

Main Criteria: Virginia Standards of Learning

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Virginia Standards of Learning

Science

Grade: 6 - Adopted: 2010

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| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | SCIENTIFIC INVESTIGATION, REASONING, AND LOGIC |
| INDICATOR / STANDARD | 6.1. | The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which |
| INDICATOR | 6.1.a) | Observations are made involving fine discrimination between similar objects and organisms. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) 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 Who Lives On a Coral Reef? |
| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | FORCE, MOTION, AND ENERGY |
| INDICATOR / STANDARD | 6.2. | The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include |
| INDICATOR | 6.2.c) | Nonrenewable energy sources. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR | 6.2.d) | Renewable energy sources. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | FORCE, MOTION, AND ENERGY |
| INDICATOR / STANDARD | 6.3. | The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth's surface. Key concepts include |
| INDICATOR | 6.3.c) | The motion of the atmosphere and the oceans. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol |
| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | MATTER |

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| INDICATOR / STANDARD | 6.5. | The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include |
| INDICATOR | 6.5.c) | The action of water in physical and chemical weathering. <u>Virtual Field Trips</u> National Parks West - Wyoming, Utah |
| INDICATOR | 6.5.e) | The importance of water for agriculture, power generation, and public health. <u>Virtual Field Trips</u> National Parks West - Nevada, California |
| INDICATOR | 6.5.f) | The importance of protecting and maintaining water resources. <u>Virtual Field Trips</u> National Parks West - Nevada, California Who Lives On a Coral Reef? |
| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | MATTER |
| INDICATOR / STANDARD | 6.6. | The student will investigate and understand the properties of air and the structure and dynamics of Earth's atmosphere. Key concepts include |
| INDICATOR | 6.6.e) | The relationship of atmospheric measures and weather conditions. <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California |
| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | LIVING SYSTEMS |
| INDICATOR / STANDARD | 6.7. | The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include |
| INDICATOR | 6.7.a) | The health of ecosystems and the abiotic factors of a watershed. <u>Virtual Field Trips</u> How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef? |
| INDICATOR | 6.7.b) | The location and structure of Virginia's regional watershed systems. <u>Virtual Field Trips</u> 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 |
| INDICATOR | 6.7.c) | Divides, tributaries, river systems, and river and stream processes. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California |

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| | | National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades |
| INDICATOR | 6.7.e) | Estuaries. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 |
| INDICATOR | 6.7.f) | Major conservation, health, and safety issues associated with watersheds. <u>Virtual Field Trips</u> Who Lives On a Coral Reef? |
| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | INTERRELATIONSHIPS IN EARTH/SPACE SYSTEMS |
| INDICATOR / STANDARD | 6.8. | The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it. Key concepts include |
| INDICATOR | 6.8.a) | The sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii |
| STRAND / TOPIC | VA.6. | Virginia 2010 Science Standards of Learning |
| STANDARD / STRAND | | EARTH RESOURCES |
| INDICATOR / STANDARD | 6.9. | The student will investigate and understand public policy decisions relating to the environment. Key concepts include |
| INDICATOR | 6.9.a) | Management of renewable resources. <u>Virtual Field Trips</u> 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? |
| INDICATOR | 6.9.b) | Management of nonrenewable resources. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR | 6.9.c) | The mitigation of land-use and environmental hazards through preventive measures. <u>Virtual Field Trips</u> National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR | 6.9.d) | Cost/benefit tradeoffs in conservation policies. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol |

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| | | 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? |
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**Virginia Standards of Learning
Social Studies**

Grade: 6 - Adopted: 2015

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| STRAND / TOPIC | VA.SS.USII. | United States History: 1865 to the Present |
| STANDARD / STRAND | | Geography |
| INDICATOR / STANDARD | USII.2. | The student will use maps, globes, photographs, pictures, or tables for: |
| INDICATOR | USII.2.c. | Locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.USII. | United States History: 1865 to the Present |
| STANDARD / STRAND | | The United States since World War II |
| INDICATOR / STANDARD | USII.8. | The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by: |
| INDICATOR | USII.8.c. | Examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges. <u>Virtual Field Trips</u> Exploring Cuba |
| INDICATOR | USII.8.e. | Evaluating and explaining the impact of international trade and globalization on American life. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.CE. | Civics and Economics |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | CE.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | CE.1.f. | Determining multiple cause-and-effect relationships that impact political and economic events. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.CE. | Civics and Economics |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | CE.6. | The student will apply social science skills to understand the American constitutional government at the national level by: |
| INDICATOR | CE.6.a. | Describing the structure and powers of the national government. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |

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| INDICATOR | CE.6.b. | Explaining the principle of separation of powers and the operation of checks and balances. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.CE. | Civics and Economics |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | CE.13. | The student will apply social science skills to understand the role of government in the United States economy by: |
| INDICATOR | CE.13.b. | Explaining how and why government provides certain goods and services. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol |
| INDICATOR | CE.13.c. | Describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | WG.1.b. | Using geographic information to determine patterns and trends to understand world regions. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR | WG.1.f. | Explaining indirect cause-and-effect relationships to understand geospatial connections. <u>Virtual Field Trips</u> 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 |
| INDICATOR | WG.1.g. | Analyzing multiple connections across time and place. <u>Virtual Field Trips</u> 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 |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.2. | The student will analyze how physical and ecological processes shape Earth's surface by: |
| INDICATOR | WG.2.a. | Explaining regional climatic patterns and weather phenomena and their effects on people and places. <u>Virtual Field Trips</u> African Safari Exploring Cuba |

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| | | La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades |
| INDICATOR | WG.2.b. | Describing how humans influence the environment and are influenced by it. <u>Virtual Field Trips</u> 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 |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.3. | The student will apply the concept of a region by: |
| INDICATOR | WG.3.a. | Explaining how characteristics of regions have led to regional labels. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| INDICATOR | WG.3.b. | Describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts |
| INDICATOR | WG.3.c. | Analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.5. | The student will analyze the characteristics of the regions of the United States and Canada by: |
| INDICATOR | WG.5.a. | Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Canada - An Overview Washington, DC - Grades 6 - 12 |

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| INDICATOR | WG.5.b. | Describing major physical and environmental features. <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 Washington, DC - Grades 6 - 12 |
| INDICATOR | WG.5.c. | Explaining important economic characteristics. <u>Virtual Field Trips</u> Canada - An Overview |
| INDICATOR | WG.5.d. | Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Canada - An Overview National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.6. | The student will analyze the characteristics of the Latin American and Caribbean regions by: |
| INDICATOR | WG.6.a. | Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Exploring Cuba |
| INDICATOR | WG.6.b. | Describing major physical and environmental features. <u>Virtual Field Trips</u> Exploring Cuba |
| INDICATOR | WG.6.c. | Explaining important economic characteristics. <u>Virtual Field Trips</u> Exploring Cuba |
| INDICATOR | WG.6.d. | Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.7. | The student will analyze the characteristics of the European region by: |
| INDICATOR | WG.7.a. | Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) |
| INDICATOR | WG.7.b. | Describing major physical and environmental features. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol |

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| | | London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) |
| INDICATOR | WG.7.d. | Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) |
| STRAND / TOPIC | VA.SS.WG. | World Geography |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WG.16. | The student will apply social science skills to analyze the patterns of urban development by: |
| INDICATOR | WG.16.a. | Applying the concepts of site and situation to major cities in each region. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts |
| INDICATOR | WG.16.b. | Explaining how the functions of towns and cities have changed over time. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts |
| INDICATOR | WG.16.c. | Describing the unique influence of urban areas and challenges they face. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | WHI.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | WHI.1.b. | Using geographic information to determine patterns and trends to understand world history. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.1.e. | Comparing and contrasting historical, cultural, economic, and political perspectives in world history. |

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| | | <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.1.f. | Explaining how indirect cause-and-effect relationships impacted people, places, and events in world history. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.1.g. | Analyzing multiple connections across time and place. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.) |
| INDICATOR / STANDARD | WHI.3. | The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by: |
| INDICATOR | WHI.3.a. | Locating these civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Jerusalem - Then and Now (Older Grades) |
| INDICATOR | WHI.3.b. | Describing the development of social, political, and economic patterns, including slavery. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Older Grades) |
| INDICATOR | WHI.3.c. | Explaining the development and interactions of religious traditions. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Older Grades) |
| INDICATOR | WHI.3.d. | Describing the origins, beliefs, traditions, customs, and spread of Judaism. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.5. | The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by: |
| INDICATOR | WHI.5.a. | Locating Greek civilizations in time and place and describing their major geographic features. |

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| | | <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| INDICATOR | WHI.5.b. | Describing the social and religious structure of ancient Greece. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| INDICATOR | WHI.5.e. | Evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| INDICATOR | WHI.5.f. | Citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.6. | The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by: |
| INDICATOR | WHI.6.a. | Locating Roman civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| INDICATOR | WHI.6.b. | Describing the social and religious structure of ancient Rome. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.6.c. | Describing the social structure and cultural development of the Roman Republic. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.6.d. | Describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 |
| INDICATOR | WHI.6.f. | Assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.11. | The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by: |
| INDICATOR | WHI.11.b. | Explaining technological advances and transfers, networks of economic interdependence, and cultural interactions. |

