

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: K

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: K - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	K-ESS.	Earth and Space Science
STRAND	K-ESS2:	Earth Systems

CONTENT STATEMENT K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

Virtual Field Trips

Grade 1 - The Earth Around Us

CONTENT STATEMENT K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	K-ESS.	Earth and Space Science
STRAND	K-ESS3:	Earth and Human Activity

CONTENT STATEMENT K-ESS3-3. Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

Virtual Field Trips

Grade 1 - The Earth Around Us

New Jersey Student Learning Standards

Social Studies

Grade: K - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Taking Informed Action

CONTENT STATEMENT After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Virtual Field Trips

Grade 1 - All About Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules for all to live by are a result of the actions of government, organizations, and individuals.

INDICATOR 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

[Virtual Field Trips](#)

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The actions of individuals and government affect decisions made for the common good.

INDICATOR 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

[Virtual Field Trips](#)

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

INDICATOR 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

[Virtual Field Trips](#)

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

INDICATOR 6.1.2.CivicsPI.6: Explain what government is and its function.

[Virtual Field Trips](#)

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard.

INDICATOR 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

[Virtual Field Trips](#)

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
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STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

INDICATOR 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

INDICATOR 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

INDICATOR 6.1.2.CivicsPR.1: Determine what makes a good rule or law.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

INDICATOR 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Processes and rules should be fair, consistent, and respectful of the human rights of all people.

INDICATOR 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civic Mindedness
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain character traits can help individuals become productive members of their community.

INDICATOR 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

INDICATOR 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Physical and human characteristics affect where people live (settle).

INDICATOR 6.1.2.GeographyPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Environmental characteristics influence the how and where people live.

INDICATOR 6.1.2.GeographyHE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Virtual Field Trips

Grade 1 - The Earth Around Us

INDICATOR	6.1.2.Ge o.HE.3:	Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Individuals make decisions based on their needs, wants, and the availability of resources.
INDICATOR	6.1.2.Eco nET.1:	Explain the difference between needs and wants. Virtual Field Trips Grade 1 - All About Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).
INDICATOR	6.1.2.Eco nET.4:	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. Virtual Field Trips Grade 1 - All About Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Goods and services are produced and exchanged in multiple ways.
INDICATOR	6.1.2.Eco nEM.2:	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. Virtual Field Trips Grade 1 - All About Work
INDICATOR	6.1.2.Eco nEM.3:	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). Virtual Field Trips Grade 1 - All About Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical timelines put events in chronological order to help people understand the past.

INDICATOR 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

[Virtual Field Trips](#)

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Understanding the past helps to make sense of the present.

INDICATOR 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

[Virtual Field Trips](#)

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

INDICATOR 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

[Virtual Field Trips](#)

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians create arguments outlining ideas or explanations based on evidence.

INDICATOR	6.1.2.HistoryCA.1:	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
		<u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 2
STRAND		Civics, Government and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
INDICATOR	6.3.2.CivicsPD.1:	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
		<u>Virtual Field Trips</u> Grade 1 - All About Work

Main Criteria: New Jersey Student Learning Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

New Jersey Student Learning Standards
Science
 Grade: 1 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	1-LS.	Life Science
STRAND	1-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT STATEMENT 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Virtual Field Trips
 Grade 2 - Land and Water Around Us

New Jersey Student Learning Standards
Social Studies
 Grade: 1 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Taking Informed Action

CONTENT STATEMENT After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Virtual Field Trips
 Grade 1 - All About Work
 Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Local community and government leaders have roles and responsibilities to provide services for their community members.

INDICATOR 6.1.2.Civi csPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

Virtual Field Trips
 Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules for all to live by are a result of the actions of government, organizations, and individuals.

INDICATOR 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The actions of individuals and government affect decisions made for the common good.

INDICATOR 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

INDICATOR 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

INDICATOR 6.1.2.CivicsPI.6: Explain what government is and its function.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard.

INDICATOR	6.1.2.CivicsDP.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).
INDICATOR	6.1.2.CivicsDP.1:	Explain how national symbols reflect on American values and principles. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Washington, DC - Grades K - 5
INDICATOR	6.1.2.CivicsDP.3:	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
INDICATOR	6.1.2.CivicsPR.1:	Determine what makes a good rule or law. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
INDICATOR	6.1.2.CivicsPR.2:	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Processes and rules should be fair, consistent, and respectful of the human rights of all people.

INDICATOR 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civic Mindedness
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain character traits can help individuals become productive members of their community.

INDICATOR 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

INDICATOR 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Physical and human characteristics affect where people live (settle).

INDICATOR	6.1.2.Geo PP.1:	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A map is a symbolic representation of selected characteristics of a place.
INDICATOR	6.1.2.Geo .SV.2:	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). Virtual Field Trips Grade 2 - Land and Water Around Us
INDICATOR	6.1.2.Geo o.SV.3:	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). Virtual Field Trips Grade 2 - Land and Water Around Us
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Geographic data can be used to identify cultural and environmental characteristics of places.
INDICATOR	6.1.2.Geo .SV.4:	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). Virtual Field Trips Grade 2 - Land and Water Around Us
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Environmental characteristics influence the how and where people live.

INDICATOR	6.1.2.Geo .HE.1:	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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INDICATOR	6.1.2.Geo o.HE.3:	Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Virtual Field Trips Grade 2 - Land and Water Around Us Washington, DC - Grades K - 5
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Global Interconnections
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Global interconnections occur between human and physical systems across different regions of the world.

INDICATOR	6.1.2.Geo .GI.1:	Explain why and how people, goods, and ideas move from place to place. Virtual Field Trips Grade 2 - Work and Money
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Individuals make decisions based on their needs, wants, and the availability of resources.

INDICATOR	6.1.2.Econ nET.1:	Explain the difference between needs and wants. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
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INDICATOR	6.1.2.Econ nET.2:	Cite examples of choices people make when resources are scarce. Virtual Field Trips Grade 2 - Work and Money
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).
INDICATOR	6.1.2.Eco nET.4:	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Goods and services are produced and exchanged in multiple ways.
INDICATOR	6.1.2.Eco nEM.1:	Describe the skills and knowledge required to produce specific goods and services. Virtual Field Trips Grade 2 - Work and Money
INDICATOR	6.1.2.Eco nEM.2:	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR	6.1.2.Eco nEM.3:	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Global Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are benefits to trading goods and services with other countries.
INDICATOR	6.1.2.Eco nGE.2:	Explain why people in one country trade goods and services with people in other countries. Virtual Field Trips Grade 2 - Work and Money
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical timelines put events in chronological order to help people understand the past.

