

**Main Criteria:** New Hampshire College and Career Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 6 - Adopted: 2006

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

| STRAND / STANDARD | NH.SPS1.      | Science Process Skills: Scientific Inquiry and Critical Thinking Skills  |
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| STANDARD / GLE    | S:SPS1:6:1.7. | <p><b>Making Observations and Asking Questions:</b> Students will apply skills from previous grades and compare methods of classification for a specific purpose.</p> <p><u>Social Studies Online</u><br/>African Safari<br/>Galapagos Islands<br/>Galapagos Islands - Espagnol<br/>How Coral Reefs Are Formed<br/>Who Lives On a Coral Reef?</p>  |
| STRAND / STANDARD | NH.SPS2.      | Science Process Skills: Unifying Concepts of Science   |
| STANDARD / GLE    | S:SPS2:6:2.2. | <p><b>Systems and Energy:</b> Students will apply skills from previous grades and discover that collections of pieces (e.g., powders, marbles, sugar cubes or wooden blocks) may have properties that the individual pieces do not.</p> <p><u>Social Studies Online</u><br/>African Safari<br/>Galapagos Islands<br/>Galapagos Islands - Espagnol<br/>How Coral Reefs Are Formed<br/>La Selva Amazonica - Pte 1 (En Espagnol)<br/>The Amazon Rainforest<br/>The Amazon Rainforest - Part 1 - Older Grades<br/>Who Lives On a Coral Reef?</p> |
| STANDARD / GLE    | S:SPS2:6:3.2. | <p><b>Models and Scale:</b> Students will apply skills from previous grades and analyze how finding out the biggest and smallest values of something are often as revealing as knowing what the usual value is.</p> <p><u>Social Studies Online</u><br/>La Selva Amazonica - Pte 1 (En Espagnol)<br/>The Amazon Rainforest<br/>The Amazon Rainforest - Part 1 - Older Grades</p>   |
| STANDARD / GLE    | S:SPS2:6:4.1. | <p><b>Patterns of Change:</b> Students will apply skills from previous grades and understand that things change in steady, repetitive, or irregular ways, or sometimes in more than one way at the same time; often the best way to tell which kinds of change are happening is to make</p>  |

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|                   |               | <p>a table or graph of measurements.</p> <p><u>Social Studies Online</u><br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> Who Lives On a Coral Reef?</p>   |
| STANDARD / GLE    | S:SPS2:6:4.2. | <p>Patterns of Change: Students will apply skills from previous grades and discover how a system may stay the same because nothing is happening or because things are happening that exactly balance each other out.</p> <p><u>Social Studies Online</u><br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> Who Lives On a Coral Reef?</p>   |
| STANDARD / GLE    | S:SPS2:6:5.2. | <p>Form and Function: Students will apply skills from previous grades and diagram and label the structure of the primary components of representative organs in plants and animals.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> Who Lives On a Coral Reef?</p>  |
| STANDARD / GLE    | S:SPS2:6:5.3. | <p>Form and Function: Students will apply skills from previous grades and investigate the relationship between various landforms and wind currents.</p> <p><u>Social Studies Online</u><br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO</p>   |
| STRAND / STANDARD | NH.SPS3.      | Science Process Skills: Personal, Social, and Technological Perspectives  |
| STANDARD / GLE    | S:SPS3:6:2.3. | <p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and explore evidence that human-caused changes have consequences for the immediate environment as well as for other places and future times.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades<br/> Who Lives On a Coral Reef?</p> |

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| STANDARD / GLE    | S:SPS3:6:2.4. | <p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and explore how humans shape and control the environment while creating knowledge and developing new technologies.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades<br/> Who Lives On a Coral Reef?</p> |
| STANDARD / GLE    | S:SPS3:6:2.5. | <p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and investigate environmental and resource management issues at scales that range from local to national to global.</p> <p><u>Social Studies Online</u><br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades<br/> Who Lives On a Coral Reef?</p>  |
| STRAND / STANDARD | NH.SPS4.      | Science Process Skills: Science Skills for Information, Communication and Media Literacy  |
| STANDARD / GLE    | S:SPS4:6:9.2. | <p>Social Responsibility: Students will apply skills from previous grades and participate in simulation or role-playing activities in which students grapple with the ethics of complex issues.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades</p>   |
| STRAND / STANDARD | NH.ESS1.      | Earth Space Science: The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.   |
| STANDARD / GLE    | S:ESS1:6:1.2. | <p>Atmosphere, Climate, and Weather: Students will identify weather patterns by tracking weather related events, such as hurricanes.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California</p>   |