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| | | <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.13. | The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by: |
| INDICATOR | WHI.13.a. | Locating early civilizations in time and place and describing major geographic features. <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| INDICATOR | WHI.13.b. | Explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas. <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| INDICATOR | WHI.13.c. | Evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence. <u>Virtual Field Trips</u> Ancient Mayan Civilization |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.14. | The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by: |
| INDICATOR | WHI.14.d. | Evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1 |
| STRAND / TOPIC | VA.SS.WHI. | World History and Geography to 1500 A.D. (C.E.) |
| STANDARD / STRAND | | Regional Interactions, 1000 to 1500 A.D. (C.E.) |
| INDICATOR / STANDARD | WHI.15. | The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by: |
| INDICATOR | WHI.15.a. | Determining the economic and cultural foundations of the Italian Renaissance. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| INDICATOR | WHI.15.c. | Citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| INDICATOR | WHI.15.d. | Comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | Skills |

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| INDICATOR / STANDARD | WHII.2. | The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by: |
| INDICATOR | WHII.2.b. | Describing artistic, literary, and intellectual ideas of the Renaissance. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2 |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | Emergence of a Global Age, 1500 to 1800 A.D. (C.E.) |
| INDICATOR / STANDARD | WHII.6. | The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by: |
| INDICATOR | WHII.6.a. | Locating Asian empires in time and place and identifying major geographic features. <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| INDICATOR | WHII.6.e. | Describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate. <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| INDICATOR | WHII.6.f. | Comparing and contrasting the political and economic systems of Asian empires. <u>Virtual Field Trips</u> Tokyo - City of Contrasts |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | The Modern Era |
| INDICATOR / STANDARD | WHII.12. | The student will apply social science skills to understand the conflicts during the second half of the twentieth century by: |
| INDICATOR | WHII.12.b. | Describing the major leaders and events of the Cold War, including the location of major conflicts. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | The Modern Era |
| INDICATOR / STANDARD | WHII.14. | The student will apply social science skills to understand the global changes during the early twenty-first century by: |
| INDICATOR | WHII.14.c. | Describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.WHII. | World History and Geography: 1500 A.D. (C.E.) to the Present |
| STANDARD / STRAND | | The Modern Era |
| INDICATOR / STANDARD | WHII.15. | The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by: |
| INDICATOR | WHII.15.a. | Describing their beliefs, sacred writings, traditions, and customs. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) |
| INDICATOR | WHII.15.b. | Locating the geographic distribution of religions in the contemporary world. |

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| | | <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | VUS.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | VUS.1.e. | Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| INDICATOR | VUS.1.f. | Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| INDICATOR | VUS.1.g. | Analyzing multiple connections across time and place. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| INDICATOR | VUS.1.h. | Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.VUS. | Virginia and United States History |
| STANDARD / STRAND | | The United States since World War II |
| INDICATOR / STANDARD | VUS.12. | The student will apply social science skills to understand the United States' foreign policy during the Cold War era by: |
| INDICATOR | VUS.12.e. | Evaluating and explaining how policy changes impacted the United States' relationships in Latin America. <u>Virtual Field Trips</u> Exploring Cuba |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.1. | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: |
| INDICATOR | GOVT.1.c. | Comparing and contrasting historical, cultural, economic, and political perspectives. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| INDICATOR | GOVT.1.f. | Explaining how cause-and-effect relationships impact political and economic events. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.4. | The student will apply social science skills to understand the Constitution of the United States by: |
| INDICATOR | GOVT.4.c. | Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and |

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| | | federalism. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.7. | The student will apply social science skills to understand the organization and powers of the national government by: |
| INDICATOR | GOVT.7.b. | Analyzing the relationships among the three branches in a system of checks and balances and separation of powers. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.13. | The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by: |
| INDICATOR | GOVT.13.a. | Describing the distribution of governmental power. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.14. | The student will apply social science skills to understand economic systems by: |
| INDICATOR | GOVT.14.b. | Comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12 |
| STRAND / TOPIC | VA.SS.GOV.T. | Virginia and United States Government |
| STANDARD / STRAND | | Skills |
| INDICATOR / STANDARD | GOVT.15. | The student will apply social science skills to understand the role of government in the Virginia and United States economies by: |
| INDICATOR | GOVT.15.a. | Describing the provision of government goods and services that are not readily produced by the market. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol |
| INDICATOR | GOVT.15.c. | Investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol |