

**Main Criteria:** South Carolina Standards & Learning

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**South Carolina Standards & Learning**

**Science**

Grade: **6** - Adopted: **2014**

Does not include:

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

STANDARD / COURSE	SC.6.S.	SCIENCE AND ENGINEERING PRACTICES
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.S.1.	The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
PERFORMANCE DESCRIPTOR / STANDARD	6.S.1A.	Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientists and engineers.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.S.1A.5.	Use mathematical and computational thinking to (1) use and manipulate appropriate metric units, (2) collect and analyze data, (3) express relationships between variables for models and investigations, or (4) use grade-level appropriate statistics to analyze data.  <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STANDARD / COURSE	SC.6.E.	EARTH SCIENCE: EARTH'S WEATHER AND CLIMATE
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.E.2.	The student will demonstrate an understanding of the interactions within Earth's systems (flow of energy) that regulate weather and climate.
PERFORMANCE DESCRIPTOR / STANDARD	6.E.2B.	Conceptual Understanding: The complex patterns of changes and movement of water in the atmosphere determined by winds, landforms, ocean temperatures and currents, and convection are major determinants of local weather patterns and climate. Technology has enhanced our ability to measure and predict weather patterns.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.E.2B.2.	Develop and use models to explain how relationships between the movement and interactions of air masses, high and low pressure systems, and frontal boundaries result in weather conditions and storms (including thunderstorms, hurricanes and tornadoes).  <u>Social Studies Online</u>

		African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
INDICATOR	6.E.2B.3.	Develop and use models to represent how solar energy and convection impact Earth's weather patterns and climate conditions (including global winds, the jet stream, and ocean currents).  <u>Social Studies Online</u> National Parks West - Nevada, California National Parks - WA, OR, ID, MT, CO
INDICATOR	6.E.2B.4.	Construct explanations for how climate is determined in an area (including latitude, elevation, shape of the land, distance from water, global winds, and ocean currents).  <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks West - Nevada, California National Parks - WA, OR, ID, MT, CO The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STANDARD / COURSE	SC.6.L.	LIFE SCIENCE: DIVERSITY OF LIFE-CLASSIFICATION AND ANIMALS
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.L.4.	The student will demonstrate an understanding of how scientists classify organisms and how the structures, processes, behaviors, and adaptations of animals allow them to survive.
PERFORMANCE DESCRIPTOR / STANDARD	6.L.4A.	Conceptual Understanding: Life is the quality that differentiates living things (organisms) from nonliving objects or those that were once living. All organisms are made up of cells, need food and water, a way to dispose of waste, and an environment in which they can live. Because of the diversity of life on Earth, scientists have developed a way to organize groups of organisms according to their characteristic traits, making it easier to identify and study them.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.L.4A.1.	Obtain and communicate information to support claims that living organisms (1) obtain and use resources for energy, (2) respond to stimuli, (3) reproduce, and (4) grow and develop.  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii Who Lives On a Coral Reef?
INDICATOR	6.L.4A.2.	Develop and use models to classify organisms based on the current hierarchical taxonomic structure (including the kingdoms of protists, plants, fungi, and animals).  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
STANDARD / COURSE	SC.6.L.	LIFE SCIENCE: DIVERSITY OF LIFE-CLASSIFICATION AND ANIMALS

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.L.4.	The student will demonstrate an understanding of how scientists classify organisms and how the structures, processes, behaviors, and adaptations of animals allow them to survive.
PERFORMANCE DESCRIPTOR / STANDARD	6.L.4B.	Conceptual Understanding: The Animal Kingdom includes a diversity of organisms that have many characteristics in common. Classification of animals is based on structures that function in growth, reproduction, and survival. Animals have both structural and behavioral adaptations that increase the chances of reproduction and survival in changing environments.
GRADE LEVEL EXAMPLE / STAGE		Students who demonstrate this understanding can:
INDICATOR	6.L.4B.1.	Analyze and interpret data related to the diversity of animals to support claims that all animals (vertebrates and invertebrates) share common characteristics.  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
INDICATOR	6.L.4B.2.	Obtain and communicate information to explain how the structural adaptations and processes of animals allow for defense, movement, or resource obtainment.  <u>Social Studies Online</u> African Safari 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 - WA, OR, ID, MT, CO The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
INDICATOR	6.L.4B.3.	Construct explanations of how animal responses (including hibernation, migration, grouping, and courtship) to environmental stimuli allow them to survive and reproduce.  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
INDICATOR	6.L.4B.4.	Obtain and communicate information to compare and classify innate and learned behaviors in animals.  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii
INDICATOR	6.L.4B.5.	Analyze and interpret data to compare how endothermic and ectothermic animals respond to changes in environmental temperature.

