI.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
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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		Political and civil institutions impact all aspects of people's lives.

INDICATOR	6.2.8.CivicsPI.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
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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		Human rights can be protected or abused in various societies.

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
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.

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).

[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		The physical and human characteristics of places and regions are connected to human identities and cultures.

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.

[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
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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		Economic interdependence is impacted by increased specialization and trade.

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.

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		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.

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		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. <u>Social Studies Online</u> 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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INDICATOR	6.2.8.HistoryCC.2.c:	Explain how the development of written language transformed all aspects of life in early river valley civilizations. <u>Social Studies Online</u> 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.
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. <u>Social Studies Online</u> 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.Civi csPl.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
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		The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

INDICATOR	6.2.8.Civi csDP.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
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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 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. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties 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		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. <u>Social Studies Online</u> 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> Ancient Greece
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.

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> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
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		Economic interdependence is impacted by increased specialization and trade.

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> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
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		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR	6.2.8.Hist oryCC.3.a :	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. <u>Social Studies Online</u> 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. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties 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		Perspectives change over time.

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). <u>Social Studies Online</u> Ancient Greece
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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		Historical contexts and events shaped and continue to shape people's perspectives.

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.
		Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Jerusalem - Then and Now (Older Grades)
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.

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.
		Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City

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.

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

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 diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

INDICATOR 6.2.8.Geo PP.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

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.

INDICATOR 6.2.8.Geo HE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

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

[Social Studies Online](#)

Ancient Mayan Civilization

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

[Social Studies Online](#)
[Tokyo - City of Contrasts](#)

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.

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.

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.

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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.Civi
csPI.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

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.

INDICATOR 6.3.8.Civi
csPR.2: 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.

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