

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: 2014

CONTENT AREA / STANDARD	NJ.5-PS.	PHYSICAL SCIENCE
STRAND	5-PS3.	Energy
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	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. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
CONTENT AREA / STANDARD	NJ.5-LS.	LIFE SCIENCE
STRAND	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	5-LS2-1.	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
CONTENT AREA / STANDARD	NJ.5-ESS.	EARTH AND SPACE SCIENCE
STRAND	5-ESS2.	Earth's Systems
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
CUMULATIVE PROGRESS INDICATOR	5-ESS2-2.	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. <u>Virtual Field Trips</u> National Parks West - Nevada, California
CONTENT AREA / STANDARD	NJ.5-ESS.	EARTH AND SPACE SCIENCE

STRAND	5-ESS3.	Earth and Human Activity
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

New Jersey Student Learning Standards

Social Studies

Grade: 5 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.A.	Civics, Government, and Human Rights
CONTENT STATEMENT	6.1.8.A.1.	Three Worlds Meet (Beginnings to 1620) - Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
CUMULATIVE PROGRESS INDICATOR	6.1.8.A.1.a.	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.A.	Civics, Government, and Human Rights
CONTENT STATEMENT	6.1.8.A.2.	Colonization and Settlement (1585-1763) - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
CUMULATIVE PROGRESS INDICATOR	6.1.8.A.2.c.	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.A.	Civics, Government, and Human Rights
CONTENT STATEMENT	6.1.8.A.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.
CUMULATIVE PROGRESS INDICATOR	6.1.8.A.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. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.A.	Civics, Government, and Human Rights
CONTENT STATEMENT	6.1.8.A.5.	Civil War and Reconstruction (1850-1877) - The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
CUMULATIVE PROGRESS INDICATOR	6.1.8.A.5.b.	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.B.	Geography, People, and the Environment
CONTENT STATEMENT	6.1.8.B.2.	Colonization and Settlement (1585-1763) - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
CUMULATIVE PROGRESS INDICATOR	6.1.8.B.2.a.	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape

		the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.B.	Geography, People, and the Environment
CONTENT STATEMENT	6.1.8.B.5.	Civil War and Reconstruction (1850-1877) - The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
CUMULATIVE PROGRESS INDICATOR	6.1.8.B.5.a.	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.C.	Economics, Innovation, and Technology
CONTENT STATEMENT	6.1.8.C.2.	Colonization and Settlement (1585-1763) - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
CUMULATIVE PROGRESS INDICATOR	6.1.8.C.2.a.	Compare the practice of slavery and indentured servitude in Colonial labor systems. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CUMULATIVE PROGRESS INDICATOR	6.1.8.C.2.b.	Explain the system of mercantilism and its impact on the economies of the colonies and European countries. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.C.	Economics, Innovation, and Technology
CONTENT STATEMENT	6.1.8.C.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.
CUMULATIVE PROGRESS INDICATOR	6.1.8.C.3.c.	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and

		present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.C.	Economics, Innovation, and Technology
CONTENT STATEMENT	6.1.8.C.4.	Expansion and Reform (1801-1861) - Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
CUMULATIVE PROGRESS INDICATOR	6.1.8.C.4.c.	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.C.	Economics, Innovation, and Technology
CONTENT STATEMENT	6.1.8.C.5.	Civil War and Reconstruction (1850-1877) - The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
CUMULATIVE PROGRESS INDICATOR	6.1.8.C.5.a.	Assess the human and material costs of the Civil War in the North and South. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CUMULATIVE PROGRESS INDICATOR	6.1.8.C.5.b.	Analyze the economic impact of Reconstruction on the South from different perspectives. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.D.	History, Culture, and Perspectives
CONTENT STATEMENT	6.1.8.D.1.	Three Worlds Meet (Beginnings to 1620) - Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
CUMULATIVE PROGRESS INDICATOR	6.1.8.D.1.b.	Explain how interactions among African, European, and Native American groups began a cultural transformation. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students

		to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.D.	History, Culture, and Perspectives
CONTENT STATEMENT	6.1.8.D.2.	Colonization and Settlement (1585-1763) - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
CUMULATIVE PROGRESS INDICATOR	6.1.8.D.2.b.	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.1.8.	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
STRAND	6.1.8.D.	History, Culture, and Perspectives
CONTENT STATEMENT	6.1.8.D.5.	Civil War and Reconstruction (1850-1877) - The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
CUMULATIVE PROGRESS INDICATOR	6.1.8.D.5.a.	Prioritize the causes and events that led to the Civil War from different perspectives. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.A.	Civics, Government, and Human Rights
CONTENT STATEMENT	6.2.8.A.2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.A.2.a.	Explain how/why different early river valley civilizations developed similar forms of government and legal structures. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.A.	Civics, Government, and Human Rights
CONTENT STATEMENT	6.2.8.A.3.	The Classical Civilizations of the Mediterranean World, India, and China - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.A.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. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1
CUMULATIVE PROGRESS INDICATOR	6.2.8.A.3.b.	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
CUMULATIVE PROGRESS INDICATOR	6.2.8.A.3.c.	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
CUMULATIVE PROGRESS INDICATOR	6.2.8.A.3.e.	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. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.A.	Civics, Government, and Human Rights
CONTENT STATEMENT	6.2.8.A.4.	Expanding Exchanges and Encounters - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.A.4.b.	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills

		enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.B.	Geography, People, and the Environment
CONTENT STATEMENT	6.2.8.B.2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.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. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.2.b.	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.B.	Geography, People, and the Environment
CONTENT STATEMENT	6.2.8.B.3.	The Classical Civilizations of the Mediterranean World, India, and China - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.3.a.	Determine how geography and 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. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.3.b.	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills

		enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.B.	Geography, People, and the Environment
CONTENT STATEMENT	6.2.8.B.4.	Expanding Exchanges and Encounters - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.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. <u>Virtual Field Trips</u> Ancient Mayan Civilization
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.4.e.	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. <u>Virtual Field Trips</u> Ancient Mayan Civilization
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.4.f.	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. <u>Virtual Field Trips</u> Ancient Mayan Civilization Grade 4 - Southeast Region of the U.S.
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.C.	Economics, Innovation, and Technology
CONTENT STATEMENT	6.2.8.C.2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.C.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. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.C.	Economics, Innovation, and Technology
CONTENT STATEMENT	6.2.8.C.3.	The Classical Civilizations of the Mediterranean World, India, and China - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.C.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. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CUMULATIVE PROGRESS INDICATOR	6.2.8.C.3.b.	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. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.D.	History, Culture, and Perspectives
CONTENT STATEMENT	6.2.8.D.2.	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.2.a.	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.2.c.	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. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.2.d.	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STRAND	6.2.8.D.	History, Culture, and Perspectives
CONTENT STATEMENT	6.2.8.D.3.	The Classical Civilizations of the Mediterranean World, India, and China - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.3.a.	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.3.c.	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.3.d.	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.3.e.	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
CONTENT AREA / STANDARD	NJ.SS.6.2.8.	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
STRAND	6.2.8.D.	History, Culture, and Perspectives
CONTENT STATEMENT	6.2.8.D.4.	Expanding Exchanges and Encounters - 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.
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.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. <u>Virtual Field Trips</u> Ancient Mayan Civilization

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