		<a href="#">Social Studies Online</a> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks West - Nevada, California
<b>STANDARD / COURSE</b>	<b>SC.6.L.</b>	<b>LIFE SCIENCE: DIVERSITY OF LIFE-PROTISTS, FUNGI AND PLANTS</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	<b>6.L.5.</b>	The student will demonstrate an understanding of the structures, processes, and responses that allow protists, fungi, and plants to survive and reproduce.
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>6.L.5A.</b>	Conceptual Understanding: The Protist Kingdom is one of the most diverse groups and includes organisms that have characteristics similar to but are not classified as plants, animals, or fungi. These microorganisms live in moist environments and vary in how they obtain energy and move. The Fungi Kingdom consists of organisms that do not make their own food (heterotrophs) but obtain their nutrition through external absorption. Fungi can be grouped by their growth habit or fruiting structure and respond to changes in the environmental stimuli similar to plants.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		Students who demonstrate this understanding can:
<b>INDICATOR</b>	<b>6.L.5A.1.</b>	Analyze and interpret data from observations to compare how the structures of protists (including euglena, paramecium, and amoeba) and fungi allow them to obtain energy and explore their environment.  <a href="#">Social Studies Online</a> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
<b>INDICATOR</b>	<b>6.L.5A.2.</b>	Analyze and interpret data to describe how fungi respond to external stimuli (including temperature, light, touch, water, and gravity).  <a href="#">Social Studies Online</a> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades

### South Carolina Standards & Learning

#### Social Studies

Grade: 6 - Adopted: 2011

<b>STANDARD / COURSE</b>	<b>SC.6.</b>	<b>Early Cultures to 1600</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	<b>6-1:</b>	The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>		The first humans were nomads who continually traveled in search of food. As these hunter-gatherers developed better ways of doing things, they began to develop into the world's earliest civilizations. Civilized societies have established written languages, permanent structures, forms of government, dependence on agriculture, and specializations of labor. These societies have also developed customs such as formal religions and traditions in family structure, food, and clothing that have endured. To understand how early civilizations evolved, the student will utilize the knowledge and skills set forth in the following indicators:
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>6-1.3.</b>	Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government,

		trade systems, architecture, and forms of social order.  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
GRADE LEVEL EXAMPLE / STAGE	6-1.4.	Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
STANDARD / COURSE	SC.6.	Early Cultures to 1600
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6-2:	The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.
PERFORMANCE DESCRIPTOR / STANDARD		The foundations of government, science, technology, and the arts are legacies of ancient civilizations. To understand that the contributions of these ancient civilizations have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	6-2.1.	Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens.  <a href="#">Social Studies Online</a> Ancient Greece
GRADE LEVEL EXAMPLE / STAGE	6-2.2.	Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math, and science.  <a href="#">Social Studies Online</a> Ancient Greece Ancient Rome Rome - The Eternal City
GRADE LEVEL EXAMPLE / STAGE	6-2.3.	Describe the development of Roman civilization, including language, government, architecture, and engineering.  <a href="#">Social Studies Online</a> Ancient Rome Rome - The Eternal City
GRADE LEVEL EXAMPLE / STAGE	6-2.4.	Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).  <a href="#">Social Studies Online</a> Ancient Rome
GRADE LEVEL EXAMPLE / STAGE	6-2.6.	Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.  <a href="#">Social Studies Online</a> Ancient Greece
STANDARD / COURSE	SC.6.	Early Cultures to 1600
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6-3:	The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.
PERFORMANCE DESCRIPTOR / STANDARD		Asian cultures were developing in ways both similar to and different from those in other parts of the world. The cultures of China, India, Japan, and the Middle East influenced each other's growth and development as well as that of the rest of the world. To understand the contributions of Asian societies that have endured

