

**Main Criteria:** Maine Learning Results  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 6  
**Correlation Options:** Show Correlated

**Maine Learning Results**  
**Science**  
Grade: 6 - Adopted: 2019

STRAND / DOMAIN	NGSS.MS-PS.	PHYSICAL SCIENCE
CATEGORY / PERFORMANCE INDICATOR	MS-PS1.	Matter and Its Interactions
STANDARD		Students who demonstrate understanding can:

EXPECTATION 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

STRAND / DOMAIN	NGSS.MS-LS.	LIFE SCIENCE
CATEGORY / PERFORMANCE INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
STANDARD		Students who demonstrate understanding can:

EXPECTATION 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 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 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?

STRAND / DOMAIN	NGSS.MS-LS.	LIFE SCIENCE
CATEGORY / PERFORMANCE INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STANDARD		Students who demonstrate understanding can:

EXPECTATION	MS-LS2-2.	<p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p><b><u>Social Studies Online</u></b>  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 &amp; Hawaii  The Sahara Desert  Who Lives On a Coral Reef?</p>
EXPECTATION	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><b><u>Social Studies Online</u></b>  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?</p>
EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><b><u>Social Studies Online</u></b>  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 &amp; Hawaii  National Parks - Washington, Oregon, Idaho, Montana, Colorado  The Sahara Desert  Who Lives On a Coral Reef?</p>
EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  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 &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah  Who Lives On a Coral Reef?</p>

STRAND / DOMAIN	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
CATEGORY / PERFORMANCE INDICATOR	MS-ESS2.	Earth's Systems
STANDARD		Students who demonstrate understanding can:

EXPECTATION	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><b><u>Social Studies Online</u></b></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>
EXPECTATION	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><b><u>Social Studies Online</u></b></p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>
EXPECTATION	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><b><u>Social Studies Online</u></b></p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Wyoming, Utah</p>
EXPECTATION	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><b><u>Social Studies Online</u></b></p> <p>Canada: Coast to Coast</p>
EXPECTATION	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><b><u>Social Studies Online</u></b></p> <p>Galapagos Islands</p>

STRAND / DOMAIN	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
CATEGORY / PERFORMANCE INDICATOR	MS-ESS3.	Earth and Human Activity
STANDARD		Students who demonstrate understanding can:

EXPECTATION	MS-ESS3-1.	<p>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.</p> <p><b><u>Social Studies Online</u></b></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>Canada: Our Northern Neighbor</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>The Sahara Desert</p>
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EXPECTATION	MS-ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
EXPECTATION	MS-ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
EXPECTATION	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">Who Lives On a Coral Reef?</a></p>

**Maine Learning Results**  
**Social Studies**  
 Grade: 6 - Adopted: 2019

STRAND / DOMAIN		Civics & Government
CATEGORY / PERFORMANCE INDICATOR		Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.
STANDARD	Civics & Government 1:	Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

EXPECTATION	Civics & Government 1:(F1)	<p>Explaining that the study of government includes the structures and functions of government and the political and civic activity of citizens.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Washington, DC - Grades 6 - 12</a></p>
EXPECTATION	Civics & Government 1:(F2)	<p>Describing the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Washington, DC - Grades 6 - 12</a></p>

EXPECTATION	Civics & Government 1:(F3)	Explaining the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.  <b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12
STRAND / DOMAIN		<b>Civics &amp; Government</b>
CATEGORY / PERFORMANCE INDICATOR		<b>Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.</b>
STANDARD	<b>Civics &amp; Government 3:</b>	<b>Students understand political and civic aspects of cultural diversity by:</b>

EXPECTATION	Civics & Government 3:(D2)	Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor
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STRAND / DOMAIN		<b>Geography</b>
CATEGORY / PERFORMANCE INDICATOR		<b>Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.</b>
STANDARD	<b>Geography 1:</b>	<b>Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:</b>

EXPECTATION	Geography 1:(F1)	Using the geographic grid and a variety of types of maps, including digital sources, to locate and access relevant geographic information that reflects multiple perspectives.  <b><u>Social Studies Online</u></b> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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EXPECTATION	Geography 1:(F2)	Identifying the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools including digital tools and resources.  <b><u>Social Studies Online</u></b> 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 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 The Sahara Desert Tokyo - City of Contrasts
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EXPECTATION	Geography 1:(D2)	Describing the impact of change on the physical and cultural environment.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a>
STRAND / DOMAIN		Geography
CATEGORY / PERFORMANCE INDICATOR		Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.
STANDARD	Geography 2:	Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

EXPECTATION      Geography 2:(F1)      Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

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

STRAND / DOMAIN		History
CATEGORY / PERFORMANCE INDICATOR		Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.
STANDARD	History 1:	Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

EXPECTATION      History 1: (F2)      Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

[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](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Ancient Rome](#)  
[Canada: Coast to Coast](#)  
[Rome - The Eternal City](#)  
[Washington, DC - Grades 6 - 12](#)

EXPECTATION	History 1: (F3)	Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a> <a href="#">Washington, DC - Grades 6 - 12</a>
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EXPECTATION      History 1: (D1)      Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources.

[Social Studies Online](#)  
[Canada: Our Northern Neighbor](#)

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EXPECTATION	History 1: Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.
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**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

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

Washington, DC - Grades 6 - 12

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EXPECTATION	History 1: Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.
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**Social Studies Online**

Ancient Greece

Washington, DC - Grades 6 - 12