

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

Minnesota Academic Standards
Science
Grade: 6 - Adopted: 2019

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.1.	Asking questions and defining problems
INDICATORS OF PROGRESS / STRAND	1.1.1.	Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.
INDICATORS OF PROGRESS		ESS: Earth and Human Activity

INDICATOR 6E.1.1.1.3 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (P: 1, CC: 7, CI: ESS3)

Virtual Field Trips

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.2.	Planning and carrying out investigations
INDICATORS OF PROGRESS / STRAND	1.2.1.	Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena.
INDICATORS OF PROGRESS		ESS: Earth's Systems

INDICATOR 6E.1.2.1.1 Collect data and use digital data analysis tools to identify patterns to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. (P: 3, CC: 2, CI: ESS2)

Virtual Field Trips

Canada: Coast to Coast

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.1.	Analyzing and interpreting data
INDICATORS OF PROGRESS / STRAND	2.1.1.	Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.

INDICATORS OF PROGRESS		ESS: Earth's Systems
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INDICATOR 6E.2.1.1.2 Analyze and interpret data on the distribution of fossils, rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. (P: 4, CC: 1, CI: ESS2)

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Wyoming, Utah

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.

INDICATORS OF PROGRESS		ESS: Earth's Systems
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INDICATOR 6E.3.1.1.2 Develop a model, based on observational evidence, to describe the cycling and movement of Earth's rock material and the energy that drives these processes. (P: 2, CC: 5, CI: ESS2)

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Constructing explanations and designing solutions
INDICATORS OF PROGRESS / STRAND	3.2.1.	Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others.

INDICATORS OF PROGRESS		ESS: Earth and Human Activity
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INDICATOR 6E.3.2.1.2 Construct a scientific explanation based on evidence for how the uneven distribution of Earth's mineral, energy, or groundwater resources is the result of past geological processes. (P: 6, CC: 2, CI: ESS3)

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

INDICATOR	6E.3.2.1.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (P: 6, CC: 2, CI: ESS3, ETS1)
		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
CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence
INDICATORS OF PROGRESS / STRAND	4.1.1.	Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments.
INDICATORS OF PROGRESS		ESS: Earth's Systems

INDICATOR 6E.4.1.1.1 Construct an argument, supported by evidence, for how geoscience processes have changed Earth's surface at varying time and spatial scales. (P: 7, CC: 3, CI: ESS2)

Virtual Field Trips
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah

Minnesota Academic Standards
Social Studies
 Grade: 6 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND 6.12.3.3. a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history).

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

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 6.12.4.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 6.12.7.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

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

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8

Who Lives On a Coral Reef?