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| STANDARD / GLE    | S:ESS1:6:2.1. | <p>Composition and Features: Students will differentiate between renewable and non-renewable resources.</p> <p><u>Social Studies Online</u><br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades</p>   |
| STANDARD / GLE    | S:ESS1:6:2.2. | <p>Composition and Features: Students will describe and define the different landforms on the Earth's surface, such as coastlines, rivers, mountains, deltas, canyons, etc.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> Who Lives On a Coral Reef?</p> |
| STANDARD / GLE    | S:ESS1:6:5.1. | <p>Processes and Rates of Change: Students will recognize that things change in steady, repetitive, or irregular ways, or sometimes in more than one way at the same time.</p> <p><u>Social Studies Online</u><br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades</p>  |
| STANDARD / GLE    | S:ESS1:6:5.2. | <p>Processes and Rates of Change: Students will explain how some changes to the Earth's surface happen abruptly, as a result of landslides, earthquakes and volcanic eruptions; while other changes happen very slowly as a result of weathering, erosions and deposition of sediment caused by waves, wind, water and ice.</p> <p><u>Social Studies Online</u><br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO</p>   |
| STANDARD / GLE    | S:ESS1:6:7.2. | <p>Water: Students will explain that water quality has a direct effect on Earth's life forms.</p> <p><u>Social Studies Online</u><br/> Who Lives On a Coral Reef?</p>   |
| STRAND / STANDARD | NH.ESS2.      | Earth Space Science: The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.  |
| STANDARD / GLE    | S:ESS2:6:2.2. | <p>Energy: Students will identify and describe seasonal, daylight and weather patterns as they relate to energy.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California</p>   |
| STRAND / STANDARD | NH.ESS4.      | Earth Space Science: The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.   |

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| STANDARD / GLE    | S:ESS4:6:3.1. | <p>Career Technical Education Connections: Students will provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products.</p> <p><u>Social Studies Online</u><br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades</p>  |
| STRAND / STANDARD | NH.LS1.       | Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).   |
| STANDARD / GLE    | S:LS1:6:1.1.  | <p>Classification: Students will identify ways in which living things can be grouped and organized, such as taxonomic groups of plants, animals and fungi.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> Who Lives On a Coral Reef?</p>  |
| STANDARD / GLE    | S:LS1:6:1.2.  | <p>Classification: Students will categorize organisms into kingdoms that are currently recognized, according to shared characteristics.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> Who Lives On a Coral Reef?</p>   |
| STANDARD / GLE    | S:LS1:6:2.4.  | <p>Living Things and Organization: Students will recognize and describe the hierarchical organization of living systems, including cells, tissues, organs, organ systems, whole organisms, and ecosystems.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades<br/> Who Lives On a Coral Reef?</p> |
| STRAND / STANDARD | NH.LS2.       | Life Science: Energy flows and matter recycles through an ecosystem.   |
| STANDARD / GLE    | S:LS2:6:1.2.  | <p>Environment: Students will explain that most microorganisms do not cause disease and that many are beneficial to the environment.</p> <p><u>Social Studies Online</u><br/> La Selva Amazonica - Pte 1 (En Espagnol)</p>   |

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|                   |              | <p>The Amazon Rainforest</p> <p>The Amazon Rainforest - Part 1 - Older Grades</p>  |
| STANDARD / GLE    | S:LS2:6:2.1. | <p>Flow of Energy: Students will describe how energy is transferred in an ecosystem through food webs; and explain the roles and relationships between producers, consumers and decomposers.</p> <p><u>Social Studies Online</u><br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> Who Lives On a Coral Reef?</p>  |
| STANDARD / GLE    | S:LS2:6:3.1. | <p>Recycling of Materials: Students will define a population as all individuals of a species that exist together at a given place and time; and explain that all populations living together in a community, along with the physical factors with which they interact, compose an ecosystem.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades<br/> Who Lives On a Coral Reef?</p> |
| STANDARD / GLE    | S:LS2:6:3.2. | <p>Recycling of Materials: Using food webs, students will identify and describe the ways in which organisms interact and depend on one another in an ecosystem.</p> <p><u>Social Studies Online</u><br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> Who Lives On a Coral Reef?</p>   |
| STANDARD / GLE    | S:LS2:6:3.3. | <p>Recycling of Materials: Students will explain how insects and various other organisms depend on dead plant and animal matter for food; and describe how this process contributes to the system.</p> <p><u>Social Studies Online</u><br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades</p>   |
| STRAND / STANDARD | NH.LS3.      | <p>Life Science: Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).</p>   |
| STANDARD / GLE    | S:LS3:6:1.1. | <p>Change: Students will provide examples of how all organisms, including humans, impact their environment; and explain how some changes can be detrimental to other organisms.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> Galapagos Islands - Espagnol<br/> How Coral Reefs Are Formed<br/> La Selva Amazonica - Pte 1 (En Espagnol)</p>   |

