

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Washington DC Academic Standards

Science

Grade: 6 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	MS-PS1.	Matter and Its Interactions
STUDENT EXPECTATION / ESSENTIAL SKILL		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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		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?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS- LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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 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 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	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
		<u>Social Studies Online</u> 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?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
		<u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands

EXPECTATION	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
		<u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

EXPECTATION	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
		<u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah

EXPECTATION	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
		<u>Social Studies Online</u> Canada: Coast to Coast

EXPECTATION	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.
		<u>Social Studies Online</u> Galapagos Islands

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 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 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 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 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?

Washington DC Academic Standards

Social Studies

Grade: 6 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
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STANDARD / ESSENTIAL SKILL	1	The Power of Maps
STUDENT EXPECTATION / ESSENTIAL SKILL	6.1.	<p>Analyze the impact of the perspective of common map projections on understanding world geography, and explain how maps can convey a point of view.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.2.	<p>Analyze how the environment and physical geography shape human behaviors and identities.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.3.	<p>Evaluate the ways in which continents are divided, and develop a claim about the strengths and limitations of the current approach.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.4.	<p>Describe the purpose, creation, evolution and role of international borders, and evaluate the impact of the creation of a specific border.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.5.	<p>Explain how terms and language used to describe different regions and nations can influence our understanding of those places and the people who live there.</p> <p><u>Social Studies Online</u> 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</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.6.	<p>Evaluate the strengths and limitations of different geographic tools, data sets and primary sources for understanding the lived experiences of individuals in different parts of the world.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert</p>
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography

STANDARD / ESSENTIAL SKILL	2	Africa
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STUDENT EXPECTATION / ESSENTIAL SKILL	6.7.	Analyze different geographic representations of Africa created by different groups of people over time to support claims about African history and geography. <u>Social Studies Online</u> <u>African Safari</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.8.	Analyze maps of Africa that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural characteristics (e.g., languages, religions) to assess geographic patterns on the continent. <u>Social Studies Online</u> <u>African Safari</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.9.	Use physical, cultural and economic maps to draw regions on the African continent, and compare these regions to existing economic communities. <u>Social Studies Online</u> <u>African Safari</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.12.	Explain how population distribution, natural resources and the history of at least one country or region within Africa have impacted land use over time. <u>Social Studies Online</u> <u>African Safari</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.15.	Analyze cultural, political and economic forces that impact urbanization in at least one city in Africa, and evaluate the impact of these forces on the structure of that city. <u>Social Studies Online</u> <u>African Safari</u>

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	3	Asia

STUDENT EXPECTATION / ESSENTIAL SKILL	6.19.	Analyze different geographic representations of Asia created by different groups of people over time to support claims about Asian history and geography. <u>Social Studies Online</u> <u>Tokyo - City of Contrasts</u>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.20.	Analyze maps of Asia that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, religions) characteristics to assess geographic patterns on the continent. <u>Social Studies Online</u> <u>Tokyo - City of Contrasts</u>

STUDENT EXPECTATION / ESSENTIAL SKILL	6.21.	Use physical, cultural, and economic maps to draw regions on the Asian continent, and compare these to the existing regional economic communities. Social Studies Online Tokyo - City of Contrasts
STUDENT EXPECTATION / ESSENTIAL SKILL	6.23.	Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country or city within Asia. Social Studies Online Tokyo - City of Contrasts
STUDENT EXPECTATION / ESSENTIAL SKILL	6.25.	Analyze cultural, political, and economic forces that affect urbanization in at least one city in Asia, and evaluate the impact of these forces on the structure of that city. Social Studies Online Tokyo - City of Contrasts
STUDENT EXPECTATION / ESSENTIAL SKILL	6.27.	Evaluate the reasons for and the impact of the migration of people within, from and/or to one region or country within Asia over time. Social Studies Online Tokyo - City of Contrasts
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	4	South America and the Caribbean
STUDENT EXPECTATION / ESSENTIAL SKILL	6.31.	Analyze different geographic representations of South America and the Caribbean created by different groups of people over time to support claims about South American and Caribbean history and geography. Social Studies Online Galapagos Islands
STUDENT EXPECTATION / ESSENTIAL SKILL	6.32.	Analyze maps of South America and the Caribbean that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, religions) characteristics to assess geographic patterns on the continent. Social Studies Online Galapagos Islands
STUDENT EXPECTATION / ESSENTIAL SKILL	6.33.	Use physical, cultural and economic maps to draw regions in South America and the Caribbean, and compare these to the existing region's economic communities. Social Studies Online Galapagos Islands
STUDENT EXPECTATION / ESSENTIAL SKILL	6.38.	Analyze cultural, political, and economic forces that affect urbanization in at least one city in South America and the Caribbean, and evaluate the impact of these forces on the structure of that city. Social Studies Online Galapagos Islands

STUDENT EXPECTATION / ESSENTIAL SKILL	6.40.	<p>Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collective action to address the causes and impacts of challenges facing a region, city or country in South America or the Caribbean.</p> <p><u>Social Studies Online</u> Galapagos Islands</p>
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	5	Europe
STUDENT EXPECTATION / ESSENTIAL SKILL	6.41.	<p>Analyze different geographic representations of Europe created by different groups of people over time to support claims about European history and geography.</p> <p><u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.42.	<p>Analyze maps of Europe that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, borders, religions) characteristics to assess geographic patterns on the continent.</p> <p><u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.43.	<p>Use physical, cultural and economic maps to draw regions in Europe, and compare these to the existing region's economic communities.</p> <p><u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.44.	<p>Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country or city within Europe.</p> <p><u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City</p>
STUDENT EXPECTATION / ESSENTIAL SKILL	6.46.	<p>Analyze cultural, political and economic forces that impact urbanization in at least one city in Europe, and evaluate the impact of these forces on the structure of that city.</p> <p><u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City</p>

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	6	North America

STUDENT EXPECTATION / ESSENTIAL SKILL	6.49.	<p>Analyze different geographic representations of North America created by different groups of people over time to support claims about North American history and geography.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 12</p>
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STUDENT EXPECTATION / ESSENTIAL SKILL	6.50.	<p>Analyze maps of North America that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural characteristics (e.g., languages, religions) to assess geographic patterns on the continent.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor</p>
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