National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grades: 3, 4, 5, 6, 7, 8

Virtual Field Trips

Rome - The Eternal City - Part 2

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

THEME  NCSS.1. CULTURE

DEFINITION

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.1.

KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 1.1.1. 'Culture' refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

LEARNING EXPECTATION 1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

LEARNING EXPECTATION 1.1.4. How culture may change in response to changing needs and concerns.

LEARNING EXPECTATION 1.1.6. How peoples from different cultures develop different values and ways of interpreting experience.

THEME  NCSS.1. CULTURE

DEFINITION

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.2.

PROCESSES - Learners will be able to:

LEARNING EXPECTATION 1.2.2. Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns.

THEME  NCSS.2. TIME, CONTINUITY, AND CHANGE

DEFINITION

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

CATEGORY 2.1.

KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 2.1.1. The study of the past is the story of communities, nations, and the world.

LEARNING EXPECTATION 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change.

LEARNING EXPECTATION 2.1.4. Key people, events, and places associated with the history of the community, nation, and world.

LEARNING 2.1.6. That people view and interpret historical events differently because of the times
in which they live, the experiences they have, and the point of view they hold.

That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.

**THEME**  
NCSS.2. **TIME, CONTINUITY, AND CHANGE**

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**CATEGORY**  
2.2. **PROCESSES** - Learners will be able to:

**LEARNING EXPECTATION**  
2.2.4. Describe examples of cause-effect relationships.

**THEME**  
NCSS.5. **INDIVIDUALS, GROUPS, AND INSTITUTIONS**

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

**CATEGORY**  
5.1. **KNOWLEDGE** - Learners will understand:

**LEARNING EXPECTATION**  
5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

**THEME**  
NCSS.9. **GLOBAL CONNECTIONS**

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

**CATEGORY**  
9.2. **PROCESSES** - Learners will be able to:

**LEARNING EXPECTATION**  
9.2.4. Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

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**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 4** - Adopted: 2010

**THEME**  
NCSS.1. **CULTURE**

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

**CATEGORY**  
1.1. **KNOWLEDGE** - Learners will understand:

**LEARNING EXPECTATION**  
1.1.1. ‘Culture’ refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

**LEARNING EXPECTATION**  
1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

**LEARNING EXPECTATION**  
1.1.4. How culture may change in response to changing needs and concerns.

**LEARNING EXPECTATION**  
1.1.6. How peoples from different cultures develop different values and ways of interpreting experience.

**THEME**  
NCSS.1. **CULTURE**

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY 1.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 1.2.2. Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns.

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY 2.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 2.1.1. The study of the past is the story of communities, nations, and the world.
LEARNING EXPECTATION 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change.
LEARNING EXPECTATION 2.1.4. Key people, events, and places associated with the history of the community, nation, and world.
LEARNING EXPECTATION 2.1.6. That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.
LEARNING EXPECTATION 2.1.7. That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY 2.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 2.2.4. Describe examples of cause-effect relationships.

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY 5.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

THEME NCSS.9. GLOBAL CONNECTIONS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY 9.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 9.2.4. Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

National Council for the Social Studies (NCSS)

Social Studies

Grade 5 - Adopted: 2010

THEME NCSS.1. CULTURE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY 1.1. KNOWLEDGE - Learners will understand:
1.1.1. ‘Culture’ refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

1.1.7. How people from different cultures develop different values and ways of interpreting experience.

LEARNING EXPECTATION 1.2.1. Ask and find answers to questions related to culture.

LEARNING EXPECTATION 1.2.7. Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

THEME NCSS.1. CULTURE

LEARNING EXPECTATION 1.2. Processes - Learners will be able to:

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE

LEARNING EXPECTATION 2.1.1. The study of the past provides a representation of the history of communities, nations, and the world.

LEARNING EXPECTATION 2.1.2. Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.

LEARNING EXPECTATION 2.1.3. That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.

LEARNING EXPECTATION 2.1.4. That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.

LEARNING EXPECTATION 2.1.5. Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).

LEARNING EXPECTATION 2.1.6. The origins and influences of social, cultural, political, and economic systems.

LEARNING EXPECTATION 2.1.7. The contributions of key persons, groups, and events from the past and their influence on the present.

LEARNING EXPECTATION 2.1.9. The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

LEARNING EXPECTATION 5.1.2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
That groups and institutions influence culture in a variety of ways.

That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

How people from different cultures develop different values and ways of interpreting experience.

Ask and find answers to questions related to culture.

Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

The study of the past provides a representation of the history of communities, nations, and the world.

Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.

That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.
LEARNING
EXPECTATION 2.1.4. That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.

LEARNING
EXPECTATION 2.1.5. Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).

LEARNING
EXPECTATION 2.1.6. The origins and influences of social, cultural, political, and economic systems.

