

**Main Criteria:** South Dakota Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**South Dakota Content Standards**

**Science**

Grade: 6 - Adopted: 2015

GOAL/STRAND	SD.6-8.PSS.	Middle School Physical Science Standards
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INDICATOR/BENCHMARK	MS-PS1-3.	Obtain and evaluate information to describe that synthetic materials come from natural resources and impact society. (SEP: 8; DCI: PS1.A, PS1.B; CCC: Structure/Function, Technology )
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**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

GOAL/STRAND	SD.6-8.LSS.	Middle School Life Science Standards
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INDICATOR/BENCHMARK	MS-LS1-4.	Construct an 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. (SEP: 7; DCI: LS1.B; CCC: Cause/Effect)
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**Social Studies Online**

How Coral Reefs Are Formed

INDICATOR/BENCHMARK	MS-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (SEP: 6; DCI: LS1.B; CCC: Cause/Effect)
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**Social Studies Online**

Galapagos Islands

How Coral Reefs Are Formed

INDICATOR/BENCHMARK	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (SEP: 6; DCI: LS2.A; CCC: Patterns)
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**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?

INDICATOR/BE NCHMARK	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. (SEP: 2; DCI: LS2.B; CCC: Energy/Matter)</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</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="#">Galapagos Islands</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
INDICATOR/BE NCHMARK	MS-LS2- 4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (SEP: 7; DCI: LS2.C ; CCC: Stability/Change)</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</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="#">How Coral Reefs Are Formed</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
INDICATOR/BE NCHMARK	MS-LS2- 5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services. (SEP: 7; DCI: LS2.C, LS4.D, ETS1.B ; CCC: Stability/Change, Technology)</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>
INDICATOR/BE NCHMARK	MS-LS3- 2.	<p>Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (SEP: 2; DCI: LS1.B, LS3.A, LS3.B; CCC: Cause/Effect)</p> <p><b><u>Social Studies Online</u></b>  <a href="#">How Coral Reefs Are Formed</a></p>

GOAL/STRAND	SD.6- 8.ESS.	Middle School Earth and Space Science Standards
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INDICATOR/BE NCHMARK	MS- ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (SEP: 2; DCI: ESS2.A; CCC: Stability/Change)</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="#">Galapagos Islands</a></p>
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INDICATOR/BE NCHMARK	MS- ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. (SEP: 6; DCI: ESS2.A, ESS2.C; CCC: Scale/Prop.)  <b><u>Social Studies Online</u></b> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS2-3.	Analyze and interpret data on the age of the Earth, distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (SEP: 4; DCI: ESS2.B, ESS1.C; CCC: Patterns)  <b><u>Social Studies Online</u></b> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. (SEP: 3; DCI: ESS2.C, ESS2.D; CCC: Cause/Effect)  <b><u>Social Studies Online</u></b> Canada: Coast to Coast
INDICATOR/BE NCHMARK	MS- ESS2-6.	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. (SEP: 2; DCI: ESS2.C, ESS2.D; CCC: Systems)  <b><u>Social Studies Online</u></b> Galapagos Islands
INDICATOR/BE NCHMARK	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. (SEP: 6; DCI: ESS3.A ; CCC: Cause/Effect , Technology)  <b><u>Social Studies Online</u></b> 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
INDICATOR/BE NCHMARK	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (SEP: 6 ; DCI: ESS3.C; CCC: Cause/Effect, Technology)  <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 & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?

INDICATOR/BENCHMARK	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. (SEP: 7; DCI: ESS3.C; CCC: Cause/Effect, Technology, Nature Science/Consequence-Actions)
		<a href="#">Social Studies Online</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="#">Who Lives On a Coral Reef?</a>

INDICATOR/BENCHMARK	MS-ESS3-5.	Ask questions to clarify evidence of the factors that may have caused a change in global temperatures over the past century. (SEP: 1; DCI: ESS3.D; CCC: Stability/Change)
		<a href="#">Social Studies Online</a> <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>

### South Dakota Content Standards

#### Social Studies

Grade: 6 - Adopted: 2023

GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/BENCHMARK	6.SS.2.	Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 6th grade.

STANDARD	C.	The student can identify the six essential elements of geography: spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. G
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#### [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](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/BENCHMARK	6.SS.3.	The student demonstrates knowledge of world geography. G

STANDARD	A.	The student locates on a map and describes the features of Africa's geography, including: Major Geographic Features: Sahara Desert, Nile River, Mount Kilimanjaro, Atlas Mountains, the Horn of Africa, Red Sea, Suez Canal, Cape of Good Hope, Red Sea; Major Countries (Cities): Algeria, Cameroon, Chad, Ivory Coast, Democratic Republic of the Congo, Egypt (Cairo, Giza), Ethiopia, Ghana, Kenya (Nairobi), Libya (Tripoli), Madagascar, Morocco, Mozambique, Niger, Nigeria, Somalia, South Africa (Johannesburg, Cape Town), Sudan, Tanzania, Tunisia (Tunis), Uganda, Zimbabwe
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#### [Social Studies Online](#)

[African Safari](#)

