

**Main Criteria:** Wisconsin Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**Wisconsin Academic Standards**

**Science**

Grade: 6 - Adopted: 2017

| DOMAIN                                   | WI.SCI. | Science                                                                                                                              |
|------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD                         | SCI.CC. | Crosscutting Concepts (CC)                                                                                                           |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.CC1 | Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  |         | Patterns                                                                                                                             |

LEARNING CONTINUUM

SCI.CC1.m. Students recognize macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. They use patterns to identify cause and effect relationships and use graphs and charts to identify patterns in data.

[Social Studies Online](#)

[Who Lives On a Coral Reef?](#)

| DOMAIN                                   | WI.SCI. | Science                                                                                                                                                    |
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| CONTENT STANDARD                         | SCI.CC. | Crosscutting Concepts (CC)                                                                                                                                 |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.CC2 | Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  |         | Cause and Effect                                                                                                                                           |

LEARNING CONTINUUM

SCI.CC2.m. Students classify relationships as causal or correlational, and recognize correlation does not necessarily imply causation. They use cause and effect relationships to predict phenomena in natural or designed systems. They also understand that phenomena may have more than one cause, and some cause and effect relationships in systems can only be explained using probability.

[Social Studies Online](#)

[How Coral Reefs Are Formed](#)

[Who Lives On a Coral Reef?](#)

| DOMAIN                                   | WI.SCI. | Science                                                                                                                                                                        |
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| CONTENT STANDARD                         | SCI.CC. | Crosscutting Concepts (CC)                                                                                                                                                     |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.CC3 | Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  |         | Scale, Proportion, and Quantity                                                                                                                                                |

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| LEARNING CONTINUUM                                                                                                                               | SCI.CC3. m. | Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations. |
| <a href="#"><u>Social Studies Online</u></a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - Grades 6-8</a> |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| DOMAIN                                   | WI.SCI.   | Science                                                                                                                                                            |
| CONTENT STANDARD                         | SCI.CC.   | Crosscutting Concepts (CC)                                                                                                                                         |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.CC4 . | Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  |           | Systems and System Models                                                                                                                                          |

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| LEARNING CONTINUUM                                                                                                                               | SCI.CC4. m. | Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study. |
| <a href="#"><u>Social Studies Online</u></a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - Grades 6-8</a> |             |                                                                                                                                                                                                                                                                                                                                                                                                             |

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| DOMAIN                                   | WI.SCI.   | Science                                                                                                                                                           |
| CONTENT STANDARD                         | SCI.CC.   | Crosscutting Concepts (CC)                                                                                                                                        |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.CC5 . | Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  |           | Energy and Matter                                                                                                                                                 |

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| LEARNING CONTINUUM                                                                                                                                                                                                                                                                             | SCI.CC5. m. | Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system. |
| <a href="#"><u>Social Studies Online</u></a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - Grades 6-8</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> |             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| DOMAIN                                   | WI.SCI.   | Science                                                                                                                                                                |
| CONTENT STANDARD                         | SCI.CC.   | Crosscutting Concepts (CC)                                                                                                                                             |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.CC6 . | Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems. |

| DESCRIPTOR /<br>FOCUS AREA |  | Structure and Function |
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LEARNING CONTINUUM

SCI.CC6.m. Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.

**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](#)

[Galapagos Islands](#)

[How Coral Reefs Are Formed](#)

[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?](#)

| DOMAIN                                      | WI.SCI.  | Science                                                                                                                                                              |
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| CONTENT STANDARD                            | SCI.CC.  | Crosscutting Concepts (CC)                                                                                                                                           |
| PERFORMANCE STANDARD /<br>LEARNING PRIORITY | SCI.CC7. | Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems. |
| DESCRIPTOR /<br>FOCUS AREA                  |          | Stability and Change                                                                                                                                                 |

LEARNING CONTINUUM

SCI.CC7.m. Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.

