

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: 2014

CONTENT AREA / STANDARD	NJ.MS-PS.	PHYSICAL SCIENCE
STRAND	MS-PS1.	Matter and Its Interactions
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	MS-PS1-3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
CONTENT AREA / STANDARD	NJ.MS-LS.	LIFE SCIENCE
STRAND	MS-LS1.	From Molecules to Organisms: Structures and Processes
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	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. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
CUMULATIVE PROGRESS INDICATOR	MS-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
CUMULATIVE PROGRESS INDICATOR	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. <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
CONTENT AREA / STANDARD	NJ.MS-LS.	LIFE SCIENCE
STRAND	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed

		<p>La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
CUMULATIVE PROGRESS INDICATOR	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
CUMULATIVE PROGRESS INDICATOR	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
CUMULATIVE PROGRESS INDICATOR	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
CONTENT AREA / STANDARD	NJ.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND	MS-ESS2.	Earth's Systems
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades</p>

CUMULATIVE PROGRESS INDICATOR	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
CUMULATIVE PROGRESS INDICATOR	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
CUMULATIVE PROGRESS INDICATOR	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
CONTENT AREA / STANDARD	NJ.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND	MS-ESS3.	Earth and Human Activity
CONTENT STATEMENT		Students who demonstrate understanding can:
CUMULATIVE PROGRESS INDICATOR	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
CUMULATIVE PROGRESS INDICATOR	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
CUMULATIVE PROGRESS INDICATOR	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 Who Lives On a Coral Reef?

**New Jersey Student Learning Standards
Social Studies**

Grade: 6 - 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
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		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 6 - 12
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.	<p>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.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
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.	<p>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.</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
CUMULATIVE PROGRESS INDICATOR	6.2.8.B.3.b.	<p>Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy</p>
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
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

		<p>expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>
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.	<p>Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.2.c.	<p>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.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
CUMULATIVE PROGRESS INDICATOR	6.2.8.D.2.d.	<p>Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p><u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
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.	<p>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p><u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2</p>

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 (Older 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