

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: 6 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.1.	Structure and Properties of Matter
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-PS1-3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN / UNIFYING THEME	NY.MS.6.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS1-3.	Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks West - Nevada, California
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS1-8.	Gather and synthesize information that sensory receptors respond to stimuli, resulting in immediate behavior and/or storage as memories. <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
STRAND / DOMAIN / UNIFYING THEME	NY.MS.7.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

		<u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - 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 Who Lives On a Coral Reef?
STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / DOMAIN / UNIFYING THEME	NY.MS.9.	Growth, Development, and Reproduction of Organisms
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS1-5.	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
STRAND / DOMAIN / UNIFYING THEME	NY.MS.12.	History of Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying temporal and spatial scales. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / CONCEPTUAL UNDERSTANDING	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>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STRAND / DOMAIN / UNIFYING THEME	NY.MS.13.	Earth’s Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS2-1.	Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / CONCEPTUAL UNDERSTANDING	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 geologic processes. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
STRAND / DOMAIN / UNIFYING THEME	NY.MS.14.	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD / CONCEPTUAL UNDERSTANDING	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?
STRAND / DOMAIN / UNIFYING THEME	NY.MS.15.	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

**New York State Learning Standards and Core Curriculum
Social Studies**

Grade: 6 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.A.	Gathering, Interpreting and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDING	6P.A.1.	Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.B.	Chronological Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	6P.B.3.	Identify causes and effects from current events or grade-level content and historical events. <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
STANDARD / CONCEPTUAL UNDERSTANDING	6P.B.4.	Identify and classify the relationship between multiple causes and multiple effects. <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
STANDARD / CONCEPTUAL UNDERSTANDING	6P.B.5.	Distinguish between long-term and immediate causes and effects of an event from current events or 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
STANDARD / CONCEPTUAL UNDERSTANDING	6P.B.6.	Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change. <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
STANDARD / CONCEPTUAL UNDERSTANDING	6P.B.7.	Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	6P.B.8.	Identify the relationships between patterns of continuity and change to larger historical processes and themes. <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
STANDARD / CONCEPTUAL UNDERSTANDING	6P.B.9.	Understand that historians use periodization to categorize events. Describe general models of periodization 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
STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDING	6P.C.1.	Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	6P.C.2.	Categorize and evaluate divergent perspectives of an individual historical event. <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
STANDARD / CONCEPTUAL UNDERSTANDING	6P.C.3.	Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	6P.C.5.	Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	6P.C.6.	Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the Eastern Hemisphere in the same historical period, with teacher support. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	6P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water— that are not directly made by humans) in the Eastern Hemisphere and identify the relationship between human activities and the environment. <u>Virtual Field Trips</u> African Safari Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	6P.D.3.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere. <u>Virtual Field Trips</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	6P.D.4.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STANDARD / CONCEPTUAL UNDERSTANDING	6P.D.6.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definition of location are historically constructed. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest

		The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	6P.F.7.	Describe the roles of people in power in the Eastern Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.1.	PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	6.1a.	Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere. <u>Virtual Field Trips</u> African Safari Tokyo - City of Contrasts
STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.1.	PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	6.1b.	The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:
EXPECTATION / CONTENT SPECIFICATION	6.1b.3.	Europe (West, North, South, Central, and Southeast) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
EXPECTATION / CONTENT SPECIFICATION	6.1b.5.	East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan) <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.1.	PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	6.1c.	The physical environment influences human population distribution, land use, economic activities, and political connections.

EXPECTATION / CONTENT SPECIFICATION	6.1c.1.	Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere. <u>Virtual Field Trips</u> African Safari Tokyo - City of Contrasts
STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.3.	EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)
STANDARD / CONCEPTUAL UNDERSTANDING	6.3d.	Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.
EXPECTATION / CONTENT SPECIFICATION	6.3d.1.	Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
EXPECTATION / CONTENT SPECIFICATION	6.3d.2.	Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.4.	COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)
STANDARD / CONCEPTUAL UNDERSTANDING	6.4c.	Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.
EXPECTATION / CONTENT SPECIFICATION	6.4c.1.	Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Jerusalem - Then and Now (Older Grades)
EXPECTATION / CONTENT SPECIFICATION	6.4c.2.	Students will explore the influence of various belief systems on contemporary cultures and events. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Jerusalem - Then and Now (Older Grades)

STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.5.	COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	6.5a.	Geographic factors influence the development of classical civilizations and their political structures.
EXPECTATION / CONTENT SPECIFICATION	6.5a.1.	Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
EXPECTATION / CONTENT SPECIFICATION	6.5a.2.	Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.5.	COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	6.5b.	Political structures were developed to establish order, to create and enforce laws, and to enable decision making.
EXPECTATION / CONTENT SPECIFICATION	6.5b.1.	Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STRAND / DOMAIN / UNIFYING THEME	NY.6.	Grade 6: The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.5.	COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	6.5c.	A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>6.5c.1.</p>	<p>Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
<p>EXPECTATION / CONTENT SPECIFICATION</p>	<p>6.5c.2.</p>	<p>Students will examine how cultural achievements of these civilizations have influenced contemporary societies.</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>

© 2018 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)