

Main Criteria: Tennessee Academic Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Tennessee Academic Standards

Science

Grade: 6 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.6.LS.	Life Sciences (LS)
CONCEPTUAL STRAND / GUIDING QUESTION	6.LS2.	Ecosystems: Interactions, Energy, and Dynamics

GUIDING QUESTION / LEARNING EXPECTATION	6.LS2.1.	Evaluate and communicate the impact of environmental variables on population size. <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 National Parks - Alaska & Hawaii The Sahara Desert
GUIDING QUESTION / LEARNING EXPECTATION	6.LS2.2.	Determine the impact of competitive, symbiotic, and predatory interactions in an ecosystem. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
GUIDING QUESTION / LEARNING EXPECTATION	6.LS2.3.	Draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem. <u>Social Studies Online</u> Galapagos Islands Who Lives On a Coral Reef?

GUIDING QUESTION / LEARNING EXPECTATION	6.LS2.4.	<p>Using evidence from climate data, draw conclusions about the patterns of abiotic and biotic factors in different biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater 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 National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?</p>
GUIDING QUESTION / LEARNING EXPECTATION	6.LS2.5.	<p>Analyze existing evidence about the effect of a specific invasive species on native populations in Tennessee and design a solution to mitigate its impact.</p> <p><u>Social Studies Online</u> Galapagos Islands</p>
GUIDING QUESTION / LEARNING EXPECTATION	6.LS2.6.	<p>Research the ways in which an ecosystem has changed over time in response to changes in physical conditions, population balances, human interactions, and natural catastrophes.</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 National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?</p>
GUIDING QUESTION / LEARNING EXPECTATION	6.LS2.7.	<p>Compare and contrast auditory and visual methods of communication among organisms in relation to survival strategies of a population.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Galapagos Islands</p>
STRAND / STANDARD / COURSE	TN.6.LS.	Life Sciences (LS)
CONCEPTUAL STRAND / GUIDING QUESTION	6.LS4.	Biological Change: Unity and Diversity

GUIDING QUESTION / LEARNING EXPECTATION	6.LS4.1.	<p>Explain how changes in biodiversity would impact ecosystem stability and natural resources.</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 National Parks - Alaska & Hawaii</p>
GUIDING QUESTION / LEARNING EXPECTATION	6.LS4.2.	<p>Design a possible solution for maintaining biodiversity of ecosystems while still providing necessary human resources without disrupting environmental equilibrium.</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>
STRAND / STANDARD / COURSE	TN.6.ESS	Earth and Space Sciences (ESS)
CONCEPTUAL STRAND / GUIDING QUESTION	6.ESS2.	Earth's Systems
GUIDING QUESTION / LEARNING EXPECTATION	6.ESS2.3	<p>Construct an explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer.</p> <p><u>Social Studies Online</u> National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>
GUIDING QUESTION / LEARNING EXPECTATION	6.ESS2.4	<p>Apply scientific principles to design a method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle.</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>
GUIDING QUESTION / LEARNING EXPECTATION	6.ESS2.6	<p>Explain how relationships between the movement and interactions of air masses, high and low pressure systems, and frontal boundaries result in weather conditions and severe storms.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast</p>
STRAND / STANDARD / COURSE	TN.6.ESS	Earth and Space Sciences (ESS)
CONCEPTUAL STRAND / GUIDING QUESTION	6.ESS3.	Earth and Human Activity

GUIDING QUESTION / LEARNING EXPECTATION	6.ESS3.1	Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
GUIDING QUESTION / LEARNING EXPECTATION	6.ESS3.2	Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
GUIDING QUESTION / LEARNING EXPECTATION	6.ESS3.3	Assess the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction. <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 The Sahara Desert Who Lives On a Coral Reef?

