

Main Criteria: Utah Core Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

**Utah Core Standards
Science**

Grade: 6 - Adopted: 2002

Does not include:

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

STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.1.	Intended Learning Outcome: Use Science Process and Thinking Skills.
INDICATOR / CLUSTER	6.1.a.	Observe simple objects, patterns, and events, and report their observations. <u>Social Studies Online</u> Who Lives On a Coral Reef?
INDICATOR / CLUSTER	6.1.d.	Compare things, processes, and events. <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?
INDICATOR / CLUSTER	6.1.e.	Use classification systems. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.2.	Intended Learning Outcome: Manifest Scientific Attitudes and Interests.
INDICATOR / CLUSTER	6.2.f.	Accept and use scientific evidence to help resolve ecological problems. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - 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 - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.5.	Intended Learning Outcome: Demonstrate Awareness of Social and Historical Aspects of Science.
INDICATOR / CLUSTER	6.5.a.	Cite examples of how science affects life. <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR / CLUSTER	6.5.b.	Understand the cumulative nature of science knowledge. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.6.	Intended Learning Outcome: Understand the Nature of Science.
INDICATOR / CLUSTER	6.6.c.	Science findings are based upon evidence. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.II.	Students will understand how Earth's tilt on its axis changes the length of daylight and creates the seasons.
INDICATOR / CLUSTER	6.II.1.	Describe the relationship between the tilt of Earth's axis and its yearly orbit around the sun.
EXPECTATION / STANDARD	6.II.1.c.	Investigate the relationship between the amount of heat absorbed and the angle to the light source. <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.II.	Students will understand how Earth's tilt on its axis changes the length of daylight and creates the seasons.

INDICATOR / CLUSTER	6.II.2.	Explain how the relationship between the tilt of Earth's axis and its yearly orbit around the sun produces the seasons.
EXPECTATION / STANDARD	6.II.2.d.	Use a drawing and/or model to explain that changes in the angle at which light from the sun strikes Earth, and the length of daylight, determine seasonal differences in the amount of energy received. <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.V.	Students will understand that microorganisms range from simple to complex, are found almost everywhere, and are both helpful and harmful.
INDICATOR / CLUSTER	6.V.1.	Observe and summarize information about microorganisms.
EXPECTATION / STANDARD	6.V.1.a.	Examine and illustrate size, shape, and structure of organisms found in an environment such as pond water. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades Who Lives On a Coral Reef?
EXPECTATION / STANDARD	6.V.1.b.	Compare characteristics common in observed organisms (e.g., color, movement, appendages, shape) and infer their function (e.g., green color found in organisms that are producers, appendages help movement). <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	6.V.1.c.	Research and report on a microorganism's requirements (i.e., food, water, air, waste disposal, temperature of environment, reproduction). <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.V.	Students will understand that microorganisms range from simple to complex, are found almost everywhere, and are both helpful and harmful.
INDICATOR / CLUSTER	6.V.2.	Demonstrate the skills needed to plan and conduct an experiment to determine a microorganism's requirements in a specific environment.
EXPECTATION / STANDARD	6.V.2.a.	Formulate a question about microorganisms that can be answered with a student experiment. <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades

EXPECTATION / STANDARD	6.V.2.b.	Develop a hypothesis for a question about microorganisms based on observations and prior knowledge. Social Studies Online La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	6.V.2.c.	Plan and carry out an investigation on microorganisms. (Note: Teacher must examine plans and procedures to assure the safety of students; for additional information, you may wish to read microbe safety information on Utah Science Home Page.) Social Studies Online La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	6.V.2.d.	Display results in an appropriate format (e.g., graphs, tables, diagrams). Social Studies Online La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	6.V.2.e.	Prepare a written summary or conclusion to describe the results in terms of the hypothesis for the investigation on microorganisms. Social Studies Online La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STANDARD / AREA OF LEARNING	UT.SC.6.	Sixth Grade Science Core Curriculum
OBJECTIVE / STRAND	6.V.	Students will understand that microorganisms range from simple to complex, are found almost everywhere, and are both helpful and harmful.
INDICATOR / CLUSTER	6.V.3.	Identify positive and negative effects of microorganisms and how science has developed positive uses for some microorganisms and overcome the negative effects of others.
EXPECTATION / STANDARD	6.V.3.a.	Describe in writing how microorganisms serve as decomposers in the environment. Social Studies Online La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	6.V.3.b.	Identify how microorganisms are used as food or in the production of food (e.g., yeast helps bread rise, fungi flavor cheese, algae are used in ice cream, bacteria are used to make cheese and yogurt). Social Studies Online La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	6.V.3.c.	Identify helpful uses of microorganisms (e.g., clean up oil spills, purify water, digest food in digestive tract, antibiotics) and the role of science in the development of understanding that led to positive uses (i.e., Pasteur established the existence, growth, and control of bacteria; Fleming isolated and developed penicillin). Social Studies Online La Selva Amazonica - Pte 1 (En Espagnol)