STANDARD	E.	The student locates on a map and describes the features of northern and East Asia, including: Major Geographic Features: Sea of Japan, Yellow Sea, East China Sea, Gobi Desert, Himalayan Mountains, Yellow River, Yangtze River, Siberia, Korean Peninsula, Mount Everest; Major Countries (Cities): China (Chongqing, Shanghai, Beijing, Hong Kong), Japan (Tokyo), North Korea (Pyongyang), Russia, South Korea (Seoul), Taiwan
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#### [Social Studies Online](#)

[Tokyo - City of Contrasts](#)

STANDARD	F.	<p>The student locates on a map and describes the features of North and South America, including: Major Geographic Features: Amazon River, Amazon Rainforest, Andes Mountains, Cape Horn, Panama Canal, Yucatan Peninsula, Straits of Magellan, Isthmus of Panama, Rocky Mountains, Appalachian Mountains, Mississippi River, Hudson Bay, Saint Lawrence River, Great Lakes, Gulf of Mexico, Great Plains; Major Countries (Cities): Argentina (Buenos Aires), Brazil (Sao Paulo, Rio de Janeiro), Chile, Peru, Venezuela, United States (New York City, Los Angeles, Chicago), Canada (Ottawa, Toronto, Montreal), Mexico (Mexico City), Greenland, Cuba (Havana), Haiti</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Barcelona</a>  <a href="#">Exploring Cuba</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="#">Washington, DC - Grades 6 - 12</a></p>
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GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/BENCHMARK	6.SS.4.	The student demonstrates knowledge and understanding of influential ideas from ancient Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.

STANDARD	A.	<p>The student identifies the six characteristics of civilizations, which are cities, government, religion, social structures, writing, and art. CE</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a>  <a href="#">Jerusalem - Then and Now (Older Grades)</a></p>
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STANDARD	B.	<p>The student explains the major cultural features, stories, and civil and religious contributions of Ancient India, Babylon, Persia, and Ancient China, including the ideas of Siddhartha, Hammurabi, and Confucius. HC</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a></p>
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STANDARD	C.	<p>The student explains the major cultural features, stories, and civil and religious contributions of Ancient Egypt and Phoenicia, including hieroglyphic writing and the first alphabet. HC</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a></p>
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STANDARD	D.	<p>The student explains the major cultural features, stories, and civil and religious contributions of the ancient Hebrews, including the origins and role of the Tanakh. HC</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Jerusalem - Then and Now (Older Grades)</a></p>
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STANDARD	E.	<p>The student compares the monotheistic religion of the Hebrews to the traditional polytheism of the ancient world, including the belief in one god, the Decalogue, individual worth of each person, and equal moral obligations of each person regardless of class or authority. HC</p> <p><b><u>Social Studies Online</u></b>  Jerusalem - Then and Now (Older Grades)</p>
STANDARD	F.	<p>The student explains why the government of ancient Athens may be considered the beginning of democracy, including the polis, written constitutions, voting, a legislative body, and the rule of law. HC</p> <p><b><u>Social Studies Online</u></b>  Ancient Greece</p>
STANDARD	G.	<p>The student explains the major cultural features and contributions of Athens during the classical period, including pottery, architecture, sculpture, drama, the Greek language, and the histories of Herodotus and Thucydides. H</p> <p><b><u>Social Studies Online</u></b>  Ancient Greece</p>
STANDARD	I.	<p>The student tells of the conquests of Alexander of Macedon, the founding of the city of Alexandria, and the spread of Greek culture in the Hellenistic Period. H</p> <p><b><u>Social Studies Online</u></b>  Ancient Greece</p>
GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/B ENCHMARK	6.SS.5.	The student demonstrates knowledge and understanding of influential ideas from the Roman Republic and the Roman Empire.
STANDARD	A.	<p>The student explains the social and political organization of the Roman Republic and the influence of its governing principles and institutions, including the rule of law, the separation of powers, ideas of civic duty, and representative government. HC</p> <p><b><u>Social Studies Online</u></b>  Ancient Rome</p>
STANDARD	B.	<p>The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, poetry, the Latin language, and the histories of Livy and Polybius. H</p> <p><b><u>Social Studies Online</u></b>  Ancient Rome  Rome - The Eternal City</p>
STANDARD	D.	<p>The student explains the factors that accounted for the Roman Empire's relative stability and longevity, including its military organization and tactics, the Pax Romana, decentralized administration, the taxation system, a standard currency, and the road system. HCE</p> <p><b><u>Social Studies Online</u></b>  Ancient Rome  Rome - The Eternal City</p>
STANDARD	F.	<p>The student compares the religion of the Christians to that of the Hebrews and of polytheist religions, including monotheism, the Trinity, the belief in Jesus of Nazareth as divine, the redeeming of a person's sins, the individual worth of each person, and equal moral obligations of each person regardless of class or authority. H</p> <p><b><u>Social Studies Online</u></b>  Jerusalem - Then and Now (Older Grades)</p>

GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/B ENCHMARK	6.SS.7.	The student demonstrates knowledge and understanding of influential ideas from the Late Middle Ages and the Reformation.

STANDARD	C.	The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, the growth of towns, the model of Dante Alighieri, and the roles of patrons. H
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**Social Studies Online**

Rome - The Eternal City

STANDARD	D.	The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H
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**Social Studies Online**

Rome - The Eternal City