INDICATOR 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

Virtual Field Trips

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Understanding the past helps to make sense of the present.

INDICATOR 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Virtual Field Trips

Grade 2 - Early Americans

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

INDICATOR 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Virtual Field Trips

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians create arguments outlining ideas or explanations based on evidence.

INDICATOR	6.1.2.HistoryCA.1:	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
		Virtual Field Trips Grade 1 - The Earth Around Us
CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 2
STRAND		Civics, Government and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
INDICATOR	6.3.2.CivicsPD.1:	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
		Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 2 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	2-LS.	Life Science
STRAND	2-LS2:	Ecosystems: Interactions, Energy, and Dynamics

CONTENT
STATEMENT

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Virtual Field Trips

Grade 2 - Land and Water Around Us

CONTENT
STATEMENT

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	2-ESS.	Earth and Space Science
STRAND	2-ESS1:	Earth's Place in the Universe

CONTENT
STATEMENT

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

CONTENT AREA / STANDARD	2-ESS.	Earth and Space Science
STRAND	2-ESS2:	Earth's Systems

CONTENT
STATEMENT

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Virtual Field Trips

Grade 3 - Geography of Our Communities

CONTENT STATEMENT	2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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CONTENT STATEMENT	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
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New Jersey Student Learning Standards

Social Studies

Grade: 2 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Taking Informed Action

CONTENT STATEMENT

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Local community and government leaders have roles and responsibilities to provide services for their community members.

INDICATOR

6.1.2.CivicsPI.1:

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

INDICATOR

6.1.2.CivicsPI.2:

Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

Virtual Field Trips

Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules for all to live by are a result of the actions of government, organizations, and individuals.

INDICATOR 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The actions of individuals and government affect decisions made for the common good.

INDICATOR 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

INDICATOR 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

INDICATOR 6.1.2.CivicsPI.6: Explain what government is and its function.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard.

INDICATOR 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

INDICATOR 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

INDICATOR 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

INDICATOR	6.1.2.Civi csPR.1:	Determine what makes a good rule or law. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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INDICATOR	6.1.2.Civi csPR.2:	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Processes and rules should be fair, consistent, and respectful of the human rights of all people.

INDICATOR	6.1.2.Civi csPR.4:	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civic Mindedness
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain character traits can help individuals become productive members of their community.

INDICATOR	6.1.2.Civi csCM.1:	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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INDICATOR	6.1.2.Civi csCM.2:	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
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INDICATOR	6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. Virtual Field Trips Grade 3 - A Country of Cultures
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Physical and human characteristics affect where people live (settle).

INDICATOR	6.1.2.Geo PP.1:	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Paris - City of Light - Grades K - 5 The Sahara Desert
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A map is a symbolic representation of selected characteristics of a place.

INDICATOR	6.1.2.Geo .SV.2:	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A map is a symbolic representation of selected characteristics of a place.

INDICATOR	6.1.2.Geo o.SV.3:	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Spatial Views of the World

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Geographic data can be used to identify cultural and environmental characteristics of places.

INDICATOR 6.1.2.Geo .SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

Virtual Field Trips

Grade 2 - Land and Water Around Us

The Sahara Desert

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Environmental characteristics influence the how and where people live.

INDICATOR 6.1.2.Geo .HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

The Sahara Desert

INDICATOR 6.1.2.Geo .HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

INDICATOR 6.1.2.Geo .HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Global Interconnections
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Global interconnections occur between human and physical systems across different regions of the world.

INDICATOR	6.1.2.Geo .GI.1:	Explain why and how people, goods, and ideas move from place to place. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Individuals make decisions based on their needs, wants, and the availability of resources.

INDICATOR	6.1.2.Eco nET.1:	Explain the difference between needs and wants. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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INDICATOR	6.1.2.Eco nET.2:	Cite examples of choices people make when resources are scarce. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Limited resources influence choices.

INDICATOR	6.1.2.Eco nET.3:	Describe how supply and demand influence price and output of products. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).

INDICATOR	6.1.2.EconET.4:	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Goods and services are produced and exchanged in multiple ways.
INDICATOR	6.1.2.EconEM.1:	Describe the skills and knowledge required to produce specific goods and services. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR	6.1.2.EconEM.2:	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR	6.1.2.EconEM.3:	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: National Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The availability of resources influences current and future economic conditions.
INDICATOR	6.1.2.EconNE.1:	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. Virtual Field Trips Grade 3 - Businesses At Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2

STRAND		Economics, Innovation, and Technology: Global Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are benefits to trading goods and services with other countries.

INDICATOR	6.1.2.EconGE.1:	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. Virtual Field Trips Grade 3 - Businesses At Work
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INDICATOR	6.1.2.EconGE.2:	Explain why people in one country trade goods and services with people in other countries. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical timelines put events in chronological order to help people understand the past.

INDICATOR	6.1.2.HistoryCC.1:	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. Virtual Field Trips Grade 1 - The Earth Around Us
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Understanding the past helps to make sense of the present.

INDICATOR	6.1.2.HistoryCC.3:	Make inferences about how past events, individuals, and innovations affect our current lives. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

INDICATOR 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

[Virtual Field Trips](#)

Grade 3 - A Country of Cultures

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

INDICATOR 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

[Virtual Field Trips](#)

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians create arguments outlining ideas or explanations based on evidence.

INDICATOR 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

[Virtual Field Trips](#)

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 2
STRAND		Civics, Government and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.

INDICATOR	6.3.2.Civi csPD.1:	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
		<u>Virtual Field Trips</u>
		Grade 1 - All About Work
		Grade 2 - Work and Money

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 3 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	3-LS.	Life Science
STRAND	3-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT STATEMENT

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

CONTENT AREA / STANDARD	3-LS.	Life Science
STRAND	3-LS2:	Ecosystems: Interactions, Energy, and Dynamics

CONTENT STATEMENT

3-LS2-1. Construct an argument that some animals form groups that help members survive.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	3-LS.	Life Science
STRAND	3-LS4:	Biological Evolution: Unity and Diversity

CONTENT STATEMENT

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CONTENT STATEMENT	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

CONTENT STATEMENT	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
		Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	3-ESS.	Earth and Space Science
STRAND	3-ESS2:	Earth's Systems

CONTENT STATEMENT	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
		Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography

CONTENT STATEMENT	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert

CONTENT AREA / STANDARD	3-ESS.	Earth and Space Science
STRAND	3-ESS3:	Earth and Human Activity

CONTENT STATEMENT	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

New Jersey Student Learning Standards
Social Studies
Grade: 3 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.	
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Virtual Field Trips
Grade 4 - Northeast
Grade 4 - West Region Geography

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Taking Informed Action

CONTENT STATEMENT	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.	
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Virtual Field Trips
Grade 2 - Work and Money

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a representative democracy, individuals play a role in how government functions.