**Social Studies Online**

[Amazon Rainforest - Grades 2-5](#)

[Amazon Rainforest - Grades 6-8](#)

[Galapagos Islands](#)

[How Coral Reefs Are Formed](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)

[National Parks - Wyoming, Utah](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

| DOMAIN                                      | WI.SCI.    | Science                                                                                                                                                                                                        |
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| CONTENT STANDARD                            | SCI.LS.    | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                                      |
| PERFORMANCE STANDARD /<br>LEARNING PRIORITY | SCI.LS1.   | Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem. |
| DESCRIPTOR /<br>FOCUS AREA                  | SCI.LS1.B. | □Growth and Development of Organisms                                                                                                                                                                           |

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| LEARNING CONTINUUM | SCI.LS1.B.m. | Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.<br><br><a href="#">Social Studies Online</a><br><a href="#">Galapagos Islands</a><br><a href="#">How Coral Reefs Are Formed</a> |
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| DOMAIN                                   | WI.SCI.    | Science                                                                                                                                                                                                        |
| CONTENT STANDARD                         | SCI.LS.    | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                                      |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS1.   | Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem. |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS1.D. | Information Processing                                                                                                                                                                                         |

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| LEARNING CONTINUUM | SCI.LS1.D.m. | Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain resulting in immediate behavior or memories.<br><br><a href="#">Social Studies Online</a><br><a href="#">Who Lives On a Coral Reef?</a> |
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| DOMAIN                                   | WI.SCI.    | Science                                                                                                                                                                                                |
| CONTENT STANDARD                         | SCI.LS.    | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                              |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS2.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS2.A. | Interdependent Relationships in Ecosystems                                                                                                                                                             |

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| LEARNING CONTINUUM | SCI.LS2.A.m. | Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.<br><br><a href="#">Social Studies Online</a><br><a href="#">African Safari</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - Grades 6-8</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br><a href="#">Galapagos Islands</a><br><a href="#">How Coral Reefs Are Formed</a><br><a href="#">The Sahara Desert</a><br><a href="#">Who Lives On a Coral Reef?</a> |
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| DOMAIN                                   | WI.SCI.    | Science                                                                                                                                                                                                |
| CONTENT STANDARD                         | SCI.LS.    | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                              |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS2.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS2.B. | Cycles of Matter and Energy Transfer in Ecosystems                                                                                                                                                     |

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| LEARNING CONTINUUM | SCI.LS2.B.m. | <p>The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</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> <p>How Coral Reefs Are Formed</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p> |
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| DOMAIN                                   | WI.SCI.    | Science                                                                                                                                                                                                |
| CONTENT STANDARD                         | SCI.LS.    | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                              |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS2.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS2.C. | Ecosystem Dynamics, Functioning, and Resilience                                                                                                                                                        |

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| LEARNING CONTINUUM | SCI.LS2.C.m. | <p>Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.</p> <p><b><u>Social Studies Online</u></b></p> <p>Galapagos Islands</p> |
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| DOMAIN                                   | WI.SCI.    | Science                                                                                                                                                                                                |
| CONTENT STANDARD                         | SCI.LS.    | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                              |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS2.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS2.D. | Social Interactions and Group Behavior                                                                                                                                                                 |

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| LEARNING CONTINUUM | SCI.LS2.D.m. | <p>Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on – for example, water purification and recycling.</p> <p><b><u>Social Studies Online</u></b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>National Parks - Nevada, California</p> <p>Who Lives On a Coral Reef?</p> |
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| DOMAIN           | WI.SCI. | Science                                   |
| CONTENT STANDARD | SCI.LS. | Disciplinary Core Idea: Life Science (LS) |

