

**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 6 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NV.MS-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS-PS1.</b>	<b>Matter and Its Interactions</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>GRADE LEVEL EXPECTATION</b>	<b>MS-PS1-3.</b>	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
<b>CONTENT STANDARD</b>	<b>NV.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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</b>	<b>NV.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>GRADE LEVEL EXPECTATION</b>	<b>MS-LS2-2.</b>	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed

		<p>La Selva Amazonica - Pte 1 (En Espagnol)  National Parks - West - Alaska &amp; 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?</p>
GRADE LEVEL EXPECTATION	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><u>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?</p>
GRADE LEVEL EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><u>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 &amp; 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?</p>
GRADE LEVEL EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; 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?</p>
<b>CONTENT STANDARD</b>	<b>NV.MS-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS-ESS2.</b>	<b>Earth's Systems</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Students who demonstrate understanding can:</b>
GRADE LEVEL EXPECTATION	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><u>Virtual Field Trips</u>  The Amazon Rainforest - Part 2 - Older Grades  The Amazon Rainforest - Part 2 - Younger Grades</p>

GRADE LEVEL EXPECTATION	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>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
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	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.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
GRADE LEVEL EXPECTATION	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?
GRADE LEVEL EXPECTATION	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?

## Nevada Academic Content Standards

### Social Studies

Grade: 6 - Adopted: 2011

CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.
STRAND / INDICATOR		Content Literacy

INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].2.	<p>Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias.</p> <p><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</p>
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].6.	<p>Formulate essential questions on a given topic.</p> <p><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</p>
CONTENT STANDARD	NV.S1.0.	Social Studies Skills - As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills.
STRAND / INDICATOR		Historical Analysis & Interpretation
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].16.	<p>Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred.</p> <p><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</p>
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].18.	<p>Identify historical myths and historical fact.</p> <p><u>Virtual Field Trips</u>  Exploring Cuba</p>
INDICATOR / GRADE LEVEL EXPECTATION	S1.[6-8].20.	<p>Formulate historical questions.</p> <p><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</p>
CONTENT STANDARD	NV.H1.0.	People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		World: Pre-Civilization
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].13.	<p>Identify and describe the technological innovations of early agrarian societies.</p> <p><u>Virtual Field Trips</u>  Ancient Greece - Birthplace of Democracy  Ancient Mayan Civilization</p>
INDICATOR / GRADE LEVEL EXPECTATION	H1.[6-8].15.	Evaluate factors that contributed to the fall of pre-Columbian civilizations.

		<b>Virtual Field Trips</b> <b>Ancient Mayan Civilization</b>
<b>CONTENT STANDARD</b>	<b>NV.H1.0.</b>	<b>People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>World: Early Civilizations</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>H1.[6-8].16.</b>	Identify the characteristics of a civilization.  <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
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>H1.[6-8].17.</b>	Explain how a civilization's geographic location influenced its development.  <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
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>H1.[6-8].18.</b>	Describe the achievements of ancient and classical civilizations.  <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
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>H1.[6-8].19.</b>	Locate ancient, classical, and regional civilizations and describe their contributions of social structure, religion, and political systems.  <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 Jerusalem - Then and Now (Older Grades) Rome - The Eternal City - Part 1
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>H1.[6-8].20.</b>	Describe the origin, traditions, customs, and spread of the five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism).  <b>Virtual Field Trips</b> Jerusalem - Then and Now (Older Grades)
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>H1.[6-8].21.</b>	Describe the cultural achievements of societies in the Middle East, Far East, the Americas, Africa, South Asia, and Europe.  <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
<b>CONTENT STANDARD</b>	<b>NV.H2.0.</b>	<b>Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic</b>

		ideas. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>World: Early Civilizations</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H2.[6-8].24.	Identify the characteristics that led to the emergence and decline of empires around the world.  <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
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H2.[6-8].25.	Identify the characteristics of various political systems of ancient civilizations.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
<b>CONTENT STANDARD</b>	NV.H2.0.	<b>Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>World: Middle Ages</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H2.[6-8].26.	Explain how feudal relationships provided a foundation for political order in Europe and Japan.  <u>Virtual Field Trips</u> Tokyo - City of Contrasts
<b>CONTENT STANDARD</b>	NV.H2.0.	<b>Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>World: Exploration &amp; Trade</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H2.[6-8].30.	Explore how a desire for foreign goods led to an increase of economic and cultural diversity.  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2
<b>CONTENT STANDARD</b>	NV.H3.0.	<b>Social Responsibility &amp; Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>World: Early Civilizations</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H3.[6-8].13.	Explain how democratic principles introduced by the Greeks and Romans developed the concept of social responsibility.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	H3.[6-8].14.	Analyze the social impact of technology, i.e., ships, iron, water delivery systems, wheel, and the printing press.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization

INDICATOR / GRADE LEVEL EXPECTATION	H3.[6-8].15.	<p>Explain the spread of the five major world religions and their impact on society.</p> <p><u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)</p>
INDICATOR / GRADE LEVEL EXPECTATION	H3.[6-8].16.	<p>Identify institutions of social responsibility and explain their impact on society, i.e., church, government, family.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization</p>
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Selection & Analysis
INDICATOR / GRADE LEVEL EXPECTATION	G5.[6-8].3.	<p>Make and defend a spatial decision using basic geographic vocabulary, tools, and concepts.</p> <p><u>Virtual Field Trips</u> African Safari Exploring Cuba London - City of Pomp &amp; Majesty National Parks - West - Alaska &amp; 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) Tokyo - City of Contrasts</p>
CONTENT STANDARD	NV.G5.0.	The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Map Use & Geographic Tools
INDICATOR / GRADE LEVEL EXPECTATION	G5.[6-8].7.	<p>Compare Earth's physical and human features using maps, fieldwork, graphic representations, aerial photographs, satellite images, and technological resources.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp &amp; Majesty National Parks - West - Alaska &amp; 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) 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</p>
CONTENT STANDARD	NV.G6.0.	Places & Regions - Students understand the physical and human features of places and use this information to define and study

		regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Application of Concepts &amp; Characteristics of Places &amp; Regions</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	G6.[6-8].1.	Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world.  <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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Washington, DC - Grades 6 - 12
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	G6.[6-8].2.	Locate major civilizations, ancient through current, and describe how and why these regions changed over 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 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	G6.[6-8].3.	Illustrate the relationship between the physical and cultural characteristics of a region.  <u>Virtual Field Trips</u> African Safari 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) 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
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	G6.[6-8].4.	Evaluate the role regions have played in historical events.  <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
<b>CONTENT STANDARD</b>	NV.G6.0.	Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:
<b>STRAND / INDICATOR</b>		<b>Cultural Identity &amp; Perspective</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	G6.[6-8].6.	Describe relationships between regions and belief systems and tell how these are important to cultural identity.



		<u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
INDICATOR / GRADE LEVEL EXPECTATION	G6.[6-8].7.	Compare how cultural characteristics affect different points of view with regard to places and regions.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
CONTENT STANDARD	NV.G6.0.	Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Location
INDICATOR / GRADE LEVEL EXPECTATION	G6.[6-8].9.	Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.  <u>Virtual Field Trips</u> African Safari 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) 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
CONTENT STANDARD	NV.G7.0.	Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Migration & Settlement
INDICATOR / GRADE LEVEL EXPECTATION	G7.[6-8].3.	Identify the conditions necessary for the development of civilizations and the cultural, political, and economic characteristics resulting from the growth of civilizations.  <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
CONTENT STANDARD	NV.G7.0.	Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Rural & Urban Communities
INDICATOR / GRADE LEVEL EXPECTATION	G7.[6-8].4.	Identify patterns of rural and urban settlements in developing and developed countries.

		<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) Tokyo - City of Contrasts Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD</b>	<b>NV.G7.0.</b>	<b>Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Analysis of Economic Issues</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G7.[6-8].5.</b>	Identify a regional or international economic issue and explain it from a spatial perspective.  <u>Virtual Field Trips</u> Exploring Cuba
<b>CONTENT STANDARD</b>	<b>NV.G8.0.</b>	<b>Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Technology &amp; Modifications of the Physical Environment</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G8.[6-8].3.</b>	Describe the changes that result from human modification of the physical environment.  <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
<b>CONTENT STANDARD</b>	<b>NV.G8.0.</b>	<b>Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Effects of Natural Hazards on Human Systems</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G8.[6-8].4.</b>	Discuss the impact of natural hazards on the use and distribution of resources.  <u>Virtual Field Trips</u> Exploring Cuba
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>G8.[6-8].5.</b>	Research a specific natural hazard and document its effects on human systems.  <u>Virtual Field Trips</u> Exploring Cuba
<b>CONTENT STANDARD</b>	<b>NV.E11.0.</b>	<b>The Dynamic Economy - Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change. At a minimum, students will maintain previous content and attain the following:</b>
<b>STRAND / INDICATOR</b>		<b>Resource Allocation</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>E11.[6-8].9.</b>	Explain ways in which households, schools, or community groups allocate resources.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol

CONTENT STANDARD	NV.E12.0.	The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		International Interdependence
INDICATOR / GRADE LEVEL EXPECTATION	E12.[6-8].1.	Describe how the exchange of goods and services around the world creates interdependence among people in different countries and effects standards of living.  <u>Virtual Field Trips</u> Exploring Cuba
CONTENT STANDARD	NV.E12.0.	The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Restricted Trade
INDICATOR / GRADE LEVEL EXPECTATION	E12.[6-8].4.	Explain how governments use tariffs or quotas to restrict trade.  <u>Virtual Field Trips</u> Exploring Cuba
CONTENT STANDARD	NV.C13.0.	Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Rights
INDICATOR / GRADE LEVEL EXPECTATION	C13.[6-8].5.	Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
CONTENT STANDARD	NV.C13.0.	Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Symbols
INDICATOR / GRADE LEVEL EXPECTATION	C13.[6-8].9.	Explain the significance of mottoes and symbols to the cultural and political identity of various societies.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
CONTENT STANDARD	NV.C14.0.	The Federal System: U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Governmental Structures
INDICATOR / GRADE LEVEL EXPECTATION	C14.[6-8].6.	Explain the system of checks and balances and the principle of limited powers in the design of the U.S. Constitution.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
CONTENT STANDARD	NV.C16.0.	Global Relations - Students explain the different political systems in the world and how those systems relate to the United States and its citizens. At a minimum, students will maintain previous content and attain the following:
STRAND / INDICATOR		Global Relations

<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>C16.[6-8].2.</b>	<b>Define the world's major political systems:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C16.[6-8].2.e.</b>	<b>Communism</b>  <u><b>Virtual Field Trips</b></u> <b>Exploring Cuba</b>

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