INDICATOR	6.1.5.CivicsPI.1:	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
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Virtual Field Trips
Grade 2 - Living Together
Grade 2 - Work and Money

INDICATOR	6.1.5.CivicsPI.2:	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a representative democracy, individuals elect representatives to act on the behalf of the people.
INDICATOR	6.1.5.CivicsPI.3:	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
INDICATOR	6.1.5.CivicsPI.5:	Explain how government functions at the local, county, and state level. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	6.1.5.CivicsPI.6:	Distinguish the roles and responsibilities of the three branches of the national government. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsPI.7:	Explain how national and state governments share power in the federal system of government. Virtual Field Trips Grade 3 - How Government Helps Our Communities

INDICATOR	6.1.5.CivicsPI.8:	Describe how the United States Constitution defines and limits the power of government. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).

INDICATOR	6.1.5.CivicsPD.1:	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

INDICATOR	6.1.5.CivicsDP.1:	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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INDICATOR	6.1.5.CivicsDP.2:	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Virtual Field Trips Grade 2 - Our Government At Work
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INDICATOR	6.1.5.CivicsDP.3:	Describe the role of religious freedom and participatory government in various North American colonies. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Processes and Rules

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are different processes for establishing rules and laws.

INDICATOR 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.

Virtual Field Trips

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

INDICATOR 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Virtual Field Trips

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Human and Civil Rights
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

INDICATOR 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

INDICATOR 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

Virtual Field Trips

Grade 2 - Our Government At Work

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civic Mindedness

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain dispositions help individuals contribute to the health of American democracy.
INDICATOR	6.1.5.CivicsCM.1:	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. Virtual Field Trips Grade 3 - How The Country Was Settled
INDICATOR	6.1.5.CivicsCM.2:	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsCM.3:	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsCM.4:	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsCM.6:	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.

INDICATOR	6.1.5.Geo PP.1:	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
		<u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5

INDICATOR	6.1.5.Geo oPP.2:	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
		<u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Patterns of settlement differ markedly from region to region, place to place, and time to time.

INDICATOR	6.1.5.Geo PP.3:	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
		<u>Virtual Field Trips</u> Grade 4 - Northeast

INDICATOR	6.1.5.Ge oPP.4:	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
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INDICATOR	6.1.5.Ge oPP.5:	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

INDICATOR	6.1.5.Geo PP.6:	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Spatial Views of the World

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
INDICATOR	6.1.5.Geo SV.1:	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
INDICATOR	6.1.5.Geo SV.2:	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
INDICATOR	6.1.5.Geo SV.3:	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. <u>Virtual Field Trips</u> Grade 4 - West Region Geography
INDICATOR	6.1.5.Geo SV.4:	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
INDICATOR	6.1.5.Geo SV.5:	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. <u>Virtual Field Trips</u> Grade 3 - The First Americans
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

INDICATOR	6.1.5.Geo HE.2:	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Global Interconnections
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

INDICATOR	6.1.5.Geo GI.1:	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. Virtual Field Trips Grade 4 - Northeast
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INDICATOR	6.1.5.Geo oGI.3:	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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INDICATOR	6.1.5.Geo oGI.4:	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Virtual Field Trips Grade 4 - Northeast
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

INDICATOR	6.1.5.Econ nET.3:	Explain how scarcity and choice influence decisions made by individuals, communities, and nations. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
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STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.

INDICATOR	6.1.5.EconEM.1:	Explain why individuals and businesses specialize and trade. Virtual Field Trips Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work
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INDICATOR	6.1.5.EconEM.2:	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). Virtual Field Trips Grade 3 - Businesses At Work
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INDICATOR	6.1.5.EconEM.3:	Describe how supply and demand influence price and output of products. Virtual Field Trips Grade 3 - Businesses At Work
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The exchange of goods and services can have negative and positive effects.

INDICATOR	6.1.5.EconEM.5:	Explain why individuals and societies trade, how trade functions, and the role of trade. Virtual Field Trips Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work
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INDICATOR	6.1.5.EconEM.6:	Explain the system of mercantilism and its impact on the economies of the colonies and European countries. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: National Economy
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		The government uses a variety of tools to pay for goods and services it provides to individuals and communities.
INDICATOR	6.1.5.Eco nNM.1:	Explain the ways in which the government pays for the goods and services it provides. Virtual Field Trips Grade 2 - Work and Money
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: National Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
INDICATOR	6.1.5.Eco nNM.2:	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
INDICATOR	6.1.5.Eco nNM.3:	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
INDICATOR	6.1.5.Eco nNM.5:	Explain how the availability of private and public goods and services is influenced by the government and the global economy. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR	6.1.5.Eco nNM.7:	Describe the role and relationship among households, businesses, laborers, and governments within the economic system. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Global Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

INDICATOR	6.1.5.EconGE.2:	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR	6.1.5.EconGE.3:	Use economic data to explain how trade leads to increasing economic interdependence among nations. Virtual Field Trips Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work
INDICATOR	6.1.5.EconGE.4:	Compare and contrast how the availability of resources affects people across the world differently. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Chronological sequencing helps us track events over time
INDICATOR	6.1.5.HistoryCC.1:	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5

INDICATOR	6.1.5.HistoryCC.2:	Use a variety of sources to illustrate how the American identity has evolved over time. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions of people and events throughout history have shaped the world we experience today.
INDICATOR	6.1.5.HistoryCC.3:	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings
INDICATOR	6.1.5.HistoryCC.4:	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.6:	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. Virtual Field Trips Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.7:	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.11:	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans

INDICATOR	6.1.5.HistoryCC.12:	Determine the roles of religious freedom and participatory government in various North American colonies. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.13:	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.14:	Compare the practice of slavery and indentured servitude in Colonial labor systems. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.15:	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Events may be viewed differently based on one's perspective.
INDICATOR	6.1.5.HistoryUP.1:	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryUP.2:	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.

