

**Main Criteria:** California Content Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**California Content Standards**

**Science**

Grade: 6 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-LS1-4.</b>	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.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-LS1-5.</b>	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-LS1-8.</b>	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.  <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-ESS2.</b>	<b>Earth's Systems</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>MS-ESS2-6.</b>	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.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-ESS3.</b>	<b>Earth and Human Activity</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 Who Lives On a Coral Reef?
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### California Content Standards

#### Social Studies

Grade: 6 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.2.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
EXPECTATION / SUBSTRAND	6.2.1.	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION / SUBSTRAND	6.2.2.	Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Rome - The Eternal City - Part 1
EXPECTATION / SUBSTRAND	6.2.3.	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
EXPECTATION / SUBSTRAND	6.2.5.	Discuss the main features of Egyptian art and architecture.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION / SUBSTRAND	6.2.6.	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
EXPECTATION / SUBSTRAND	6.2.7.	Understand the significance of Queen Hatshepsut and Ramses the Great.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.3.	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
EXPECTATION / SUBSTRAND	6.3.1.	Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

		<u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.3.2.	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.3.3.	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.3.4.	Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.3.5.	Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.4.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
EXPECTATION / SUBSTRAND	6.4.1.	Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION / SUBSTRAND	6.4.2.	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION / SUBSTRAND	6.4.3.	State the key differences between Athenian, or direct, democracy and representative democracy.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION / SUBSTRAND	6.4.4.	Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.

		<u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION / SUBSTRAND	6.4.7.	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
EXPECTATION / SUBSTRAND	6.4.8.	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.7.	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
EXPECTATION / SUBSTRAND	6.7.1.	Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6.7.2.	Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1
EXPECTATION / SUBSTRAND	6.7.3.	Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6.7.4.	Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6.7.5.	Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.7.7.	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6.7.8.	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.  <u>Virtual Field Trips</u>

		Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	6-8.CST.1.	Students explain how major events are related to one another in time.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6-8.CST.3.	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.  <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12
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PERFORMANCE STANDARD / MODE	6-8.REP.	Research, Evidence, and Point
EXPECTATION / SUBSTRAND	6-8.REP.1.	Students frame questions that can be answered by historical study and research.

		<u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
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PERFORMANCE STANDARD / MODE	6-8.HI.	Historical Interpretation
EXPECTATION / SUBSTRAND	6-8.HI.1.	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades 6 - 12
EXPECTATION / SUBSTRAND	6-8.HI.2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6-8.HI.3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6-8.HI.4.	Students recognize the role of chance, oversight, and error in history.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / SUBSTRAND	6-8.HI.5.	Students recognize that interpretations of history are subject to change as new information is uncovered.

		<b>Virtual Field Trips</b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
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Grade: 6 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	CA.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
<b>PERFORMANCE STANDARD / MODE</b>		Integration of Knowledge and Ideas
<b>EXPECTATION / SUBSTRAND</b>	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <b>Virtual Field Trips</b> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12