STRAND / STANDARD / COURSE	TN.6.ETS	Engineering, Technology, and Applications of Science (ETS)
CONCEPTUAL STRAND / GUIDING QUESTION	6.ETS1.	Engineering Design

GUIDING QUESTION / LEARNING EXPECTATION	6.ETS1.1.	Evaluate design constraints on solutions for maintaining ecosystems and biodiversity. <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?
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Tennessee Academic Standards
Social Studies
Grade: 6 - Adopted: 2017

STRAND / STANDARD / COURSE		SIXTH GRADE SOCIAL STUDIES - World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Egypt: c. 3000-700 BCE

GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt.
LEARNING EXPECTATION	6.13.	<p>Identify and locate geographical features of ancient Egypt, including: Mediterranean Sea; Nile Delta; Nile River; Red Sea; The regions of Upper and Lower Egypt; The Sahara [G, H]</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
LEARNING EXPECTATION	6.14.	<p>Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. [C, E, G, H]</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
LEARNING EXPECTATION	6.15.	<p>Explain the structure of ancient Egyptian society, including: Relationships between groups of people; How social classes were organized by occupation; Positions of pharaohs as god/kings; Role of slaves [C, E, H, P]</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
LEARNING EXPECTATION	6.16.	<p>Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. [C, H]</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
LEARNING EXPECTATION	6.17.	<p>Analyze the impact of key figures from ancient Egypt, including: Growth under the leadership of Queen Hatshepsut and her economic policies; Ramses the Great's military conquests leading to growth of the kingdom; Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt [C, E, H, P]</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
LEARNING EXPECTATION	6.18.	<p>Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. [C, E, G, H]</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
LEARNING EXPECTATION	6.19.	<p>Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. [C, E, G, H, P]</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
STRAND / STANDARD / COURSE		SIXTH GRADE SOCIAL STUDIES - World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Israel: c. 2000-500 BCE
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Israel.

LEARNING EXPECTATION	6.20.	Identify and locate geographical features of ancient Israel, including: Dead Sea; Jerusalem; Jordan River; Mediterranean Sea; Red Sea; Sinai Peninsula [G] <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	6.21.	Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. [C, G, H, P] <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	6.22.	Describe the origins and central features of Judaism: Key Person(s): Abraham, Moses; Sacred Texts: The Tanakh (i.e., Hebrew Bible); Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility [C, G, H, P] <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	6.23.	Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. [C, G, H, P] <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	6.24.	Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. [C, E, G, H, P] <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)

STRAND / STANDARD / COURSE		SIXTH GRADE SOCIAL STUDIES - World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient China: c. 2500 BCE-200 CE
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient China.

LEARNING EXPECTATION	6.31.	Identify and locate geographical features of ancient China, including: Gobi Desert; Himalayan Mountains; Pacific Ocean; Plateau of Tibet; Yangtze River; Yellow River [G] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
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LEARNING EXPECTATION	6.32.	Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. [C, G, H] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
LEARNING EXPECTATION	6.33.	Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged solutions to this problem. [C, G, H, P] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
LEARNING EXPECTATION	6.34.	Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems. [C, H, P] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
LEARNING EXPECTATION	6.35.	Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. [C, E, G, H, P] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
LEARNING EXPECTATION	6.36.	Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. [C, E, H, P] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
LEARNING EXPECTATION	6.37.	Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. [C, E, G, H] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
LEARNING EXPECTATION	6.38.	Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China. [C, E, G, H, P] <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties

STRAND / STANDARD / COURSE		SIXTH GRADE SOCIAL STUDIES - World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Greece: c. 800-300 BCE

GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Greece.
LEARNING EXPECTATION	6.39.	<p>Identify and locate geographical features of ancient Greece, including: Asia Minor; Athens; Macedonia; Mediterranean Sea; Peloponnesian peninsula; Sparta [G]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.40.	<p>Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean. [C, E, G, H, P]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.41.	<p>Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. [C, H, P]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.42.	<p>Explain the basic concepts of direct democracy and oligarchy. [C, H, P]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.43.	<p>Explain the characteristics of the major Greek city-states of Athens and Sparta, including: Advantages of each geographic location; Approaches to education; Practice of slavery; Status of women; Styles of government [C, E, G, H, P]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.44.	<p>Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states. [C, H, P]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.45.	<p>Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians. [C, H, P]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.46.	<p>Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. [C, H]</p> <p><u>Social Studies Online</u> Ancient Greece</p>
LEARNING EXPECTATION	6.47.	<p>Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks. [C, H]</p> <p><u>Social Studies Online</u> Ancient Greece</p>

LEARNING EXPECTATION	6.48.	Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece. [C, H, P] Social Studies Online Ancient Greece
LEARNING EXPECTATION	6.49.	Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. [C, H, P] Social Studies Online Ancient Greece
LEARNING EXPECTATION	6.50.	Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture. [C, E, G, H, P] Social Studies Online Ancient Greece

STRAND / STANDARD / COURSE		SIXTH GRADE SOCIAL STUDIES - World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire
CONCEPTUAL STRAND / GUIDING QUESTION		Ancient Rome: c. 500 BCE-500 CE
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Rome.