INDICATOR	6.1.5.HistoryUP.4:	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical records are shaped by the society that the creator lived in.

INDICATOR	6.1.5.HistoryUP.5:	Compare and contrast historians' interpretations of important historical ideas, resources and events.
		Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City

INDICATOR	6.1.5.HistoryUP.6:	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography

INDICATOR	6.1.5.HistoryUP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
		Virtual Field Trips Grade 3 - A Country of Cultures

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are a variety of sources that help us understand the past.

INDICATOR	6.1.5.HistorySE.1:	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. Virtual Field Trips Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
INDICATOR	6.1.5.HistorySE.2:	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. Virtual Field Trips Exploring Cuba Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians use evidence from multiple sources to support their claims and arguments about the past.
INDICATOR	6.1.5.HistoryCA.1:	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans
CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the end of Grade 5
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

INDICATOR	6.3.5.Civi csPD.3:	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
		Virtual Field Trips
		Grade 2 - Work and Money

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 4 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	4-PS.	Physical Science
STRAND	4-PS4:	Waves and their Applications in Technologies for Information Transfer

CONTENT
STATEMENT

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Virtual Field Trips

Grade 3 - Geography of Our Communities

CONTENT AREA / STANDARD	4-LS.	Life Science
STRAND	4-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT
STATEMENT

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CONTENT
STATEMENT

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	4-ESS.	Earth and Space Science
STRAND	4-ESS2:	Earth's Systems

CONTENT
STATEMENT

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

CONTENT AREA / STANDARD	4-ESS.	Earth and Space Science
STRAND	4-ESS3:	Earth and Human Activity

CONTENT STATEMENT 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

The Sahara Desert

CONTENT STATEMENT 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Virtual Field Trips

Grade 3 - Geography of Our Communities

New Jersey Student Learning Standards

Social Studies

Grade: 4 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Virtual Field Trips

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - West Region Geography

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a representative democracy, individuals play a role in how government functions.

INDICATOR	6.1.5.CivicsPI.2:	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). Virtual Field Trips Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a representative democracy, individuals elect representatives to act on the behalf of the people.
INDICATOR	6.1.5.CivicsPI.3:	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. Virtual Field Trips Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
INDICATOR	6.1.5.CivicsPI.4:	Describe the services our government provides the people in the community, state and across the United States. Virtual Field Trips Barcelona
INDICATOR	6.1.5.CivicsPI.5:	Explain how government functions at the local, county, and state level. Virtual Field Trips Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	6.1.5.CivicsPI.6:	Distinguish the roles and responsibilities of the three branches of the national government. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsPI.7:	Explain how national and state governments share power in the federal system of government. Virtual Field Trips Grade 3 - How Government Helps Our Communities

INDICATOR	6.1.5.CivicsPI.8:	Describe how the United States Constitution defines and limits the power of government. Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).

INDICATOR	6.1.5.CivicsPD.1:	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. Virtual Field Trips Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

INDICATOR	6.1.5.CivicsDP.1:	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). Virtual Field Trips Grade 3 - How Government Helps Our Communities
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INDICATOR	6.1.5.CivicsDP.3:	Describe the role of religious freedom and participatory government in various North American colonies. Virtual Field Trips Grade 3 - The First Americans
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Human and Civil Rights
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

INDICATOR	6.1.5.CivicsHR.1:	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
INDICATOR	6.1.5.CivicsHR.2:	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civic Mindedness
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain dispositions help individuals contribute to the health of American democracy.
INDICATOR	6.1.5.CivicsCM.1:	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. Virtual Field Trips Grade 3 - How The Country Was Settled
INDICATOR	6.1.5.CivicsCM.2:	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsCM.3:	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsCM.4:	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR	6.1.5.CivicsCM.6:	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation. Virtual Field Trips Grade 3 - How Government Helps Our Communities
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5

STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.

INDICATOR 6.1.5.Geo PP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

Washington, DC - Grades K - 5

INDICATOR 6.1.5.Geo oPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Patterns of settlement differ markedly from region to region, place to place, and time to time.

INDICATOR 6.1.5.Geo PP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Virtual Field Trips

Grade 4 - Northeast

INDICATOR	6.1.5.Ge oPP.4:	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today 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 K - 5 The Sahara Desert Tokyo - City of Contrasts
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INDICATOR	6.1.5.Ge oPP.5:	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

INDICATOR	6.1.5.Geo PP.6:	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

INDICATOR	6.1.5.Geo SV.1:	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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INDICATOR	6.1.5.Geo SV.2:	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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INDICATOR	6.1.5.Geo SV.3:	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. <u>Virtual Field Trips</u> Grade 4 - West Region Geography
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INDICATOR	6.1.5.Geo SV.4:	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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INDICATOR	6.1.5.Geo SV.5:	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. <u>Virtual Field Trips</u> Grade 3 - The First Americans
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
INDICATOR	6.1.5.Geo HE.2:	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Global Interconnections
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
INDICATOR	6.1.5.Geo GI.1:	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. Virtual Field Trips Grade 4 - Northeast
INDICATOR	6.1.5.Geo oGI.3:	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.Geo oGI.4:	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

INDICATOR	6.1.5.EconET.3:	Explain how scarcity and choice influence decisions made by individuals, communities, and nations. Virtual Field Trips Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
INDICATOR	6.1.5.EconEM.1:	Explain why individuals and businesses specialize and trade. Virtual Field Trips Exploring Cuba Grade 3 - Businesses At Work
INDICATOR	6.1.5.EconEM.2:	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). Virtual Field Trips Grade 3 - Businesses At Work
INDICATOR	6.1.5.EconEM.3:	Describe how supply and demand influence price and output of products. Virtual Field Trips Grade 3 - Businesses At Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The exchange of goods and services can have negative and positive effects.
INDICATOR	6.1.5.EconEM.5:	Explain why individuals and societies trade, how trade functions, and the role of trade. Virtual Field Trips Exploring Cuba Grade 3 - Businesses At Work
INDICATOR	6.1.5.EconEM.6:	Explain the system of mercantilism and its impact on the economies of the colonies and European countries. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: National Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

INDICATOR	6.1.5.EconNM.2:	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
INDICATOR	6.1.5.EconNM.3:	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
INDICATOR	6.1.5.EconNM.4:	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
INDICATOR	6.1.5.EconNM.5:	Explain how the availability of private and public goods and services is influenced by the government and the global economy. Virtual Field Trips Barcelona Grade 3 - I Am a Consumer
INDICATOR	6.1.5.EconNM.7:	Describe the role and relationship among households, businesses, laborers, and governments within the economic system. Virtual Field Trips Grade 3 - Businesses At Work Grade 3 - I Am a Consumer