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| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS3.      | Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.                                                                                                                                                                                                                                                                                                                                                                        |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS3. B.   | Variation of Traits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| LEARNING CONTINUUM                       | SCI.LS3. B.m. | In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism.<br><br><a href="#">Social Studies Online</a><br><a href="#">How Coral Reefs Are Formed</a>                                                                                                                          |
| DOMAIN                                   | WI.SCI.       | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT STANDARD                         | SCI.LS.       | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS4 .     | Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.                                                                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS4. C.   | Adaptation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| LEARNING CONTINUUM                       | SCI.LS4. C.m. | Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more common.<br><br><a href="#">Social Studies Online</a><br><a href="#">Galapagos Islands</a>                                                                                                                                                                                        |
| DOMAIN                                   | WI.SCI.       | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT STANDARD                         | SCI.LS.       | Disciplinary Core Idea: Life Science (LS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.LS4 .     | Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.                                                                                                                                                                                                                                                                                                                                                            |
| DESCRIPTOR / FOCUS AREA                  | SCI.LS4. D.   | Biodiversity and Humans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| LEARNING CONTINUUM                       | SCI.LS4. D.m. | Changes in biodiversity can influence humans' resources and ecosystem services they rely on.<br><br><a href="#">Social Studies Online</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - Grades 6-8</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br><a href="#">Galapagos Islands</a><br><a href="#">National Parks - Alaska &amp; Hawaii</a><br><a href="#">The Sahara Desert</a> |
| DOMAIN                                   | WI.SCI.       | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT STANDARD                         | SCI.ESS.      | Disciplinary Core Idea: Earth and Space Sciences (ESS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.ESS 2.    | Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.                                                                                                                                                                                                                                                                                                                                                                 |

| DESCRIPTOR /<br>FOCUS AREA | SCI.ESS<br>2.A.   | Earth Materials and Systems                                                                                                                                                                                                                                                                                                  |
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| LEARNING<br>CONTINUUM      | SCI.ESS2<br>.A.m. | Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes.                                                                                                                                         |
|                            |                   | <a href="#">Social Studies Online</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - Grades 6-8</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br><a href="#">Galapagos Islands</a> |

| DOMAIN                                             | WI.SCI.         | Science                                                                                                                                                       |
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| CONTENT<br>STANDARD                                | SCI.ESS.        | Disciplinary Core Idea: Earth and Space Sciences (ESS)                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>LEARNING<br>PRIORITY | SCI.ESS<br>2.   | Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems. |
| DESCRIPTOR /<br>FOCUS AREA                         | SCI.ESS<br>2.B. | Plate Tectonics and Large-Scale System Interactions                                                                                                           |

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| LEARNING<br>CONTINUUM | SCI.ESS2<br>.B.m. | Plate tectonics is the unifying theory that explains movements of rocks at Earth's surface and geological history. Maps are used to display evidence of plate movement.              |
|                       |                   | <a href="#">Social Studies Online</a><br><a href="#">Galapagos Islands</a><br><a href="#">National Parks - Alaska &amp; Hawaii</a><br><a href="#">National Parks - Wyoming, Utah</a> |

| DOMAIN                                             | WI.SCI.         | Science                                                                                                                                                       |
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| CONTENT<br>STANDARD                                | SCI.ESS.        | Disciplinary Core Idea: Earth and Space Sciences (ESS)                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>LEARNING<br>PRIORITY | SCI.ESS<br>2.   | Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems. |
| DESCRIPTOR /<br>FOCUS AREA                         | SCI.ESS<br>2.C. | The Roles of Water in Earth's Surface Processes                                                                                                               |

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| LEARNING<br>CONTINUUM | SCI.ESS2<br>.C.m. | Water cycles among land, ocean, and atmosphere, and is propelled by sunlight and gravity. Density variations of sea water drive interconnected ocean currents. Water movement causes weathering and erosion, changing landscape features.                             |
|                       |                   | <a href="#">Social Studies Online</a><br><a href="#">Galapagos Islands</a><br><a href="#">National Parks - Alaska &amp; Hawaii</a><br><a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a><br><a href="#">National Parks - Wyoming, Utah</a> |

| DOMAIN                                             | WI.SCI.       | Science                                                                                                                                                       |
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| CONTENT<br>STANDARD                                | SCI.ESS.      | Disciplinary Core Idea: Earth and Space Sciences (ESS)                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>LEARNING<br>PRIORITY | SCI.ESS<br>2. | Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems. |