		The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION / STANDARD	6.V.3.e.	Observe and report on microorganisms' harmful effects on food (e.g., causes fruits and vegetables to rot, destroys food bearing plants, makes milk sour). <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades

Grade: 6 - Adopted: 2015

STANDARD / AREA OF LEARNING	UT.SEEEd.6.	Science with Engineering Education (SEEd)
OBJECTIVE / STRAND	SEEd.6.3.	EARTH'S WEATHER PATTERNS AND CLIMATE
INDICATOR / CLUSTER		All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Heat energy from the Sun, transmitted by radiation, is the primary source of energy that affects Earth's weather and drives the water cycle. Uneven heating across Earth's surface causes changes in density, which result in convection currents in water and air, creating patterns of atmospheric and oceanic circulation that determine regional and global climates.
EXPECTATION / STANDARD	SEEd.6.3.3.	Develop and use a model to show how unequal heating of the Earth's systems causes patterns of atmospheric and oceanic circulation that determine regional climates. Emphasize how warm water and air move from the equator toward the poles. Examples of models could include Utah regional weather patterns such as lake-effect snow and wintertime temperature inversions. <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
STANDARD / AREA OF LEARNING	UT.SEEEd.6.	Science with Engineering Education (SEEd)
OBJECTIVE / STRAND	SEEd.6.4.	STABILITY AND CHANGE IN ECOSYSTEMS
INDICATOR / CLUSTER		The study of ecosystems includes the interaction of organisms with each other and with the physical environment. Consistent interactions occur within and between species in various ecosystems as organisms obtain resources, change the environment, and are affected by the environment. This influences the flow of energy through an ecosystem, resulting in system variations. Additionally, ecosystems benefit humans through processes and resources, such as the production of food, water and air purification, and recreation opportunities. Scientists and engineers investigate interactions among organisms and evaluate design solutions to preserve biodiversity and ecosystem resources.
EXPECTATION / STANDARD	SEEd.6.4.2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Emphasize consistent interactions in different environments, such as competition, predation, and mutualism. <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

		The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
EXPECTATION / STANDARD	SEEd.6.4.3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Emphasize food webs and the role of producers, consumers, and decomposers in various ecosystems. Examples could include Utah ecosystems such as mountains, Great Salt Lake, wetlands, and deserts. Social Studies Online Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
EXPECTATION / STANDARD	SEEd.6.4.4.	Construct an argument supported by evidence that the stability of populations is affected by changes to an ecosystem. Emphasize how changes to living and nonliving components in an ecosystem affect populations in that ecosystem. Examples could include Utah ecosystems such as mountains, Great Salt Lake, wetlands, and deserts. Social Studies Online 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?
EXPECTATION / STANDARD	SEEd.6.4.5.	Evaluate competing design solutions for preserving ecosystem services that protect resources and biodiversity based on how well the solutions maintain stability within the ecosystem. Emphasize obtaining, evaluating, and communicating information of differing design solutions. Examples could include policies affecting ecosystems, responding to invasive species or solutions for the preservation of ecosystem resources specific to Utah, such as air and water quality and prevention of soil erosion. Social Studies Online African Safari Galapagos Islands Galapagos Islands - 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 - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

STANDARD / AREA OF LEARNING	UT.I.	World Studies: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.
OBJECTIVE / STRAND	I.B.	Humans originated in Africa and migrated across the Earth, creating ancient civilizations in nearly every region that could support life. Modern civilizations can trace their foundations to these ancient civilizations. Their cultures and histories can teach us much about ourselves and the modern world in which we live.
INDICATOR / CLUSTER	I.1:	Explain why physical geography affected the development of early civilizations.
EXPECTATION / STANDARD	I.1.a.	Identify the major physical features of the regions where ancient civilizations flourished. <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
EXPECTATION / STANDARD	I.1.b.	Describe how these features influenced the success or decline of the civilizations. <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
EXPECTATION / STANDARD	I.1.c.	Compare maps of these ancient civilizations to current political maps and make inferences about the continuing affects of physical geography on cultural development. <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
STANDARD / AREA OF LEARNING	UT.I.	World Studies: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.
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INDICATOR / CLUSTER	I.2:	Evaluate how religion has played a central role in human history from ancient times to today.
EXPECTATION / STANDARD	I.2.a.	Explore the importance of religion in the cultural expression of ancient civilizations (e.g. customs, artistic expression, creation stories, architecture of sacred spaces). <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades) Ancient Rome Rome - The Eternal City
EXPECTATION / STANDARD	I.2.b.	Identify key tenets of the major world religions (i.e. Buddhism, Christianity, Hinduism, Islam, Judaism).

