

**Main Criteria:** Massachusetts Curriculum Frameworks

**Secondary Criteria: Virtual Field Trips Subject:**

Science, Social Studies

**Grade: 6**

**Correlation Options:** Show Correlated

**Massachusetts Curriculum Frameworks**

**Science**

Grade: 6 - Adopted: 2016

| FOCUS /<br>COURSE | MA.6-<br>ESS. | Grade 6: Earth and Space Sciences |
|-------------------|---------------|-----------------------------------|
| STRAND            | ESS2.         | Earth's Systems                   |

STANDARD /  
CONCEPT /  
SKILL

6.MS-  
ESS2-3. Analyze and interpret maps showing the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence that Earth's plates have moved great distances, collided, and spread apart.

**Virtual Field Trips**

National Parks - Alaska & Hawaii

National Parks - Wyoming, Utah

**Massachusetts Curriculum Frameworks**

**Social Studies**

Grade: 6 - Adopted: 2018

| FOCUS /<br>COURSE |   | Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12 |
|-------------------|---|----------------------------------------------------------------------------------|
| STRAND            | 1 | Demonstrate civic knowledge, skills, and dispositions.                           |

STANDARD /  
CONCEPT /  
SKILL

Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.

**Virtual Field Trips**

African Safari

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

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 - 8

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Who Lives On a Coral Reef?

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| STRAND | 7 | Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science. |
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#### Virtual Field Trips

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

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

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

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 - 8

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8

Who Lives On a Coral Reef?

|                |          |                                                                                                                                               |
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| FOCUS / COURSE |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                                        |
| STRAND         | Topic 1. | Studying complex societies, past and present – Supporting Question: What do the social sciences contribute to our understanding of the world? |

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| STANDARD / CONCEPT / SKILL | 1 | Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present. |
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#### Virtual Field Trips

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

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| FOCUS / COURSE |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                                          |
| STRAND         | Topic 2. | Human origins, the Neolithic and Paleolithic Eras – Supporting Question: How did life on Earth begin and why did humans form complex societies? |

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| STANDARD /<br>CONCEPT /<br>SKILL | 6 | Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics: |
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INDICATOR a. an economy that produces food surpluses

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

Ancient Greece

INDICATOR c. stratified social classes

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Mayan Civilization

INDICATOR d. specialized occupations

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

Ancient Greece

INDICATOR e. developed systems of government, religion, and learning

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

INDICATOR f. achievements in technology, art, and monumental architecture

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

INDICATOR g. systems of record keeping, either written or oral

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

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| FOCUS /<br>COURSE |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                                          |
| STRAND            | Topic 2. | Human origins, the Neolithic and Paleolithic Eras – Supporting Question: How did life on Earth begin and why did humans form complex societies? |

STANDARD /  
CONCEPT /  
SKILL 7 Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

| FOCUS / COURSE             |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                                           |
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| STRAND                     | Topic 3. | Western Asia, the Middle East and North Africa                                                                                                   |
| STANDARD / CONCEPT / SKILL | c.       | Ancient Egypt, c. 3000-1200 BCE – Supporting Question: How did Ancient Egypt's rigid class structure affect its social and cultural development? |

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| INDICATOR | 1 | <p>Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.</p> <p><b>Virtual Field Trips</b><br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids</p>                                                                                                                                                                                                                            |
| INDICATOR | 2 | <p>Describe the significance of the Nile River to ancient Egyptians.</p> <p><b>Virtual Field Trips</b><br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids</p>                                                                                                                                                                                                                                                                                                          |
| INDICATOR | 4 | <p>Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).</p> <p><b>Virtual Field Trips</b><br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids</p>                                                                                                               |
| INDICATOR | 5 | <p>Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).</p> <p><b>Virtual Field Trips</b><br/> Ancient Egypt - Land of the Pharaohs</p>                                                                                                                                                                                                          |
| INDICATOR | 6 | <p>Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.</p> <p><b>Virtual Field Trips</b><br/> Ancient Egypt - Land of the Pharaohs</p>                                                                                                                                                                                                                                                    |
| INDICATOR | 7 | <p>Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).</p> <p><b>Virtual Field Trips</b><br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids</p> |

| FOCUS / COURSE             |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                   |
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| STRAND                     | Topic 3. | Western Asia, the Middle East and North Africa                                                                           |
| STANDARD / CONCEPT / SKILL | d.       | Ancient Phoenicia, c. 1000-300 BCE – Supporting Question: Why were traders and merchants important in ancient societies? |

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| INDICATOR                  | 1        | On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.<br><br><b>Virtual Field Trips</b><br>Ancient Greece |
| FOCUS / COURSE             |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                                                                    |
| STRAND                     | Topic 3. | Western Asia, the Middle East and North Africa                                                                                                                            |
| STANDARD / CONCEPT / SKILL | e.       | Ancient Israel, Palestine, c. 2000 BCE-70 CE – Supporting Question: What were the consequences of the unification of tribes for ancient Israel?                           |