| DESCRIPTOR /<br>FOCUS AREA | SCI.ESS<br>2.D.   | Weather and Climate                                                                                                                                                                                                                                                                                                                                                                                                  |
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| LEARNING<br>CONTINUUM      | SCI.ESS2<br>.D.m. | Complex interactions determine local weather patterns and influence climate, including the role of the ocean.<br><br><u><b>Social Studies Online</b></u><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>The Sahara Desert |

| DOMAIN                                             | WI.SCI.         | Science                                                                                                                                                                    |
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| CONTENT<br>STANDARD                                | SCI.ESS.        | Disciplinary Core Idea: Earth and Space Sciences (ESS)                                                                                                                     |
| PERFORMANC<br>E STANDARD /<br>LEARNING<br>PRIORITY | SCI.ESS<br>3.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems. |
| DESCRIPTOR /<br>FOCUS AREA                         | SCI.ESS<br>3.A. | Natural Resources                                                                                                                                                          |

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| LEARNING<br>CONTINUUM | SCI.ESS3<br>.A.m. | Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes.<br><br><u><b>Social Studies Online</b></u><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>The Sahara Desert |
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| DOMAIN                                             | WI.SCI.         | Science                                                                                                                                                                    |
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| CONTENT<br>STANDARD                                | SCI.ESS.        | Disciplinary Core Idea: Earth and Space Sciences (ESS)                                                                                                                     |
| PERFORMANC<br>E STANDARD /<br>LEARNING<br>PRIORITY | SCI.ESS<br>3.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems. |
| DESCRIPTOR /<br>FOCUS AREA                         | SCI.ESS<br>3.C. | Human Impacts on Earth Systems                                                                                                                                             |

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| LEARNING<br>CONTINUUM | SCI.ESS3<br>.C.m. | Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth.<br><br><u><b>Social Studies Online</b></u><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>The Sahara Desert<br>Who Lives On a Coral Reef? |
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| DOMAIN                                   | WI.SCI.      | Science                                                                                                                                                                    |
|------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD                         | SCI.ESS.     | Disciplinary Core Idea: Earth and Space Sciences (ESS)                                                                                                                     |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.ESS 3.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  | SCI.ESS 3.D. | Global Climate Change                                                                                                                                                      |

LEARNING CONTINUUM      SCI.ESS3.D.m.      Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.

**Social Studies Online**

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

| DOMAIN                                   | WI.SCI.      | Science                                                                                                                                                                                                     |
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| CONTENT STANDARD                         | SCI.ETS .    | Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)                                                                                                                       |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.ETS 2.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  | SCI.ETS 2.B. | Influence of Engineering, Technology, and Science on Society and the Natural World                                                                                                                          |

LEARNING CONTINUUM      SCI.ETS2.B.m.1.      All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

**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 - Washington, Oregon, Idaho, Montana, Colorado

The Sahara Desert

LEARNING CONTINUUM      SCI.ETS2.B.m.2.      The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

| DOMAIN                                   | WI.SCI.      | Science                                                                                                                                                                             |
|------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD                         | SCI.ETS .    | Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)                                                                                               |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.ETS 3.   | Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems. |
| DESCRIPTOR / FOCUS AREA                  | SCI.ETS 3.A. | Science and Engineering Are Human Endeavors                                                                                                                                         |

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| LEARNING CONTINUUM                       | SCI.ETS3.A.m.1. | <p>Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering.</p> <p><b><u>Social Studies Online</u></b><br/>           Ancient China - Qin &amp; Han Dynasties<br/>           Ancient China - Shang &amp; Zhou Dynasties<br/>           Canada: Coast to Coast<br/>           Canada: Our Northern Neighbor<br/>           Galapagos Islands<br/>           National Parks - Alaska &amp; Hawaii<br/>           National Parks - Nevada, California<br/>           National Parks - Wyoming, Utah</p> |
| DOMAIN                                   | WI.SCI.         | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CONTENT STANDARD                         | SCI.ETS3.       | Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| PERFORMANCE STANDARD / LEARNING PRIORITY | SCI.ETS3.       | Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.                                                                                                                                                                                                                                                                                                                                                                                    |
| DESCRIPTOR / FOCUS AREA                  | SCI.ETS3.B.     | Science and Engineering Are Unique Ways of Thinking with Different Purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| LEARNING CONTINUUM                       | SCI.ETS3.B.m.2. | <p>Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions.</p> <p><b><u>Social Studies Online</u></b><br/>           Ancient China - Qin &amp; Han Dynasties<br/>           Ancient China - Shang &amp; Zhou Dynasties</p>                                                                                                                                                                       |

