

Main Criteria: Michigan Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Michigan Academic Standards

Science

Grade: 6 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Structure and Properties of Matter
-----------------------------------	-----------------	---

STANDARD MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / STANDARD CATEGORY	MI.SC.7.	Structure, Function, and Information Processing (continued)
-----------------------------------	-----------------	--

STANDARD 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.

Virtual Field Trips

Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.8.	Matter and Energy in Organisms and Ecosystems
-----------------------------------	-----------------	--

STANDARD MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

STANDARD MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

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

The Sahara Desert

Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.9.	Interdependent Relationships in Ecosystems
----------------------------	----------	--

STANDARD MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Virtual Field Trips

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Canada: Coast to Coast
- Galapagos Islands
- How Coral Reefs Are Formed
- National Parks - Alaska & Hawaii
- The Sahara Desert
- Who Lives On a Coral Reef?

STANDARD MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Virtual Field Trips

- African Safari
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Canada: Coast to Coast
- Galapagos Islands
- National Parks - Alaska & Hawaii
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado
- National Parks - Wyoming, Utah
- Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.10.	Growth, Development, and Reproduction of Organisms
----------------------------	-----------	--

STANDARD 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.

Virtual Field Trips

- How Coral Reefs Are Formed

STANDARD MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

- Galapagos Islands
- How Coral Reefs Are Formed

STRAND / STANDARD CATEGORY	MI.SC.14.	History of Earth
----------------------------	-----------	------------------

STANDARD	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
----------	------------	--

STANDARD	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. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
----------	------------	---

STRAND / STANDARD CATEGORY	MI.SC.15.	Earth's Systems
----------------------------	-----------	-----------------

STANDARD	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
----------	------------	--

STANDARD	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert
----------	------------	---

STRAND / STANDARD CATEGORY	MI.SC.16.	Weather and Climate
----------------------------	-----------	---------------------

STANDARD	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
----------	------------	---

STANDARD	MS-ESS2-5MI.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography. Virtual Field Trips Canada: Coast to Coast
----------	--------------	---

STANDARD	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. Virtual Field Trips Galapagos Islands
----------	------------	--

STANDARD	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?
----------	------------	---

STRAND / STANDARD CATEGORY	MI.SC.17.	Human Impacts
----------------------------	-----------	---------------

STANDARD	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
----------	------------	--

STANDARD	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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?
----------	------------	---

Michigan Academic Standards
Social Studies
Grade: 6 - Adopted: 2019

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
-------------------------	-------	--

GRADE LEVEL EXPECTATION	P1.3.	Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
ST RAND / ST ANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS ST ANDARDS: GRADES 6-8
ST ANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS
GRADE LEVEL EXPECTATION	P2.1.	Use compelling and supporting questions to investigate social scientific problems. Virtual Field Trips 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 Rome - The Eternal City
GRADE LEVEL EXPECTATION	P2.2.	Evaluate data presented in social science tables, graphs, graphics, maps, and texts. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
ST RAND / ST ANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS ST ANDARDS: GRADES 6-8
ST ANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING
GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places. Virtual Field Trips Canada: Our Northern Neighbor
ST RAND / ST ANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
ST ANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND
EXPECTATION	G1.1.	Spatial Thinking – Use maps and other geographic tools to acquire and process information from a spatial perspective.

INDICATOR	6 – G1.1.1.	Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
-----------	----------------	--

ST RAND / ST ANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND
EXPECTATION	G1.2.	Geographical Inquiry and Analysis – Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

INDICATOR	6 – G1.2.1.	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Washington, DC - Grades 6 - 8
-----------	----------------	--

INDICATOR	6 – G1.2.2.	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
-----------	----------------	--

INDICATOR	6 – G1.2.4.	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
-----------	----------------	--

ST RAND / ST ANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND
EXPECTATION	G1.3.	Geographical Understanding – The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

INDICATOR	6 – G1.3.1.	Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth. Virtual Field Trips 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 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba How Coral Reefs Are Formed London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 The Sahara Desert Tokyo - City of Contrasts Who Lives On a Coral Reef?
-----------	----------------	---

INDICATOR	6 – G1.3.2.	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
-----------	----------------	---

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	PLACES AND REGIONS
EXPECTATION	G2.1.	Physical Characteristics of Place – Describe the physical characteristics of places.

INDICATOR	6 – G2.1.1.	Locate and describe the basic patterns of landforms. Virtual Field Trips 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 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 The Sahara Desert Tokyo - City of Contrasts
-----------	----------------	--

INDICATOR	6 – G2.1.2.	Locate and describe the basic patterns and processes of plate tectonics. Virtual Field Trips National Parks - Alaska & Hawaii
-----------	----------------	--

INDICATOR	6 – G2.1.3.	Locate and describe the characteristics and patterns of major world climates and ecosystems. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba The Sahara Desert
-----------	----------------	--

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	PLACES AND REGIONS
EXPECTATION	G2.2.	Human Characteristics of Places – Describe the human characteristics of places.