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|                   |              | National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks West - Wyoming, Utah<br>National Parks - WA, OR, ID, MT, CO<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 1 - Older Grades<br>The Amazon Rainforest - Part 2 - Older Grades<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef?  |
| STANDARD / GLE    | S:LS3:6:1.2. | Change: Students will explain how changes in environmental conditions can affect the survival of individual organisms and the entire species.<br><br><a href="#">Social Studies Online</a><br>Galapagos Islands<br>Galapagos Islands - Espagnol<br>How Coral Reefs Are Formed<br>La Selva Amazonica - Pte 1 (En Espagnol)<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California<br>National Parks West - Wyoming, Utah<br>National Parks - WA, OR, ID, MT, CO<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 1 - Older Grades<br>Who Lives On a Coral Reef? |
| STANDARD / GLE    | S:LS3:6:2.1. | Evolution: Students will describe the fundamental concepts related to biological evolution, such as biological adaptations and the diversity of species.<br><br><a href="#">Social Studies Online</a><br>Galapagos Islands<br>Galapagos Islands - Espagnol   |
| STRAND / STANDARD | NH.LS5.      | Life Science: The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.  |
| STANDARD / GLE    | S:LS5:6:1.1. | Design Technology: Students will recognize that an agricultural system is designed to maximize the use of all the elements in the system, including using plants for food, oxygen, for the filtration of air and water, and for making compost.<br><br><a href="#">Social Studies Online</a><br>The Amazon Rainforest - Part 2 - Older Grades<br>The Amazon Rainforest - Part 2 - Younger Grades   |
| STANDARD / GLE    | S:LS5:6:3.4. | Social Issues (Local And Global): Medical Technology and Biotechnology: Students will identify and describe some of the processes and systems used to grow food in New Hampshire, including irrigation, pest control and harvesting.<br><br><a href="#">Social Studies Online</a><br>The Amazon Rainforest - Part 2 - Older Grades<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef?  |
| STRAND / STANDARD | NH.PS4.      | Physical Science: The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.  |
| STANDARD / GLE    | S:PS4:6:2.1. | Tools: Students will recognize that manufacturing processes use a variety of tools and machines to separate, form, combine and condition natural and synthetic materials.<br><br><a href="#">Social Studies Online</a>   |



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|                |              | The Amazon Rainforest - Part 2 - Older Grades<br>The Amazon Rainforest - Part 2 - Younger Grades   |
| STANDARD / GLE | S:PS4:6:3.3. | Social Issues (Local and Global): Energy, Power, and Transportation Manufacturing: Students will provide an example to show that manufacturing processes involve changing natural materials into finished products through a series of processes that involve physical and/or chemical changes.<br><br><a href="#">Social Studies Online</a><br>The Amazon Rainforest - Part 2 - Older Grades<br>The Amazon Rainforest - Part 2 - Younger Grades |

### New Hampshire College and Career Ready Standards

#### Social Studies

Grade: 6 - Adopted: 2006

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| STRAND / STANDARD       | NH.3.    | Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.   |
| STANDARD / GLE          | 3.1.     | The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.   |
| GRADE LEVEL EXPECTATION | 3.1.6.1. | Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.<br><br><a href="#">Social Studies Online</a><br>Washington, DC - Grades 6 - 8   |
| STRAND / STANDARD       | NH.3.    | Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.   |
| STANDARD / GLE          | 3.3.     | The World and the United States' Place In It: Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.   |
| GRADE LEVEL EXPECTATION | 3.3.6.3. | Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.<br><br><a href="#">Social Studies Online</a><br>Ancient Greece  |
| STRAND / STANDARD       | NH.5.    | Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development. |
| STANDARD / GLE          | 5.1.     | The World in Spatial Terms: Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.   |
| GRADE LEVEL EXPECTATION | 5.1.6.2. | Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the   |



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|                         |          | <p>student's community, or the diffusion of the English language to the United States.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Exploring Cuba<br/> London - City of Pomp &amp; Majesty<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> Highlights of Paris – Grades 6 – 8<br/> Paris - La Ville Lumiere (En Francais)<br/> Tokyo - City of Contrasts</p> |
| GRADE LEVEL EXPECTATION | 5.1.6.3. | <p>Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Exploring Cuba<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades</p>  |
| STRAND / STANDARD       | NH.5.    | <p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>                                |
| STANDARD / GLE          | 5.2.     | <p>Places and Regions: Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>  |
| GRADE LEVEL EXPECTATION | 5.2.6.2. | <p>Describe how places and regions preserve culture, e.g., songs or traditions.</p> <p><u>Social Studies Online</u><br/> Exploring Cuba<br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> Rome - The Eternal City<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades</p>  |
| STRAND / STANDARD       | NH.5.    | <p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>                                |
| STANDARD / GLE          | 5.3.     | <p>Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>  |
| GRADE LEVEL EXPECTATION | 5.3.6.1. | <p>Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion.</p> <p><u>Social Studies Online</u><br/> Canada</p>  |