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Global Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

INDICATOR	6.1.5.EconGE.2:	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. Virtual Field Trips Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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INDICATOR	6.1.5.EconGE.3:	Use economic data to explain how trade leads to increasing economic interdependence among nations. Virtual Field Trips Exploring Cuba Grade 3 - Businesses At Work
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INDICATOR	6.1.5.EconGE.4:	Compare and contrast how the availability of resources affects people across the world differently. Virtual Field Trips Amazon Rainforest - Grades 2-5 Canada: Our Northern Neighbor Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Chronological sequencing helps us track events over time

INDICATOR	6.1.5.HistoryCC.1:	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
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INDICATOR	6.1.5.HistoryCC.2:	Use a variety of sources to illustrate how the American identity has evolved over time. Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions of people and events throughout history have shaped the world we experience today.
INDICATOR	6.1.5.HistoryCC.3:	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings
INDICATOR	6.1.5.HistoryCC.4:	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.6:	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. Virtual Field Trips Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.7:	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.11:	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. Virtual Field Trips Grade 3 - The First Americans

INDICATOR	6.1.5.HistoryCC.12:	Determine the roles of religious freedom and participatory government in various North American colonies. Virtual Field Trips Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.13:	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. Virtual Field Trips Grade 3 - The First Americans
INDICATOR	6.1.5.HistoryCC.14:	Compare the practice of slavery and indentured servitude in Colonial labor systems. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.15:	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Events may be viewed differently based on one's perspective.
INDICATOR	6.1.5.HistoryUP.1:	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryUP.2:	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryUP.4:	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical records are shaped by the society that the creator lived in.

INDICATOR 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

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
Canada: Coast to Coast
Canada: Our Northern Neighbor
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography
Grade 4 - West Region Today
Rome - The Eternal City

INDICATOR 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Virtual Field Trips

Canada: Our Northern Neighbor
Grade 4 - Northeast
Grade 4 - West Region Geography

INDICATOR 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Virtual Field Trips

Grade 3 - A Country of Cultures

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are a variety of sources that help us understand the past.

INDICATOR	6.1.5.HistorySE.1:	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. Virtual Field Trips Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

INDICATOR	6.1.5.HistorySE.2:	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. Virtual Field Trips Exploring Cuba Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians use evidence from multiple sources to support their claims and arguments about the past.

INDICATOR	6.1.5.HistoryCA.1:	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. Virtual Field Trips Grade 3 - The First Americans
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Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 5 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	5-PS.	Physical Science
STRAND	5-PS3:	Energy

CONTENT
STATEMENT

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Virtual Field Trips

Galapagos Islands

Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	5-LS.	Life Science
STRAND	5-LS2:	Ecosystems: Interactions, Energy, and Dynamics

CONTENT
STATEMENT

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	5-ESS.	Earth and Space Science
STRAND	5-ESS2:	Earth's Systems

CONTENT
STATEMENT

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

CONTENT STATEMENT	5-ESS2-2.	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Virtual Field Trips National Parks - Nevada, California		

CONTENT AREA / STANDARD	5-ESS.	Earth and Space Science
STRAND	5-ESS3:	Earth and Human Activity

CONTENT STATEMENT	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.
Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?		

New Jersey Student Learning Standards
Social Studies
Grade: 5 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT		Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Levels of government (i.e., local, state, and federal) have different powers and responsibilities.

INDICATOR	6.1.5.CivicsPI.4:	Describe the services our government provides the people in the community, state and across the United States. Virtual Field Trips Barcelona
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INDICATOR	6.1.5.CivicsPI.5:	Explain how government functions at the local, county, and state level. Virtual Field Trips Washington, DC - Grades K - 5
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INDICATOR	6.1.5.CivicsPI.8:	Describe how the United States Constitution defines and limits the power of government. Virtual Field Trips Washington, DC - Grades K - 5
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Civics, Government, and Human Rights: Human and Civil Rights
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

INDICATOR	6.1.5.CivicsSHR.2:	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. Virtual Field Trips Washington, DC - Grades K - 5
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.

INDICATOR	6.1.5.Geo PP.1:	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades K - 5
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INDICATOR	6.1.5.Geo oPP.2:	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Patterns of settlement differ markedly from region to region, place to place, and time to time.

INDICATOR	6.1.5.Geo PP.3:	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast
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INDICATOR	6.1.5.Ge oPP.4:	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. 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 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today 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 K - 5 The Sahara Desert Tokyo - City of Contrasts
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INDICATOR	6.1.5.Ge oPP.5:	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

INDICATOR	6.1.5.Geo PP.6:	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. Virtual Field Trips Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Spatial Views of the World
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

INDICATOR	6.1.5.Geo SV.1:	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

INDICATOR	6.1.5.Geo SV.2:	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

INDICATOR	6.1.5.Geo SV.3:	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
		Virtual Field Trips Grade 4 - West Region Geography

INDICATOR	6.1.5.Geo SV.4:	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

INDICATOR	6.1.5.Geo HE.2:	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Geography, People, and the Environment: Global Interconnections
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
INDICATOR	6.1.5.Geo GI.1:	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast
INDICATOR	6.1.5.Geo oGI.3:	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.Geo oGI.4:	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
INDICATOR	6.1.5.Eco nEM.1:	Explain why individuals and businesses specialize and trade. Virtual Field Trips Exploring Cuba
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5

STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The exchange of goods and services can have negative and positive effects.
INDICATOR	6.1.5.EconEM.5:	Explain why individuals and societies trade, how trade functions, and the role of trade. <u>Virtual Field Trips</u> Exploring Cuba
INDICATOR	6.1.5.EconEM.6:	Explain the system of mercantilism and its impact on the economies of the colonies and European countries. <u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: National Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
INDICATOR	6.1.5.EconNM.2:	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. <u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - West Region Geography
INDICATOR	6.1.5.EconNM.3:	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. <u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - West Region Early Beginnings
INDICATOR	6.1.5.EconNM.4:	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization

INDICATOR	6.1.5.Eco nNM.5:	Explain how the availability of private and public goods and services is influenced by the government and the global economy. Virtual Field Trips Barcelona
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		Economics, Innovation, and Technology: Global Economy
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
INDICATOR	6.1.5.Eco nGE.3:	Use economic data to explain how trade leads to increasing economic interdependence among nations. Virtual Field Trips Exploring Cuba
INDICATOR	6.1.5.Eco nGE.4:	Compare and contrast how the availability of resources affects people across the world differently. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Chronological sequencing helps us track events over time
INDICATOR	6.1.5.Hist oryCC.1:	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5

INDICATOR	6.1.5.HistoryCC.2:	Use a variety of sources to illustrate how the American identity has evolved over time. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Interactions of people and events throughout history have shaped the world we experience today.
INDICATOR	6.1.5.HistoryCC.3:	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings
INDICATOR	6.1.5.HistoryCC.4:	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.7:	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.14:	Compare the practice of slavery and indentured servitude in Colonial labor systems. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryCC.15:	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). Virtual Field Trips Grade 4 - Northeast
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		Events may be viewed differently based on one's perspective.
INDICATOR	6.1.5.HistoryUP.1:	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryUP.2:	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	6.1.5.HistoryUP.4:	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. Virtual Field Trips Grade 4 - West Region Early Beginnings
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Understanding Perspectives
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical records are shaped by the society that the creator lived in.
INDICATOR	6.1.5.HistoryUP.5:	Compare and contrast historians' interpretations of important historical ideas, resources and events. 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 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City
INDICATOR	6.1.5.HistoryUP.6:	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		There are a variety of sources that help us understand the past.

INDICATOR 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Virtual Field Trips

Canada: Our Northern Neighbor

Grade 4 - West Region Early Beginnings

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 5
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

INDICATOR 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Virtual Field Trips

Exploring Cuba

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 6 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	MS-PS.	Physical Science
STRAND	MS-PS1:	Matter and its Interactions

CONTENT STATEMENT MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

CONTENT AREA / STANDARD	MS-LS.	Life Science
STRAND	MS-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT STATEMENT 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.

Virtual Field Trips

How Coral Reefs Are Formed

CONTENT STATEMENT MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

CONTENT STATEMENT MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Virtual Field Trips

Who Lives On a Coral Reef?

CONTENT AREA / STANDARD	MS-LS.	Life Science
STRAND	MS-LS2:	Ecosystems: Interactions, Energy, and Dynamics

CONTENT STATEMENT	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. 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 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?
CONTENT STATEMENT	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?
CONTENT STATEMENT	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert Who Lives On a Coral Reef?
CONTENT STATEMENT	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS2:	Earth's Systems

CONTENT STATEMENT	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
CONTENT STATEMENT	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT STATEMENT	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. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
CONTENT STATEMENT	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
CONTENT STATEMENT	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. Virtual Field Trips Galapagos Islands
CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS3:	Earth and Human Activity
CONTENT STATEMENT	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert

CONTENT STATEMENT	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
CONTENT STATEMENT	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?
CONTENT STATEMENT	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused climate change over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?

New Jersey Student Learning Standards
Social Studies
Grade: 6 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT		Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. Virtual Field Trips Canada: Our Northern Neighbor
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 8
STRAND	Era 3.	Revolution and the New Nation (1754-1820s) – Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Political and civil institutions impact all aspects of people's lives.

INDICATOR	6.1.8.Civi csPI.3.b:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. Virtual Field Trips Washington, DC - Grades 6 - 8
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Political and civil institutions impact all aspects of people's lives.

INDICATOR	6.2.8.Civi csPI.2.a:	Explain how/why different early river valley civilizations developed similar forms of government and legal structures. 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
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Human rights can be protected or abused in various societies.

INDICATOR	6.2.8.Civi csHR.2.a:	Determine the role of slavery in the economic and social structures of early river valley civilizations. Virtual Field Trips Ancient China - Shang & Zhou Dynasties
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
INDICATOR	6.2.8.Geo SV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
		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
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The physical and human characteristics of places and regions are connected to human identities and cultures.
INDICATOR	6.2.8.Geo HE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
		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
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic interdependence is impacted by increased specialization and trade.
INDICATOR	6.2.8.Eco nGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
		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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Chronological sequencing helps us track events over time as well as events that took place at the same time.

INDICATOR 6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

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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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR 6.2.8.HistoryCC.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

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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

INDICATOR 6.2.8.HistoryCC.2.c Explain how the development of written language transformed all aspects of life in early river valley civilizations.

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Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians develop arguments using evidence from multiple relevant historical sources.

INDICATOR 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have different structures which impact development (expansion) and civic participation.

INDICATOR 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Rome

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

INDICATOR 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

Virtual Field Trips

Ancient Greece

Ancient Rome

INDICATOR	6.2.8.Civi csDP.3.b:	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
		Virtual Field Trips Ancient Greece Ancient Rome
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have protected and abused human rights (to varying degree)s at different times throughout history.
INDICATOR	6.2.8.Civi csHR.3.a:	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Relationships between humans and environments impact spatial patterns of settlement and movement.
INDICATOR	6.2.8.Geo PP.3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City

INDICATOR	6.2.8.Ge oPP.3.b:	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
		Virtual Field Trips Ancient Greece
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.

INDICATOR	6.2.8.Eco nEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic interdependence is impacted by increased specialization and trade.

INDICATOR	6.2.8.Eco nGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
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STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR 6.2.8.HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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Virtual Field Trips

Ancient Greece

Ancient Rome

Rome - The Eternal City

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		An individual's perspective is impacted by their background and experiences.

INDICATOR 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

Ancient Rome

Rome - The Eternal City

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Perspectives change over time.

INDICATOR	6.2.8.HistoryUP.3.b:	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
		Virtual Field Trips Ancient Greece
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical contexts and events shaped and continue to shape people's perspectives.

INDICATOR 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Jerusalem - Then and Now (Older Grades)

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze claims within sources for perspective and validity.

INDICATOR 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Greece
 Ancient Rome
 Rome - The Eternal City

INDICATOR	6.2.8.HistoryCA.3.b :	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

INDICATOR	6.2.8.GeographyHE.4.a:	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. Virtual Field Trips Ancient Mayan Civilization
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

INDICATOR	6.2.8.GeographyPP.4.b:	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). Virtual Field Trips Ancient China - Qin & Han Dynasties
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		The physical and human characteristics of places and regions are connected to human identities and cultures.
INDICATOR	6.2.8.Geo HE.4.b:	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. 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
INDICATOR	6.2.8.Geo HE.4.c:	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Virtual Field Trips Ancient Mayan Civilization
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The production and consumption of goods and services influence economic growth, well-being and quality of life.
INDICATOR	6.2.8.Eco nNE.4.a:	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. Virtual Field Trips Tokyo - City of Contrasts
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events may have single, multiple, direct and indirect causes and effects.