INDICATOR	6 – G2.2.1.	Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions. Virtual Field Trips Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands
-----------	----------------	--

INDICATOR	6 – G2.2.3.	Explain how culture and experience influence people's perceptions of places and regions. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
-----------	----------------	--

INDICATOR	6 – G2.2.5.	Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
-----------	----------------	--

ST RAND / ST ANDARD C ATEGORY		WORLD GEOGRAPHY: GRADE 6
ST ANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G3.	PHYSICAL SYSTEMS
EXPECTATION	G3.1.	Physical Processes – Describe the physical processes that shape the patterns of the Earth’s surface.

INDICATOR	6 – G3.1.2.	Explain the factors that cause different climate types. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba The Sahara Desert
-----------	----------------	---

ST RAND / ST ANDARD C ATEGORY		WORLD GEOGRAPHY: GRADE 6
ST ANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G3.	PHYSICAL SYSTEMS
EXPECTATION	G3.2.	Ecosystems – Describe the characteristics and spatial distribution of ecosystems on Earth’s surface.

INDICATOR	6 – G3.2.1.	Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?
-----------	----------------	--

ST RAND / ST ANDARD C ATEGORY		WORLD GEOGRAPHY: GRADE 6
--	--	---------------------------------

STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	HUMAN SYSTEMS
EXPECTATION	G4.1.	Cultural Mosaic – Describe the characteristics, distribution, and complexity of Earth’s cultural mosaic.

INDICATOR 6 – G4.1.1. Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.

Virtual Field Trips

- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Ancient China - Qin & Han Dynasties
- Canada: Our Northern Neighbor
- Exploring Cuba

INDICATOR 6 – G4.1.3. Describe cultures of the region being studied, including the major languages and religions.

Virtual Field Trips

- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Ancient China - Qin & Han Dynasties
- Canada: Our Northern Neighbor
- Exploring Cuba
- Jerusalem - Then and Now (Older Grades)

INDICATOR 6 – G4.1.4. Explain how cultural patterns influence the daily lives of people.

Virtual Field Trips

- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Canada: Our Northern Neighbor

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	HUMAN SYSTEMS
EXPECTATION	G4.3.	Patterns of Human Settlement – Describe patterns, processes, and functions of human settlement.

INDICATOR 6 – G4.3.1. Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.

Virtual Field Trips

- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8

INDICATOR 6 – G4.3.2. Describe patterns of settlement and explain why people settle where they do and how people make their livings.

Virtual Field Trips

- Ancient China - Qin & Han Dynasties
- Canada: Coast to Coast
- Canada: Our Northern Neighbor

INDICATOR 6 – Explain the patterns, causes, and consequences of major human migrations.
G4.3.3.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	HUMAN SYSTEMS
EXPECTATION	G4.4.	Forces of Cooperation and Conflict – Explain how forces of cooperation and conflict among people influence the division of the Earth's surface and its resources.

INDICATOR 6 – Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
G4.4.1.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G5.	ENVIRONMENT AND SOCIETY
EXPECTATION	G5.1.	Humans and the Environment – Describe how humans use and modify the environment.

INDICATOR 6 – Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.
G5.1.1.

Virtual Field Trips

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

INDICATOR 6 – Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.
G5.1.3.

Virtual Field Trips

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

INDICATOR	6 – G5.1.4.	Define natural resources and explain how people in different places use, define, and acquire resources in different ways. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
-----------	----------------	---

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G5.	ENVIRONMENT AND SOCIETY
EXPECTATION	G5.2.	Physical and Human Systems – Describe how physical and human systems shape patterns on the Earth's surface.

INDICATOR	6 – G5.2.1.	Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
-----------	----------------	---

INDICATOR	6 – G5.2.2.	Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. Virtual Field Trips Exploring Cuba
-----------	----------------	---

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C1.	PURPOSES OF GOVERNMENT
EXPECTATION	C1.1.	Nature of Civic Life, Politics, and Government – Describe civic life, politics, and government and explain their relationships.

INDICATOR	6 – C1.1.1.	Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments. Virtual Field Trips Canada: Our Northern Neighbor
-----------	----------------	--

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C3.	STRUCTURE AND FUNCTIONS OF GOVERNMENT
EXPECTATION	C3.6.	Characteristics of Nation-States – Describe the characteristics of nation-states and how they may interact.

INDICATOR 6 – Compare and contrast various forms of government around the world.
C3.6.2.

[Virtual Field Trips](#)
[Canada: Our Northern Neighbor](#)

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		ECONOMICS
GRADE LEVEL EXPECTATION	E2.	THE NATIONAL ECONOMY
EXPECTATION	E2.3.	Role of Government – Describe how national governments make decisions that affect the national economy.

INDICATOR 6 – Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.
E2.3.1.

[Virtual Field Trips](#)
[Canada: Coast to Coast](#)
[Canada: Our Northern Neighbor](#)
[Exploring Cuba](#)

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		ECONOMICS
GRADE LEVEL EXPECTATION	E3.	INTERNATIONAL ECONOMY
EXPECTATION	E3.1.	Economic Systems – Describe how societies organize to allocate resources to produce and distribute goods and services.

INDICATOR 6 – Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.
E3.1.2.

[Virtual Field Trips](#)
[Canada: Our Northern Neighbor](#)