		<u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION / STANDARD	I.2.c.	Analyze how religious ideas influence current issues. <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
STANDARD / AREA OF LEARNING	UT.I.	World Studies: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.
OBJECTIVE / STRAND	I.B.	Humans originated in Africa and migrated across the Earth, creating ancient civilizations in nearly every region that could support life. Modern civilizations can trace their foundations to these ancient civilizations. Their cultures and histories can teach us much about ourselves and the modern world in which we live.
INDICATOR / CLUSTER	I.3:	Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations.
EXPECTATION / STANDARD	I.3.a.	Identify forms of government within these civilizations. <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome
EXPECTATION / STANDARD	I.3.b.	Compare those forms to existing systems of governance in today's world. <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome
STANDARD / AREA OF LEARNING	UT.I.	World Studies: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.
OBJECTIVE / STRAND	I.B.	Humans originated in Africa and migrated across the Earth, creating ancient civilizations in nearly every region that could support life. Modern civilizations can trace their foundations to these ancient civilizations. Their cultures and histories can teach us much about ourselves and the modern world in which we live.
INDICATOR / CLUSTER	I.4:	Analyze how the earliest civilizations created technologies and systems to meet community and personal needs.
EXPECTATION / STANDARD	I.4.a.	Identify innovations in manmade structures over time (e.g. irrigation, roads, building materials) and their influence on meeting needs. <u>Social Studies Online</u> Ancient Greece Ancient Mayan Civilization
EXPECTATION / STANDARD	I.4.c.	Identify cultural expressions that reflect these systems (e.g. architecture, artistic expression, medicine, philosophy, drama, literature). <u>Social Studies Online</u> Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
EXPECTATION / STANDARD	I.4.d.	Compare social classes, vocations, and gender roles within ancient civilizations.

		Social Studies Online Ancient Mayan Civilization
STANDARD / AREA OF LEARNING	UT.II.	World Studies: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.
OBJECTIVE / STRAND	II.B.	The Middle Ages and the Renaissance were epochs of great impact on our modern world. The expansion of knowledge, technological innovation and global interconnectedness set in motion changes that still resonate today.
INDICATOR / CLUSTER	II.2:	Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.
EXPECTATION / STANDARD	II.2.a.	Explain the influence of religion on cultural expression (e.g. the arts, architecture, government, education, family structure). Social Studies Online Rome - The Eternal City
EXPECTATION / STANDARD	II.2.b.	Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world (e.g. Crusades, periods of peaceful coexistence, periods of conflict). Social Studies Online Rome - The Eternal City
STANDARD / AREA OF LEARNING	UT.II.	World Studies: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.
OBJECTIVE / STRAND	II.B.	The Middle Ages and the Renaissance were epochs of great impact on our modern world. The expansion of knowledge, technological innovation and global interconnectedness set in motion changes that still resonate today.
INDICATOR / CLUSTER	II.4:	Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.
EXPECTATION / STANDARD	II.4.b.	Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g. Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis). Social Studies Online Rome - The Eternal City
STANDARD / AREA OF LEARNING	UT.IV.	World Studies: Students will understand current global issues and their rights and responsibilities in the interconnected world.
OBJECTIVE / STRAND	IV.B.	The modern world has witnessed incredible change in global trade, the spread of democracy, the influence of technology, an increase in environmental awareness and advances in human knowledge. The 20th century saw two world wars, the rise of competing economic systems, and unprecedented technological change. Against the backdrop of the modern world there are many opinions regarding the civic responsibilities humans have to one another.
INDICATOR / CLUSTER	IV.2:	Explore current global issues facing the modern world and identify potential solutions.
EXPECTATION / STANDARD	IV.2.a.	Investigate pressing issues facing the world today (e.g. environmental, pollution, political turmoil, hunger, poverty, genocide, famine, natural disasters, child labor). Social Studies Online Exploring Cuba
EXPECTATION / STANDARD	IV.2.b.	Identify potential solutions to pressing issues. Social Studies Online Exploring Cuba

Grade: 6 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
OBJECTIVE / STRAND		Integration of Knowledge and Ideas
INDICATOR / CLUSTER	RH.6-8.7.	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><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) 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) Ancient Rome Rome - The Eternal City 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 Washington, DC - Grades 6 - 8</p>

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