

**Main Criteria:** DC Educational Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**DC Educational Standards**

**Science**

Grade: 6 - Adopted: 2013

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MS-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MS-PS1.</b>	<b>Matter and Its Interactions</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>		Students who demonstrate understanding can:
<b>EXPECTATION</b>	<b>MS-PS1-3.</b>	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
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>		Students who demonstrate understanding can:
<b>EXPECTATION</b>	<b>MS-LS1-4.</b>	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
<b>EXPECTATION</b>	<b>MS-LS1-5.</b>	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
<b>EXPECTATION</b>	<b>MS-LS1-8.</b>	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?
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>STANDARD / ESSENTIAL SKILL</b>	<b>MS-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>		Students who demonstrate understanding can:
<b>EXPECTATION</b>	<b>MS-LS2-2.</b>	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

		<p><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 &amp; 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?</p>
EXPECTATION	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><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?</p>
EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><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 &amp; 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?</p>
EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><u>Virtual Field Trips</u>  African Safari  Galapagos Islands  Galapagos Islands - Espagnol  National Parks - West - Alaska &amp; 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?</p>
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>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
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>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
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>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
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>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
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.  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
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.  <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?
EXPECTATION	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?

## Social Studies

Grade: 6 - Adopted: 2011

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.6.</b>	<b>World Geography and Cultures</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>THE WORLD IN SPATIAL TERMS</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.1.</b>	<b>Students use maps, globes, atlases, and other technologies to acquire and process information about people, places, and environments.</b>
<b>EXPECTATION</b>	<b>6.1.4.</b>	<p>Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p> <p><u>Virtual Field Trips</u>                      Exploring Cuba                      National Parks - West - Alaska &amp; 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)</p>
<b>EXPECTATION</b>	<b>6.1.5.</b>	<p>Explain how latitude affects climates of continents.</p> <p><u>Virtual Field Trips</u>                      African Safari                      Exploring Cuba                      La Selva Amazonica - Pte 1 (En Espagnol)                      The Amazon Rainforest                      The Amazon Rainforest - Part 1 - Older Grades</p>
<b>EXPECTATION</b>	<b>6.1.7.</b>	<p>Locate and define various large regions in the Eastern and Western hemispheres, and divide those regions into smaller regions based on race, language, nationality, or religion.</p> <p><u>Virtual Field Trips</u>                      Ancient Egypt - Land of the Pharaohs                      Ancient Greece - Birthplace of Democracy                      Ancient Mayan Civilization                      Jerusalem - Then and Now (Older Grades)                      The Amazon Rainforest - Part 2 - Older Grades                      The Amazon Rainforest - Part 2 - Younger Grades</p>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.6.</b>	<b>World Geography and Cultures</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>PLACES AND REGIONS</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>6.2.</b>	<b>Students acquire a framework for thinking geographically, including the location and unique characteristics of places.</b>
<b>EXPECTATION</b>	<b>6.2.1.</b>	<p>Name and locate the world's continents, major bodies of water, major mountain ranges, major river systems, major countries, and major cities.</p> <p><u>Virtual Field Trips</u>                      Barcelona - English                      Barcelona - Espagnol                      Exploring Cuba                      London - City of Pomp &amp; Majesty                      National Parks - West - Alaska &amp; 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)</p>

		Tokyo - City of Contrasts Washington, DC - Grades 6 - 12
EXPECTATION	6.2.3.	Explain that the concept of “region” has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth.  <u>Virtual Field Trips</u> African Safari Exploring Cuba 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 - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
EXPECTATION	6.2.5.	Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region.  <u>Virtual Field Trips</u> Exploring Cuba
CONTENT STANDARD / STRAND / DISCIPLINE	DC.6.	World Geography and Cultures
STANDARD / ESSENTIAL SKILL		HUMAN SYSTEMS
STUDENT EXPECTATION / ESSENTIAL SKILL	6.3.	Students identify and analyze the human activities that shape Earth’s surface, including population numbers, distribution and growth rates, and cultural factors.
EXPECTATION	6.3.5.	Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	6.3.6.	Describe the effect of religion on world economic development patterns, cultural conflict, and social integration.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.6.	World Geography and Cultures
STANDARD / ESSENTIAL SKILL		ECONOMIC SYSTEMS AND URBANIZATION
STUDENT EXPECTATION / ESSENTIAL SKILL	6.4.	Students describe rural and urban land use, ways of making a living, cultural patterns, and economic and political systems.
EXPECTATION	6.4.3.	Explain that the internal structure of cities varies in different regions of the world, and give examples.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts Washington, DC - Grades 6 - 12

EXPECTATION	6.4.4.	Analyze the changing structure and functions of cities over time.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts Washington, DC - Grades 6 - 12
EXPECTATION	6.4.7.	Explain how change in communication and transportation technology is contributing to both cultural convergence and divergence. Explain how places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.6.	World Geography and Cultures
STANDARD / ESSENTIAL SKILL		PHYSICAL SYSTEMS
STUDENT EXPECTATION / ESSENTIAL SKILL	6.5.	Students acquire a framework for thinking about Earth's physical systems: Earth-sun relationships, climate and related ecosystems, and land forms.
EXPECTATION	6.5.1.	Recall and apply knowledge concerning Earth-sun relationships, including "reasons for seasons" and time zones.  <u>Virtual Field Trips</u> Exploring Cuba
EXPECTATION	6.5.3.	Explain the difference between weather and climate.  <u>Virtual Field Trips</u> African Safari Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION	6.5.4.	Identify and account for the distribution pattern of the world's climates.  <u>Virtual Field Trips</u> African Safari Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades
EXPECTATION	6.5.5.	Describe distinct patterns of natural vegetation and biodiversity and their relations to world climate patterns.  <u>Virtual Field Trips</u> African Safari Galapagos Islands National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
EXPECTATION	6.5.6.	Integrate understandings concerning the physical processes that shape Earth's surface and result in existing landforms: plate tectonics, mountain building, erosion, and deposition.

		<u>Virtual Field Trips</u> Canada - An Overview
EXPECTATION	6.5.10.	Explain the safety measures people can take in the event of an earthquake, tornado, or hurricane, and map the occurrence of each of these natural hazards in the United States over a given period of time.  <u>Virtual Field Trips</u> Exploring Cuba
CONTENT STANDARD / STRAND / DISCIPLINE	DC.6.	World Geography and Cultures
STANDARD / ESSENTIAL SKILL		ENVIRONMENT AND SOCIETY
STUDENT EXPECTATION / ESSENTIAL SKILL	6.6.	Students analyze ways in which humans affect and are affected by their physical environment.
EXPECTATION	6.6.2.	Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.  <u>Virtual Field Trips</u> Exploring Cuba
EXPECTATION	6.6.3.	Analyze the possible consequences of a natural disaster on the local community, and devise plans to cope with, minimize, or mitigate their effect.  <u>Virtual Field Trips</u> Exploring Cuba