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| LEARNING CONTINUUM | SCI.ETS3.B.m.3. | <p>Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare.</p> <p><b><u>Social Studies Online</u></b><br/>           Amazon Rainforest - People and Threats - Grades 2-5<br/>           Amazon Rainforest - People and Threats - Grades 6-8</p> |
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#### Wisconsin Academic Standards

#### Social Studies

Grade: 6 - Adopted: 2018

|                                          |           |                                                                                                            |
|------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------|
| DOMAIN                                   | WI.SS.BH. | Behavioral Sciences (BH)                                                                                   |
| CONTENT STANDARD                         | SS.BH2:   | Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology). |
| PERFORMANCE STANDARD / LEARNING PRIORITY | BH2.a:    | Relationship of people and groups                                                                          |

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| DESCRIPTOR / FOCUS AREA | SS.BH2.a.m. | <p>Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p><b><u>Social Studies Online</u></b><br/>           Ancient China - Qin &amp; Han Dynasties<br/>           Canada: Our Northern Neighbor<br/>           Jerusalem - Then and Now (Older Grades)</p> |
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| <b>DOMAIN</b>                                   | <b>WI.SS.Econ.</b> | <b>Economics (Econ)</b>                                                                      |
| <b>CONTENT STANDARD</b>                         | <b>SS.Econ3:</b>   | <b>Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Econ3.b:</b>    | <b>Money</b>                                                                                 |

DESCRIPTOR / FOCUS AREA      SS.Econ3.b.m.      Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.

[Social Studies Online](#)  
[Barcelona](#)

|                                                 |                    |                                                                                                |
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| <b>DOMAIN</b>                                   | <b>WI.SS.Geog.</b> | <b>Geography (Geog)</b>                                                                        |
| <b>CONTENT STANDARD</b>                         | <b>SS.Geog1:</b>   | <b>Wisconsin students will use geographic tools and ways of thinking to analyze the world.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Geog1.a:</b>    | <b>Tools of Geography</b>                                                                      |

DESCRIPTOR / FOCUS AREA      SS.Geog1.a.m.      Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

[Social Studies Online](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)  
[The Sahara Desert](#)

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| <b>DOMAIN</b>                                   | <b>WI.SS.Geog.</b> | <b>Geography (Geog)</b>                                                                        |
| <b>CONTENT STANDARD</b>                         | <b>SS.Geog1:</b>   | <b>Wisconsin students will use geographic tools and ways of thinking to analyze the world.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Geog1.b:</b>    | <b>Spatial Thinking (map interpretation)</b>                                                   |

DESCRIPTOR / FOCUS AREA      SS.Geog1.b.m.      Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

[Social Studies Online](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)  
[The Sahara Desert](#)

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| <b>DOMAIN</b>                                   | <b>WI.SS.Geog.</b> | <b>Geography (Geog)</b>                                                        |
| <b>CONTENT STANDARD</b>                         | <b>SS.Geog2:</b>   | <b>Wisconsin students will analyze human movement and population patterns.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Geog2.a:</b>    | <b>Population and Place</b>                                                    |

|                                             |                   |                                                                                                                                                                                                                                                                                              |
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| DESCRIPTOR /<br>FOCUS AREA                  | SS.Geog<br>2.a.m. | Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).<br><br><a href="#">Social Studies Online</a><br><a href="#">Canada: Our Northern Neighbor</a> |
| DOMAIN                                      | WI.SS.Geog.       | Geography (Geog)                                                                                                                                                                                                                                                                             |
| CONTENT STANDARD                            | SS.Geog2:         | Wisconsin students will analyze human movement and population patterns.                                                                                                                                                                                                                      |
| PERFORMANCE STANDARD /<br>LEARNING PRIORITY | Geog2.b:          | Reasons People Move                                                                                                                                                                                                                                                                          |