LEARNING EXPECTATION	6.51.	Identify and locate the geographical features of ancient Rome, including: Constantinople; Italian Alps; Italian Peninsula; Mediterranean Sea; Rome; Tiber River [G] Social Studies Online Ancient Rome Rome - The Eternal City
LEARNING EXPECTATION	6.52.	Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. [E, G, H, P] Social Studies Online Ancient Rome Rome - The Eternal City
LEARNING EXPECTATION	6.53.	Describe the government of the Roman Republic, including: Branches of government; Checks and balances; Civic participation; Representative democracy; The rule of law and the Twelve Tables [C, H, P] Social Studies Online Ancient Rome Rome - The Eternal City
LEARNING EXPECTATION	6.54.	Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. [C, E, H, P] Social Studies Online Ancient Rome Rome - The Eternal City

LEARNING EXPECTATION	6.55.	Describe the characteristics of Julius Caesar's rule, including: Leadership in the military; Popularity amongst plebeians; Role as dictator for life; Assassination [C, E, G, H, P] <u>Social Studies Online</u> Ancient Rome Rome - The Eternal City
LEARNING EXPECTATION	6.56.	Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. [C, E, G, H, P] <u>Social Studies Online</u> Ancient Rome Rome - The Eternal City
LEARNING EXPECTATION	6.57.	Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: Aqueducts; Arches; Bridges; The Colosseum; Domes; Roads; Sanitation [C, G, H, P] <u>Social Studies Online</u> Ancient Rome Rome - The Eternal City
LEARNING EXPECTATION	6.58.	Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life. [C, H, P] <u>Social Studies Online</u> Ancient Rome Rome - The Eternal City
LEARNING EXPECTATION	6.60.	Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. [C, H, P] <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)

STRAND / STANDARD / COURSE		Grades 6-8 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.01	Collect data and information from a variety of primary and secondary sources, including:

GUIDING QUESTION / LEARNING EXPECTATION	Graphic representations (e.g., maps, timelines, charts, photographs, artwork) <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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STRAND / STANDARD / COURSE		Grades 6-8 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.03	Synthesize data from multiple sources in order to:

GUIDING QUESTION / LEARNING EXPECTATION		Recognize differences among multiple accounts <u>Social Studies Online</u> Canada: Our Northern Neighbor
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STRAND / STANDARD / COURSE		Grades 6-8 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.04	Construct and communicate arguments citing supporting evidence to:

GUIDING QUESTION / LEARNING EXPECTATION		Demonstrate and defend an understanding of ideas <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 Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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GUIDING QUESTION / LEARNING EXPECTATION		Illustrate cause and effect <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 Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
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STRAND / STANDARD / COURSE		Grades 6-8 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.05	Develop historical awareness by:

GUIDING QUESTION / LEARNING EXPECTATION		Recognizing how and why historical accounts change over time <u>Social Studies Online</u> Canada: Our Northern Neighbor
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GUIDING QUESTION / LEARNING EXPECTATION		Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness <u>Social Studies Online</u> Canada: Our Northern Neighbor
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GUIDING QUESTION / LEARNING EXPECTATION		Evaluating how unique circumstances of time and place create context and contribute to action and reaction <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 Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
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GUIDING QUESTION / LEARNING EXPECTATION		Identifying patterns of continuity and change over time, making connections to the present <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 Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
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STRAND / STANDARD / COURSE		Grades 6-8 Social Studies Practices
CONCEPTUAL STRAND / GUIDING QUESTION	SSP.06	Develop a geographic awareness by:

GUIDING QUESTION / LEARNING EXPECTATION		Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba How Coral Reefs Are Formed London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 The Sahara Desert Tokyo - City of Contrasts Who Lives On a Coral Reef?
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GUIDING QUESTION / LEARNING EXPECTATION	<p>Determining the use of diverse types of maps based on their origin, structure, context, and validity</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert</p>
GUIDING QUESTION / LEARNING EXPECTATION	<p>Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert</p>
GUIDING QUESTION / LEARNING EXPECTATION	<p>Analyzing interaction between humans and the physical environment</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</p>
GUIDING QUESTION / LEARNING EXPECTATION	<p>Examining how geographic regions and perceptions of regions are fluid across time and space</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor</p>