		and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	6-3.2.	Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature.  <a href="#">Social Studies Online</a> Tokyo - City of Contrasts
STANDARD / COURSE	SC.6.	Early Cultures to 1600
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6-4:	The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.
PERFORMANCE DESCRIPTOR / STANDARD		African and American cultures were developing independently in ways similar to and different from those in other parts of the world. These cultures also influenced the development of the rest of the world. To understand that the contributions of African and American cultures have endured and are evident in our society today, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	6-4.3.	Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture.  <a href="#">Social Studies Online</a> Ancient Mayan Civilization
STANDARD / COURSE	SC.6.	Early Cultures to 1600
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6-6:	The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.
PERFORMANCE DESCRIPTOR / STANDARD		The Renaissance, the Reformation, and the Age of Exploration were times of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections among the Renaissance, the Reformation, and the exploration of the world, the student will utilize the knowledge and skills set forth in the following indicators:
GRADE LEVEL EXAMPLE / STAGE	6-6.1.	Summarize the contributions of the Italian Renaissance, including the importance of Florence, the influence of humanism and the accomplishments of the Italians in art, music, literature, and architecture.  <a href="#">Social Studies Online</a> Rome - The Eternal City
GRADE LEVEL EXAMPLE / STAGE	6-6.2.	Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther).  <a href="#">Social Studies Online</a> Rome - The Eternal City
STANDARD / COURSE	SC.6-SSLS.	Social Studies Literacy Skills for the Twenty-First Century
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6-SSLS.1.	Literacy Skills for Social Studies
PERFORMANCE DESCRIPTOR / STANDARD	6-SSLS.1.3.	Identify and explain multiple causation and multiple effects.  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City

PERFORMANCE DESCRIPTOR / STANDARD	6-SSLS.1.4.	Compare the locations of places, the conditions at places, and the connections between places.  <u>Social Studies Online</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE DESCRIPTOR / STANDARD	6-SSLS.1.5.	Identify and explain the relationships among multiple causes and multiple effects.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
PERFORMANCE DESCRIPTOR / STANDARD	6-SSLS.1.11.	Interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources.  <u>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol Canada 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 - WA, OR, ID, MT, CO Highlights of Paris – Grades 6 – 8 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
PERFORMANCE DESCRIPTOR / STANDARD	6-SSLS.1.15.	Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.  <u>Social Studies Online</u> Exploring Cuba

Grade: 6 - Adopted: 2010

STANDARD / COURSE	SC.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Integration of Knowledge and Ideas
PERFORMANCE DESCRIPTOR / STANDARD	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <u>Social Studies Online</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades)

		<p> <b>La Selva Amazonica - Pte 1 (En Espagnol)</b>  <b>London - City of Pomp &amp; Majesty</b>  <b>National Parks - West - Alaska &amp; Hawaii</b>  <b>National Parks West - Nevada, California</b>  <b>National Parks West - Wyoming, Utah</b>  <b>National Parks - WA, OR, ID, MT, CO</b>  <b>Highlights of Paris – Grades 6 – 8</b>  <b>Paris - La Ville Lumiere (En Francais)</b>  <b>Ancient Rome</b>  <b>Rome - The Eternal City</b>  <b>The Amazon Rainforest</b>  <b>The Amazon Rainforest - Part 1 - Older Grades</b>  <b>The Amazon Rainforest - Part 2 - Older Grades</b>  <b>The Amazon Rainforest - Part 2 - Younger Grades</b>  <b>Tokyo - City of Contrasts</b>  <b>Washington, DC - Grades 6 - 8</b> </p>
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