INDICATOR	6.2.8.HistoryCC.4.b :	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). Virtual Field Trips Ancient China - Qin & Han Dynasties
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR	6.2.8.HistoryCC.4.g :	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Virtual Field Trips Ancient Mayan Civilization
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CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 8
STRAND		Civics, Government, and Human Rights: Civic and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have different structures which impact development (expansion) and civic participation.

INDICATOR	6.3.8.CivicsPI.2:	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). Virtual Field Trips Ancient China - Shang & Zhou Dynasties Canada: Our Northern Neighbor
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CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 8
STRAND		Civics, Government, and Human Rights: Processes, Rules and Laws
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

INDICATOR	6.3.8.CivicsPR.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
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Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 7 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	MS-PS.	Physical Science
STRAND	MS-PS1:	Matter and its Interactions

CONTENT STATEMENT MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

CONTENT AREA / STANDARD	MS-LS.	Life Science
STRAND	MS-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT STATEMENT MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

CONTENT AREA / STANDARD	MS-LS.	Life Science
STRAND	MS-LS2:	Ecosystems: Interactions, Energy, and Dynamics

CONTENT STATEMENT MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

CONTENT STATEMENT MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

CONTENT STATEMENT	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> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
CONTENT STATEMENT	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Virtual Field Trips</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS2:	Earth's Systems
CONTENT STATEMENT	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> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
CONTENT STATEMENT	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 - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT STATEMENT	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 - Alaska & Hawaii National Parks - Wyoming, Utah
CONTENT STATEMENT	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. <u>Virtual Field Trips</u> Canada: Coast to Coast

CONTENT STATEMENT	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. Virtual Field Trips Galapagos Islands
CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS3:	Earth and Human Activity
CONTENT STATEMENT	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
CONTENT STATEMENT	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT STATEMENT	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
CONTENT STATEMENT	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused climate change over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

New Jersey Student Learning Standards
Social Studies
Grade: 7 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT		Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. Virtual Field Trips Canada: Our Northern Neighbor
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 8
STRAND	Era 3.	Revolution and the New Nation (1754-1820s) – Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Political and civil institutions impact all aspects of people's lives.

INDICATOR	6.1.8.CivicsPI.3.b:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
		Virtual Field Trips Washington, DC - Grades 6 - 8

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Political and civil institutions impact all aspects of people's lives.

INDICATOR	6.2.8.CivicsPI.2.a:	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
		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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Human rights can be protected or abused in various societies.

INDICATOR 6.2.8.Civi
csHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.

Virtual Field Trips

Ancient China - Shang & Zhou Dynasties

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

INDICATOR 6.2.8.Geo
SV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The physical and human characteristics of places and regions are connected to human identities and cultures.

INDICATOR 6.2.8.Geo
HE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
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STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic interdependence is impacted by increased specialization and trade.

INDICATOR 6.2.8.Eco nGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Chronological sequencing helps us track events over time as well as events that took place at the same time.

INDICATOR 6.2.8.HistoryCC.2.a : Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

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

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR	6.2.8.HistoryCC.2.b :	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 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
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INDICATOR	6.2.8.HistoryCC.2.c :	Explain how the development of written language transformed all aspects of life in early river valley civilizations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians develop arguments using evidence from multiple relevant historical sources.

INDICATOR	6.2.8.HistoryCA.2.a:	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 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
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have different structures which impact development (expansion) and civic participation.

INDICATOR	6.2.8.Civi csPl.3.a:	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Rome
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

INDICATOR	6.2.8.Civi csDP.3.a:	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). Virtual Field Trips Ancient Greece Ancient Rome
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INDICATOR	6.2.8.Civi csDP.3.b:	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution. Virtual Field Trips Ancient Greece Ancient Rome
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have protected and abused human rights (to varying degree)s at different times throughout history.

INDICATOR	6.2.8.Civi csHR.3.a:	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Relationships between humans and environments impact spatial patterns of settlement and movement.
INDICATOR	6.2.8.Geo PP.3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
INDICATOR	6.2.8.Ge oPP.3.b:	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline. Virtual Field Trips Ancient Greece
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.

INDICATOR	6.2.8.Eco nEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic interdependence is impacted by increased specialization and trade.

INDICATOR	6.2.8.Eco nGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR	6.2.8.HistoryCC.3.a :	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Virtual Field Trips Ancient Greece Ancient Rome Rome - The Eternal City
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		An individual's perspective is impacted by their background and experiences.

INDICATOR	6.2.8.HistoryUP.3.a:	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Perspectives change over time.

INDICATOR	6.2.8.HistoryUP.3.b:	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). <u>Virtual Field Trips</u> Ancient Greece
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical contexts and events shaped and continue to shape people's perspectives.

INDICATOR	6.2.8.HistoryUP.3.c:	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Jerusalem - Then and Now (Older Grades)
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze claims within sources for perspective and validity.
INDICATOR	6.2.8.HistoryCA.3.a:	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
INDICATOR	6.2.8.HistoryCA.3.b:	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
INDICATOR	6.2.8.GeographyHE.4.a:	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. Virtual Field Trips Ancient Mayan Civilization

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

INDICATOR 6.2.8.Geo PP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

Virtual Field Trips

Ancient China - Qin & Han Dynasties

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The physical and human characteristics of places and regions are connected to human identities and cultures.

INDICATOR 6.2.8.Geo HE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

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

INDICATOR 6.2.8.Geo oHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Virtual Field Trips

Ancient Mayan Civilization

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The production and consumption of goods and services influence economic growth, well-being and quality of life.

INDICATOR 6.2.8.Eco nNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

Virtual Field Trips

Tokyo - City of Contrasts

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events may have single, multiple, direct and indirect causes and effects.

