

Main Criteria: Hawaii Content and Performance Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Hawaii Content and Performance Standards

Science

Grade: 6 - Adopted: 2016

CONTENT STANDARD / COURSE	NGSS.MS-PS.	PHYSICAL SCIENCE
STANDARD / PERFORMANCE INDICATOR / DOMAIN	MS-PS1.	Matter and Its Interactions
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Students who demonstrate understanding can:

EXPECTATION / TOPIC MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

CONTENT STANDARD / COURSE	NGSS.MS-LS.	LIFE SCIENCE
STANDARD / PERFORMANCE INDICATOR / DOMAIN	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Students who demonstrate understanding can:

EXPECTATION / TOPIC MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

Social Studies Online

How Coral Reefs Are Formed

EXPECTATION / TOPIC MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Social Studies Online

Galapagos Islands

How Coral Reefs Are Formed

EXPECTATION / TOPIC MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Social Studies Online

Who Lives On a Coral Reef?

CONTENT STANDARD / COURSE	NGSS.MS-LS.	LIFE SCIENCE
STANDARD / PERFORMANCE INDICATOR / DOMAIN	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Students who demonstrate understanding can:

EXPECTATION / TOPIC MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION / TOPIC MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

EXPECTATION / TOPIC MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION / TOPIC	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Who Lives On a Coral Reef?</p>
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CONTENT STANDARD / COURSE	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / PERFORMANCE INDICATOR / DOMAIN	MS-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Students who demonstrate understanding can:

EXPECTATION / TOPIC	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p>
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EXPECTATION / TOPIC	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><u>Social Studies Online</u></p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>
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EXPECTATION / TOPIC	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><u>Social Studies Online</u></p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Wyoming, Utah</p>
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EXPECTATION / TOPIC	MS-ESS2-5.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p><u>Social Studies Online</u></p> <p>Canada: Coast to Coast</p>
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EXPECTATION / TOPIC	MS-ESS2-6.	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><u>Social Studies Online</u></p> <p>Galapagos Islands</p>
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CONTENT STANDARD / COURSE	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / PERFORMANCE INDICATOR / DOMAIN	MS-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Students who demonstrate understanding can:

EXPECTATION / TOPIC MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

National Parks - Alaska & Hawaii

National Parks - Nevada, California

The Sahara Desert

EXPECTATION / TOPIC MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Social Studies Online

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

EXPECTATION / TOPIC MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Who Lives On a Coral Reef?

EXPECTATION / TOPIC MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Social Studies Online

Canada: Coast to Coast

National Parks - Washington, Oregon, Idaho, Montana, Colorado

Who Lives On a Coral Reef?

Hawaii Content and Performance Standards

Social Studies

Grade: **6** - Adopted: **2018**

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Anchor Standard 1: Developing Questions and Planning Inquiries
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.6- 8.1.1.	<p>Create compelling questions representing key ideas of the disciplines</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.6- 8.1.2.	<p>Explain how a question reflects an enduring issue in the field</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.6- 8.1.3.	<p>Create supporting questions that address key ideas identified in compelling questions</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>
CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 1: The Environment and Early River Civilizations: Human Beginnings to 600 BCE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions and Culture
EXPECTATION / TOPIC		Culture Characteristics

PERFORMANCE INDICATOR	SS.6.1.14 .1.	Compare cultural characteristics of early river valley civilizations
		Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 1: The Environment and Early River Civilizations: Human Beginnings to 600 BCE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Civics Anchor Standard 6: Civic and Political Institutions
EXPECTATION / TOPIC		Politics and Religion

PERFORMANCE INDICATOR SS.6.1.6.
2. Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Ancient Egypt - Land of the Pharaohs](#)
[Ancient Egypt - Land of the Pyramids](#)

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 1: The Environment and Early River Civilizations: Human Beginnings to 600 BCE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		History Anchor Standard 19: Causation and Argumentation
EXPECTATION / TOPIC		Technological Innovations

PERFORMANCE INDICATOR SS.6.1.19
.3. Analyze the role of technological change in early river valley civilizations

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Civics Anchor Standard 6: Civic and Political Institutions

EXPECTATION / TOPIC		Classical Eastern Civilizations
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PERFORMANCE INDICATOR SS.6.2.6.1. Describe cultural and political structures in classical eastern societies

[Social Studies Online](#)

[Ancient China - Qin & Han Dynasties](#)

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Civics Anchor Standard 6: Civic and Political Institutions

EXPECTATION / TOPIC		Classical Western Civilizations
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PERFORMANCE INDICATOR SS.6.2.6.2. Describe cultural and political structures in classical western societies

[Social Studies Online](#)

[Ancient Greece](#)

[Ancient Rome](#)

[Rome - The Eternal City](#)

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns

EXPECTATION / TOPIC		Arts, Science, and Technology
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PERFORMANCE INDICATOR SS.6.2.16.3. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China

[Social Studies Online](#)

[Ancient Greece](#)

[Ancient Rome](#)

[Rome - The Eternal City](#)

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		History Anchor Standard 19: Causation and Argumentation

EXPECTATION / TOPIC		Fall of Classical Civilizations
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PERFORMANCE INDICATOR SS.6.2.19.4. Compare causes of decline in the Roman, Han, and Gupta empires

[Social Studies Online](#)

Ancient China - Qin & Han Dynasties

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 3: Major Religions and Larger Societies: Pre–1500
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions and Culture
EXPECTATION / TOPIC		Religious and Philosophical Influence on Societies

PERFORMANCE INDICATOR SS.6.3.14.1. Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period

[Social Studies Online](#)

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 5: Post-Classical Trade Networks: 600 CE–1450 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Economics Anchor Standard 10: Exchange and Markets
EXPECTATION / TOPIC		Trade Networks

PERFORMANCE INDICATOR SS.6.5.10.1. Describe how trade networks and the transfer of goods and ideas linked post-classical societies

[Social Studies Online](#)

Ancient China - Qin & Han Dynasties

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 5: Post-Classical Trade Networks: 600 CE–1450 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Geography Anchor Standard 15: Human Population: Spatial Patterns and Movements
EXPECTATION / TOPIC		Spread of Culture and Ideas

PERFORMANCE INDICATOR	SS.6.5.15.2.	Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies
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Ancient China - Qin & Han Dynasties

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 7: Mesoamerican Empires: Pre–1500
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns
EXPECTATION / TOPIC		Characteristics of Mesoamerican Empires

PERFORMANCE INDICATOR	SS.6.7.16.1.	Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations
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[Social Studies Online](#)

Ancient Mayan Civilization

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 8: Renewal in Europe: 1300 CE–1500 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		History Anchor Standard 19: Causation and Argumentation
EXPECTATION / TOPIC		Rise of the European Renaissance

PERFORMANCE INDICATOR	SS.6.8.19.3.	Explain the rise of the European Renaissance
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Rome - The Eternal City

CONTENT STANDARD / COURSE		World History: Beginnings to CE 1500
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Theme 8: Renewal in Europe: 1300 CE–1500 CE
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		History Anchor Standard 19: Causation and Argumentation
EXPECTATION / TOPIC		Influence of the Renaissance

PERFORMANCE INDICATOR	SS.6.8.19.4.	Explain how people, ideas, art, literature, science, and technology shaped the Renaissance
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Rome - The Eternal City