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| INDICATOR | 1 | On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.<br><br><b>Virtual Field Trips</b><br>Ancient Greece |
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| INDICATOR | 2 | Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in Hebrew history.<br><br><b>Virtual Field Trips</b><br>Jerusalem - Then and Now (Older Grades) |
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| FOCUS / COURSE             |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                                          |
| STRAND                     | Topic 3. | Western Asia, the Middle East and North Africa                                                                                                  |
| STANDARD / CONCEPT / SKILL | e.       | Ancient Israel, Palestine, c. 2000 BCE-70 CE – Supporting Question: What were the consequences of the unification of tribes for ancient Israel? |
| INDICATOR                  | 3        | Describe the history of ancient Israel and early Christianity:                                                                                  |

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| EXPECTATION | a. | monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations);<br><br><b>Virtual Field Trips</b><br>Jerusalem - Then and Now (Older Grades) |
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| EXPECTATION | b. | the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE);<br><br><b>Virtual Field Trips</b><br>Jerusalem - Then and Now (Older Grades) |
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| FOCUS / COURSE             |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                                                                                       |
| STRAND                     | Topic 3. | Western Asia, the Middle East and North Africa                                                                                                                               |
| STANDARD / CONCEPT / SKILL | g.       | Interactions among ancient societies in Western Asia, North Africa, and the Middle East – Supporting Question: How did ideas spread across ancient societies in this region? |

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| INDICATOR                                                         | 1 | Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China). |
| <b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| FOCUS / COURSE             |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I                                   |
| STRAND                     | Topic 5. | Central America, the Caribbean Islands, and South America                                                |
| STANDARD / CONCEPT / SKILL | a.       | Physical and political geography and indigenous populations of Central America and the Caribbean Islands |

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| INDICATOR                                    | 1 | On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal). |
| <b>Virtual Field Trips</b><br>Exploring Cuba |   |                                                                                                                                                                                                                                                                                 |

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| INDICATOR                                    | 2 | Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region. |
| <b>Virtual Field Trips</b><br>Exploring Cuba |   |                                                                                                                                                                                                                                                              |

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| INDICATOR                                    | 3 | Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands. |
| <b>Virtual Field Trips</b><br>Exploring Cuba |   |                                                                                                                                                                                                                                             |

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| INDICATOR                                    | 4 | Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]). |
| <b>Virtual Field Trips</b><br>Exploring Cuba |   |                                                                                                                                                                                                                                                                                                                         |

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| FOCUS / COURSE             |          | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND                     | Topic 5. | Central America, the Caribbean Islands, and South America              |
| STANDARD / CONCEPT / SKILL | b.       | Physical and political geography of South America                      |

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| INDICATOR | 1 | <p>On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p> <p><b>Virtual Field Trips</b><br/>Galapagos Islands</p> |
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| INDICATOR | 2 | <p>On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p> <p><b>Virtual Field Trips</b><br/>Galapagos Islands</p> |
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| INDICATOR | 3 | <p>Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p> <p><b>Virtual Field Trips</b><br/>Galapagos Islands</p> |
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| FOCUS / COURSE             |  | History and Social Science and the Standards for Literacy                                          |
| STRAND                     |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |
| STANDARD / CONCEPT / SKILL |  | Craft and Structure                                                                                |

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| INDICATOR | 4 | <p>Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Virtual Field Trips</b><br/>Ancient China - Qin &amp; Han Dynasties<br/>Canada: Coast to Coast<br/>Canada: Our Northern Neighbor<br/>The Sahara Desert</p> |
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| INDICATOR | 5 | <p>Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.</p> <p><b>Virtual Field Trips</b><br/>Ancient China - Qin &amp; Han Dynasties<br/>Ancient China - Shang &amp; Zhou Dynasties<br/>Ancient Egypt - Land of the Pharaohs<br/>Ancient Egypt - Land of the Pyramids<br/>Ancient Greece<br/>Ancient Mayan Civilization<br/>Ancient Rome<br/>Canada: Coast to Coast<br/>Canada: Our Northern Neighbor<br/>Rome - The Eternal City</p> |
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| FOCUS / COURSE |  | History and Social Science and the Standards for Literacy                                          |
| STRAND         |  | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |

| STANDARD /<br>CONCEPT /<br>SKILL |  | Integration of Knowledge and Ideas |
|----------------------------------|--|------------------------------------|
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INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **Virtual Field Trips**

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

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

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How Coral Reefs Are Formed

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Paris - City of Light - Grades 6 - 8

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8

Who Lives On a Coral Reef?