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| DESCRIPTOR /<br>FOCUS AREA                  | SS.Geog<br>2.b.m. | Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.<br><br><a href="#">Social Studies Online</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> |
| DOMAIN                                      | WI.SS.Geog.       | Geography (Geog)                                                                                                                                                                                                                                  |
| CONTENT STANDARD                            | SS.Geog2:         | Wisconsin students will analyze human movement and population patterns.                                                                                                                                                                           |
| PERFORMANCE STANDARD /<br>LEARNING PRIORITY | Geog2.c:          | Impact of Movement                                                                                                                                                                                                                                |

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| DESCRIPTOR /<br>FOCUS AREA                  | SS.Geog<br>2.c.m. | Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.<br><br><a href="#">Social Studies Online</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br><a href="#">Canada: Our Northern Neighbor</a> |
| DOMAIN                                      | WI.SS.Geog.       | Geography (Geog)                                                                                                                                                                                                                                                                                                                                            |
| CONTENT STANDARD                            | SS.Geog2:         | Wisconsin students will analyze human movement and population patterns.                                                                                                                                                                                                                                                                                     |
| PERFORMANCE STANDARD /<br>LEARNING PRIORITY | Geog2.d:          | Urbanization                                                                                                                                                                                                                                                                                                                                                |

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| DESCRIPTOR /<br>FOCUS AREA | SS.Geog<br>2.d.m. | Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.<br><br><a href="#">Social Studies Online</a><br><a href="#">Barcelona</a><br><a href="#">London - City of Pomp &amp; Majesty</a><br><a href="#">Paris - City of Light - Grades 6 - 12</a><br><a href="#">Tokyo - City of Contrasts</a> |
| DOMAIN                     | WI.SS.Geog.       | Geography (Geog)                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT STANDARD           | SS.Geog3:         | Wisconsin students will examine the impacts of global interconnections and relationships.                                                                                                                                                                                                                                                                              |

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| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Geog3.a:</b> | <b>Distribution of Resources</b> |
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DESCRIPTOR / FOCUS AREA      SS.Geog 3.a.m.      Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

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| <b>DOMAIN</b>                                   | <b>WI.SS.Geog.</b> | <b>Geography (Geog)</b>                                                                          |
| <b>CONTENT STANDARD</b>                         | <b>SS.Geog3:</b>   | <b>Wisconsin students will examine the impacts of global interconnections and relationships.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Geog3.b:</b>    | <b>Networks</b>                                                                                  |

DESCRIPTOR / FOCUS AREA      SS.Geog 3.b.m.      Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

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| <b>DOMAIN</b>                                   | <b>WI.SS.Geog.</b> | <b>Geography (Geog)</b>                                                              |
| <b>CONTENT STANDARD</b>                         | <b>SS.Geog4:</b>   | <b>Wisconsin students will evaluate the relationship between identity and place.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Geog4.a:</b>    | <b>Characteristics of Place</b>                                                      |

DESCRIPTOR / FOCUS AREA      SS.Geog 4.a.m.      Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

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|-------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------|
| <b>DOMAIN</b>                                   | <b>WI.SS.Geog.</b> | <b>Geography (Geog)</b>                                                                      |
| <b>CONTENT STANDARD</b>                         | <b>SS.Geog5:</b>   | <b>Wisconsin students will evaluate the relationship between humans and the environment.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>Geog5.b:</b>    | <b>Interdependence</b>                                                                       |

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| DESCRIPTOR /<br>FOCUS AREA                                                                                                   | SS.Geog<br>5.b.m. | Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations. |
| <u><b>Social Studies Online</b></u><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8 |                   |                                                                                                                                                                                                                                                                                         |

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| DOMAIN                                   | WI.SS.Hist. | History (Hist)                                                                    |
| CONTENT STANDARD                         | SS.Hist1:   | Wisconsin students will use historical evidence for determining cause and effect. |
| PERFORMANCE STANDARD / LEARNING PRIORITY | Hist1.a:    | Cause                                                                             |

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| DESCRIPTOR /<br>FOCUS AREA | SS.Hist1.<br>a.m. | Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. |
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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

|                                          |             |                                                                                   |
|------------------------------------------|-------------|-----------------------------------------------------------------------------------|
| DOMAIN                                   | WI.SS.Hist. | History (Hist)                                                                    |
| CONTENT STANDARD                         | SS.Hist1:   | Wisconsin students will use historical evidence for determining cause and effect. |
| PERFORMANCE STANDARD / LEARNING PRIORITY | Hist1.b:    | Effect                                                                            |

|                            |                   |                                                                                                                                   |
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| DESCRIPTOR /<br>FOCUS AREA | SS.Hist1.<br>b.m. | Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. |
|----------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------|

**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

|                  |             |                                                                                                                                                  |
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| DOMAIN           | WI.SS.Hist. | History (Hist)                                                                                                                                   |
| CONTENT STANDARD | SS.Hist2:   | Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. |

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| PERFORMANCE STANDARD / LEARNING PRIORITY | Hist2.a: | Patterns stay the same over a period of time |
|------------------------------------------|----------|----------------------------------------------|

DESCRIPTOR / FOCUS AREA SS.Hist2.a.m. Explain patterns of continuity over time in the community, the state, the United States, and 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  
 Canada: Our Northern Neighbor  
 Rome - The Eternal City  
 Washington, DC - Grades 6 - 12

|                                          |              |                                                                                                                                                  |
|------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| DOMAIN                                   | WI.SS.Hist2. | History (Hist)                                                                                                                                   |
| CONTENT STANDARD                         | SS.Hist2 :   | Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. |
| PERFORMANCE STANDARD / LEARNING PRIORITY | Hist2.b:     | Patterns change over a period of time                                                                                                            |

DESCRIPTOR / FOCUS AREA SS.Hist2.b.m. Explain patterns of change over time in the community, the state, the United States, and 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  
 Canada: Our Northern Neighbor  
 Rome - The Eternal City  
 Washington, DC - Grades 6 - 12

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|------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| DOMAIN                                   | WI.SS.Hist2. | History (Hist)                                                                                                                                   |
| CONTENT STANDARD                         | SS.Hist2 :   | Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. |
| PERFORMANCE STANDARD / LEARNING PRIORITY | Hist2.c:     | Contextualization                                                                                                                                |

DESCRIPTOR / FOCUS AREA SS.Hist2.c.m. Analyze how the historical context influenced the process or nature of the continuity or change that took place.

**Social Studies Online**  
 Ancient China - Qin & Han Dynasties  
 Canada: Our Northern Neighbor

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| DOMAIN | WI.SS.PS. | Political Science (PS) |
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| <b>CONTENT STANDARD</b>                         | <b>SS.PS2:</b> | <b>Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>PS2.c:</b>  | <b>Asserting and Reaffirming of Human Rights</b>                                                          |

DESCRIPTOR / FOCUS AREA      SS.PS2.c.m.      Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

**Social Studies Online**

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades 6 - 12

|                                                 |                  |                                                                                                                   |
|-------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>DOMAIN</b>                                   | <b>WI.SS.PS.</b> | <b>Political Science (PS)</b>                                                                                     |
| <b>CONTENT STANDARD</b>                         | <b>SS.PS3:</b>   | <b>Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</b> |
| <b>PERFORMANCE STANDARD / LEARNING PRIORITY</b> | <b>PS3.c:</b>    | <b>Power in Government</b>                                                                                        |

DESCRIPTOR / FOCUS AREA      SS.PS3.c.m.      Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

**Social Studies Online**

Washington, DC - Grades 6 - 12