LEARNING
EXPECTATION 2.1.7. The contributions of key persons, groups, and events from the past and their influence on the present.

LEARNING
EXPECTATION 2.1.9. The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY 5.1. KNOWLEDGE - Learners will understand:
LEARNING
EXPECTATION 5.1.2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
LEARNING
EXPECTATION 5.1.9. That groups and institutions influence culture in a variety of ways.

THEME NCSS.9. GLOBAL CONNECTIONS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY 9.2. PROCESSES - Learners will be able to:
LEARNING
EXPECTATION 9.2.3. Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.

National Council for the Social Studies (NCSS)
Social Studies

Grade 7 - Adopted: 2010
THEME NCSS.1. CULTURE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY 1.1. KNOWLEDGE - Learners will understand:
LEARNING
EXPECTATION 1.1.1. 'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
LEARNING
EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.
LEARNING
EXPECTATION 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.
LEARNING 1.1.7. How people from different cultures develop different values and ways of
EXPECTATION  interpreting experience.

THEME   NCSS.1. CULTURE

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY  1.2.  PROCESSES - Learners will be able to:

LEARNING EXPECTATION  1.2.1.  Ask and find answers to questions related to culture.

LEARNING EXPECTATION  1.2.7.  Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

THEME   NCSS.2. TIME, CONTINUITY, AND CHANGE

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

CATEGORY  2.1.  KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION  2.1.1.  The study of the past provides a representation of the history of communities, nations, and the world.

LEARNING EXPECTATION  2.1.2.  Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.

LEARNING EXPECTATION  2.1.3.  That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.

LEARNING EXPECTATION  2.1.4.  That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.

LEARNING EXPECTATION  2.1.5.  Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).

LEARNING EXPECTATION  2.1.6.  The origins and influences of social, cultural, political, and economic systems.

LEARNING EXPECTATION  2.1.7.  The contributions of key persons, groups, and events from the past and their influence on the present.

LEARNING EXPECTATION  2.1.9.  The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.

THEME   NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

CATEGORY  5.1.  KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION  5.1.2.  Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

LEARNING EXPECTATION  5.1.9.  That groups and institutions influence culture in a variety of ways.

THEME   NCSS.9. GLOBAL CONNECTIONS

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY  9.2.  PROCESSES - Learners will be able to:
LEARNING EXPECTATION 9.2.3. Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.

National Council for the Social Studies (NCSS)

Social Studies

Grade 8 - Adopted: 2010

THEME NCSS.1. CULTURE

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.1. KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 1.1.1. 'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

LEARNING EXPECTATION 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

LEARNING EXPECTATION 1.1.7. How people from different cultures develop different values and ways of interpreting experience.

THEME NCSS.1. CULTURE

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.2. PROCESSES - Learners will be able to:

LEARNING EXPECTATION 1.2.1. Ask and find answers to questions related to culture.

LEARNING EXPECTATION 1.2.7. Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

CATEGORY 2.1. KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 2.1.1. The study of the past provides a representation of the history of communities, nations, and the world.

LEARNING EXPECTATION 2.1.2. Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.

LEARNING EXPECTATION 2.1.3. That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.

LEARNING EXPECTATION 2.1.4. That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.

LEARNING EXPECTATION 2.1.5. Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).

LEARNING 2.1.6. The origins and influences of social, cultural, political, and economic systems.
LEARNING EXPECTATION 2.1.7. The contributions of key persons, groups, and events from the past and their influence on the present.

LEARNING EXPECTATION 2.1.9. The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

CATEGORY 5.1. KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 5.1.2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

LEARNING EXPECTATION 5.1.9. That groups and institutions influence culture in a variety of ways.

THEME NCSS.9. GLOBAL CONNECTIONS

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY 9.2. PROCESSES - Learners will be able to:

LEARNING EXPECTATION 9.2.3. Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.

National Geography Standards (NGS)

Social Studies

Grade 5 - Adopted: 2012

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.3. How to analyze the spatial organization of people, places, and environments on Earth’s surface

STRAND WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems

BENCHMARK WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION WST.3.3.A.1. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

National Geography Standards (NGS)

Social Studies

Grade 6 - Adopted: 2012

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.3. How to analyze the spatial organization of people, places, and environments on Earth’s surface
Spatial Models: Models are used to represent spatial processes that shape human and physical systems

Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

National Geography Standards (NGS)
Social Studies

Grade 7 - Adopted: 2012
ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms
STANDARD WST.3. How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems
BENCHMARK WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to
EXPECTATION WST.3.3.A.1. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

Grade 8 - Adopted: 2012
ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms
STANDARD WST.3. How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems
BENCHMARK WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to
EXPECTATION WST.3.3.A.1. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).