INDICATOR 6.2.8.HistoryCC.4.b : Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

Virtual Field Trips

Ancient China - Qin & Han Dynasties

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR 6.2.8.HistoryCC.4.g : Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Virtual Field Trips

Ancient Mayan Civilization

CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 8
STRAND		Civics, Government, and Human Rights: Civic and Political Institutions
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		Governments have different structures which impact development (expansion) and civic participation.
INDICATOR	6.3.8.CivicsPI.2:	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
		Virtual Field Trips Ancient China - Shang & Zhou Dynasties Canada: Our Northern Neighbor
CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 8
STRAND		Civics, Government, and Human Rights: Processes, Rules and Laws
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
INDICATOR	6.3.8.CivicsPR.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
		Virtual Field Trips Washington, DC - Grades 6 - 8

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: 8 - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	MS-PS.	Physical Science
STRAND	MS-PS1:	Matter and its Interactions

CONTENT STATEMENT MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

CONTENT AREA / STANDARD	MS-LS.	Life Science
STRAND	MS-LS1:	From Molecules to Organisms: Structures and Processes

CONTENT STATEMENT MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

CONTENT AREA / STANDARD	MS-LS.	Life Science
STRAND	MS-LS2:	Ecosystems: Interactions, Energy, and Dynamics

CONTENT STATEMENT MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

CONTENT STATEMENT MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

CONTENT STATEMENT	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> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
CONTENT STATEMENT	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS2:	Earth's Systems
CONTENT STATEMENT	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> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
CONTENT STATEMENT	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 - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT STATEMENT	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 - Alaska & Hawaii National Parks - Wyoming, Utah
CONTENT STATEMENT	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. <u>Virtual Field Trips</u> Canada: Coast to Coast

CONTENT STATEMENT	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. Virtual Field Trips Galapagos Islands
CONTENT AREA / STANDARD	MS-ESS.	Earth and Space Science
STRAND	MS-ESS3:	Earth and Human Activity
CONTENT STATEMENT	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
CONTENT STATEMENT	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT STATEMENT	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
CONTENT STATEMENT	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused climate change over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

New Jersey Student Learning Standards
Social Studies
Grade: 8 - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Seeking Diverse Perspectives

CONTENT STATEMENT		Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. Virtual Field Trips Canada: Our Northern Neighbor
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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 8
STRAND	Era 3.	Revolution and the New Nation (1754-1820s) – Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Political and civil institutions impact all aspects of people's lives.

INDICATOR	6.1.8.CivicsPI.3.b:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
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Virtual Field Trips
Washington, DC - Grades 6 - 8

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Political and civil institutions impact all aspects of people's lives.

INDICATOR	6.2.8.CivicsPI.2.a:	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
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Virtual Field Trips
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea

CUMULATIVE PROGRESS INDICATOR		Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
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INDICATOR	6.2.8.Geo SV.2.a:	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
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Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The physical and human characteristics of places and regions are connected to human identities and cultures.

INDICATOR	6.2.8.Geo HE.2.a:	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
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Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic interdependence is impacted by increased specialization and trade.

INDICATOR	6.2.8.Eco nGE.2.a:	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
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Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Chronological sequencing helps us track events over time as well as events that took place at the same time.

INDICATOR 6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR 6.2.8.HistoryCC.2.b Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

INDICATOR 6.2.8.HistoryCC.2.c Explain how the development of written language transformed all aspects of life in early river valley civilizations.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) – Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians develop arguments using evidence from multiple relevant historical sources.

INDICATOR 6.2.8.HistoryCA.2.a Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have different structures which impact development (expansion) and civic participation.

INDICATOR 6.2.8.Civi Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

Virtual Field Trips

Ancient Rome

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

INDICATOR 6.2.8.Civi Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

Virtual Field Trips

Ancient Greece

Ancient Rome

INDICATOR 6.2.8.Civi Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

Virtual Field Trips

Ancient Greece

Ancient Rome

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have protected and abused human rights (to varying degree)s at different times throughout history.

INDICATOR 6.2.8.Civi Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

Virtual Field Trips

Ancient Greece

Ancient Rome

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Relationships between humans and environments impact spatial patterns of settlement and movement.

INDICATOR 6.2.8.Geo Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

Virtual Field Trips

Ancient Greece

Ancient Rome

Rome - The Eternal City

INDICATOR 6.2.8.Ge Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

Virtual Field Trips

Ancient Greece

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.

INDICATOR	6.2.8.EconEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. Virtual Field Trips Ancient Greece Ancient Rome Rome - The Eternal City
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic interdependence is impacted by increased specialization and trade.

INDICATOR	6.2.8.EconGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. Virtual Field Trips Ancient Greece Ancient Rome Rome - The Eternal City
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR	6.2.8.HistoryCC.3.a:	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. Virtual Field Trips Ancient Greece Ancient Rome Rome - The Eternal City
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CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
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STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		An individual's perspective is impacted by their background and experiences.

INDICATOR 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Virtual Field Trips

Ancient Greece

Ancient Rome

Rome - The Eternal City

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Perspectives change over time.

INDICATOR 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Virtual Field Trips

Ancient Greece

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical contexts and events shaped and continue to shape people's perspectives.

INDICATOR	6.2.8.Hist oryUP.3.c:	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Virtual Field Trips Jerusalem - Then and Now (Older Grades)		
CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 3.	The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) – Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze claims within sources for perspective and validity.

INDICATOR 6.2.8.Hist
oryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Virtual Field Trips
Ancient Greece
Ancient Rome
Rome - The Eternal City

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

INDICATOR 6.2.8.Geo
HE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Virtual Field Trips
Ancient Mayan Civilization

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The physical and human characteristics of places and regions are connected to human identities and cultures.

INDICATOR 6.2.8.Geo HE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

INDICATOR 6.2.8.Geo HE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Virtual Field Trips

Ancient Mayan Civilization

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The production and consumption of goods and services influence economic growth, well-being and quality of life.

INDICATOR 6.2.8.Econ NE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

Virtual Field Trips

Tokyo - City of Contrasts

CONTENT AREA / STANDARD	6.2.	World History/Global Studies by the end of Grade 8
STRAND	Era 4.	Expanding Exchanges and Encounters (500 CE-1450 CE) – The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

INDICATOR	6.2.8.HistoryCC.4.g :	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Virtual Field Trips Ancient Mayan Civilization
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CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 8
STRAND		Civics, Government, and Human Rights: Civic and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Governments have different structures which impact development (expansion) and civic participation.

INDICATOR	6.3.8.CivicsPI.2:	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). Virtual Field Trips Canada: Our Northern Neighbor
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CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 8
STRAND		Civics, Government, and Human Rights: Processes, Rules and Laws
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

INDICATOR	6.3.8.CivicsPR.2:	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. Virtual Field Trips Washington, DC - Grades 6 - 8
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