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| GRADE LEVEL EXPECTATION | 5.3.6.4. | <p>Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.</p> <p><u>Social Studies Online</u><br/> African Safari<br/> Galapagos Islands<br/> National Parks - West - Alaska &amp; Hawaii<br/> National Parks West - Nevada, California<br/> National Parks West - Wyoming, Utah<br/> National Parks - WA, OR, ID, MT, CO<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades</p> |
| STRAND / STANDARD       | NH.5.    | <p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>   |
| STANDARD / GLE          | 5.4.     | <p>Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>  |
| GRADE LEVEL EXPECTATION | 5.4.6.5. | <p>Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural.</p> <p><u>Social Studies Online</u><br/> Barcelona - English<br/> Barcelona - Espagnol<br/> London - City of Pomp &amp; Majesty<br/> Highlights of Paris – Grades 6 – 8<br/> Paris - La Ville Lumiere (En Francais)<br/> Tokyo - City of Contrasts<br/> Washington, DC - Grades 6 - 8</p>   |
| STRAND / STANDARD       | NH.5.    | <p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>   |
| STANDARD / GLE          | 5.5.     | <p>Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>   |
| GRADE LEVEL EXPECTATION | 5.5.6.1. | <p>Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.</p> <p><u>Social Studies Online</u><br/> La Selva Amazonica - Pte 1 (En Espagnol)<br/> The Amazon Rainforest<br/> The Amazon Rainforest - Part 1 - Older Grades<br/> The Amazon Rainforest - Part 2 - Older Grades<br/> The Amazon Rainforest - Part 2 - Younger Grades</p>  |
| STRAND / STANDARD       | NH.7.    | <p>World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different</p>   |

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|                         |          | peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.   |
| STANDARD / GLE          | 7.1.     | Political Foundations and Developments: Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.  |
| GRADE LEVEL EXPECTATION | 7.1.6.1. | Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.<br><br><u>Social Studies Online</u><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome  |
| STRAND / STANDARD       | NH.7.    | World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present. |
| STANDARD / GLE          | 7.2.     | Contacts, Exchanges & International Relations: Students will demonstrate their understanding of the interactions of peoples and governments over time.   |
| GRADE LEVEL EXPECTATION | 7.2.6.2. | Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor.<br><br><u>Social Studies Online</u><br>Ancient Greece<br>Ancient Mayan Civilization   |
| GRADE LEVEL EXPECTATION | 7.2.6.4. | Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia<br><br><u>Social Studies Online</u><br>Tokyo - City of Contrasts   |
| STRAND / STANDARD       | NH.7.    | World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present. |
| STANDARD / GLE          | 7.3.     | World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate their understanding of  |

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|                         |          | conceptions of reality, ideals, guidelines of behavior and their forms of expression.  |
| GRADE LEVEL EXPECTATION | 7.3.6.1. | Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.<br><br><u>Social Studies Online</u><br>Jerusalem - Then and Now (Older Grades)   |
| GRADE LEVEL EXPECTATION | 7.3.6.2. | Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.<br><br><u>Social Studies Online</u><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids   |
| STRAND / STANDARD       | NH.7.    | World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present. |
| STANDARD / GLE          | 7.5.     | Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.   |
| GRADE LEVEL EXPECTATION | 7.5.6.1. | Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City.<br><br><u>Social Studies Online</u><br>Barcelona - English<br>Barcelona - Espagnol<br>London - City of Pomp & Majesty<br>Highlights of Paris – Grades 6 – 8<br>Paris - La Ville Lumiere (En Francais)<br>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 8   |

Grade: 6 - Adopted: 2010

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| STRAND / STANDARD       | NH.CC.RH.6-8. | Reading Standards for Literacy in History/Social Studies   |
| STANDARD / GLE          |               | Integration of Knowledge and Ideas   |
| GRADE LEVEL EXPECTATION | RH.6-8.7.     | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><br><u>Social Studies Online</u><br>African Safari<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Barcelona - English<br>Barcelona - Espagnol<br>Canada<br>Exploring Cuba<br>Galapagos Islands<br>Jerusalem - Then and Now (Older Grades)<br>La Selva Amazonica - Pte 1 (En Espagnol)<br>London - City of Pomp & Majesty<br>National Parks - West - Alaska & Hawaii<br>National Parks West - Nevada, California |

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|  |  | National Parks West - Wyoming, Utah<br>National Parks - WA, OR, ID, MT, CO<br>Highlights of Paris – Grades 6 – 8<br>Paris - La Ville Lumiere (En Francais)<br>Ancient Rome<br>Rome - The Eternal City<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 1 - Older Grades<br>The Amazon Rainforest - Part 2 - Older Grades<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 8 |
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