

Main Criteria: Connecticut Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

**Connecticut Core Standards
 Science**

Grade: 6 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.MS-PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	MS-PS1.	Matter and Its Interactions
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-PS1-3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	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. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
INDICATOR	MS-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
INDICATOR	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. <u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. <u>Virtual Field Trips</u> African Safari

		Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. <u>Virtual Field Trips</u>

		The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	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>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR	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>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
INDICATOR	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>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	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. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
INDICATOR	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. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1 Who Lives On a Coral Reef?

**Connecticut Core Standards
Social Studies**

Grade: 6 - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.6-7.	WORLD REGIONAL STUDIES
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STATE FRAMEWORK	6-7.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		GEOGRAPHY
INDICATOR		Human-Environment Interaction: Places, Regions, and Culture
INDICATOR	GEO 6-7.3.	Explain how cultural patterns and economic decisions influence environments and the daily lives of people. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GEO 6-7.4.	Analyze the cultural and environmental characteristics that make places both similar to and different from one another. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GEO 6-7.5.	Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
DOMAIN / CONTENT STANDARD	CT.SS.6-7.	WORLD REGIONAL STUDIES
STATE FRAMEWORK	6-7.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		GEOGRAPHY
INDICATOR		Global Interconnections
INDICATOR	GEO 6-7.9.	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

		<u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
INDICATOR	GEO 6-7.10.	Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade. <u>Virtual Field Trips</u> Exploring Cuba
DOMAIN / CONTENT STANDARD	CT.SS.6-7.	WORLD REGIONAL STUDIES
STATE FRAMEWORK	6-7.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		The Global Economy
INDICATOR	ECO 6-7.6.	Explain barriers to trade and how those barriers influence trade among nations. <u>Virtual Field Trips</u> Exploring Cuba
INDICATOR	ECO 6-7.7.	Explain the benefits and the costs of trade policies to individuals, businesses, and society. <u>Virtual Field Trips</u> Exploring Cuba
DOMAIN / CONTENT STANDARD	CT.SS.6-7.	WORLD REGIONAL STUDIES
STATE FRAMEWORK	6-7.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Change, Continuity and Context

INDICATOR	HIST 6-8.1.	Use questions about historically significant people or events to explain the impact on a region. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
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