

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

Utah Core Standards

Science

Grade: 6 - Adopted: 2015

STANDARD / AREA OF LEARNING		SEEd - Grade 6 (2017)
OBJECTIVE / STRAND	Strand 6.3:	EARTH'S WEATHER PATTERNS AND CLIMATE
INDICATOR / CLUSTER		All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Heat energy from the Sun, transmitted by radiation, is the primary source of energy that affects Earth's weather and drives the water cycle. Uneven heating across Earth's surface causes changes in density, which result in convection currents in water and air, creating patterns of atmospheric and oceanic circulation that determine regional and global climates.

EXPECTATION / STANDARD Standard 6.3.2 Investigate the interactions between air masses that cause changes in weather conditions. Collect and analyze weather data to provide evidence for how air masses flow from regions of high pressure to low pressure causing a change in weather. Examples of data collection could include field observations, laboratory experiments, weather maps, or diagrams.

Virtual Field Trips
Canada: Coast to Coast

EXPECTATION / STANDARD Standard 6.3.3 Develop and use a model to show how unequal heating of the Earth's systems causes patterns of atmospheric and oceanic circulation that determine regional climates. Emphasize how warm water and air move from the equator toward the poles. Examples of models could include Utah regional weather patterns such as lake-effect snow and wintertime temperature inversions.

Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - Grades 6-8
Galapagos Islands

STANDARD / AREA OF LEARNING		SEEd - Grade 6 (2017)
OBJECTIVE / STRAND	Strand 6.4:	STABILITY AND CHANGE IN ECOSYSTEMS
INDICATOR / CLUSTER		The study of ecosystems includes the interaction of organisms with each other and with the physical environment. Consistent interactions occur within and between species in various ecosystems as organisms obtain resources, change the environment, and are affected by the environment. This influences the flow of energy through an ecosystem, resulting in system variations. Additionally, ecosystems benefit humans through processes and resources, such as the production of food, water and air purification, and recreation opportunities. Scientists and engineers investigate interactions among organisms and evaluate design solutions to preserve biodiversity and ecosystem resources.

EXPECTATION / STANDARD	Standard 6.4.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Emphasize consistent interactions in different environments, such as competition, predation, and mutualism. 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?
EXPECTATION / STANDARD	Standard 6.4.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Emphasize food webs and the role of producers, consumers, and decomposers in various ecosystems. Examples could include Utah ecosystems such as mountains, Great Salt Lake, wetlands, and deserts. 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?
EXPECTATION / STANDARD	Standard 6.4.4	Construct an argument supported by evidence that the stability of populations is affected by changes to an ecosystem. Emphasize how changes to living and nonliving components in an ecosystem affect populations in that ecosystem. Examples could include Utah ecosystems such as mountains, Great Salt Lake, wetlands, and deserts. 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 - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?
EXPECTATION / STANDARD	Standard 6.4.5	Evaluate competing design solutions for preserving ecosystem services that protect resources and biodiversity based on how well the solutions maintain stability within the ecosystem. Emphasize obtaining, evaluating, and communicating information of differing design solutions. Examples could include policies affecting ecosystems, responding to invasive species or solutions for the preservation of ecosystem resources specific to Utah, such as air and water quality and prevention of soil erosion. 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?

Social Studies
Grade: 6 - Adopted: 2022

STANDARD / AREA OF LEARNING		SIXTH GRADE
OBJECTIVE / STRAND	6.1:	WORLD CIVILIZATIONS - Students will compare how the aspects of geography, culture, religion, government, technology, and systems in ancient civilizations met human needs and wants, as well as allowed and encouraged the growth and development of civilizations as humans migrated across the earth. They will compare early governments to the foundations of modern governments.
INDICATOR / CLUSTER	6.1.1:	Discern characteristics needed for the transformation from simple societies to civilizations, and compare those characteristics in at least three different ancient civilizations found in different regions of the world (for example, Mesopotamia, Egypt, Indus River Valley, China, Inca, Aztec, Persia, Greece, Carthage, Gupta, Rome). 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 Rome - The Eternal City
INDICATOR / CLUSTER	6.1.2:	Throughout their study of world history, recognize the origins of major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). Evaluate the role religion played in the development of civilizations, colonization, imperialism, and independence movements. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
INDICATOR / CLUSTER	6.1.4:	Identify some of the economic systems and technologies (for example, irrigation, writing systems, farming techniques, trading and bartering, coins and currency) created by three civilizations found in different regions of the world, and categorize how they met specific human needs or wants. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
INDICATOR / CLUSTER	6.1.5:	Use primary and secondary sources to compare the cultures of three civilizations found in different regions of the world and identify examples of cultural expression (for example, architecture, writing, philosophy, artwork). 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

INDICATOR / CLUSTER	6.1.6:	Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments. 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
STANDARD / AREA OF LEARNING		SIXTH GRADE
OBJECTIVE / STRAND	6.2:	GLOBALIZATION - Students will compare how the transformation and changes of the post-classical era (Ca. 500 C.E.–1500 C.E.) set in motion the expansion of knowledge through science, language, writing, religion, and technological innovations. They will understand how this created and encouraged a global interconnectedness among distant societies and civilizations that ripples into modern history.
INDICATOR / CLUSTER	6.2.1:	Summarize key tenets of the major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Jerusalem - Then and Now (Older Grades)
INDICATOR / CLUSTER	6.2.2:	Use primary and secondary sources to explain how the spread of religious ideas during the post-classical era influenced globalization (for example, spread of Islam, Crusades, cultural expression through art and architecture, Reformation). Virtual Field Trips Rome - The Eternal City
INDICATOR / CLUSTER	6.2.4:	Use maps to trace how geography affected the ability of humans to connect with each other (for example, economic and cultural expansion, development of international trade, spread of disease). Virtual Field Trips Ancient China - Qin & Han Dynasties Rome - The Eternal City
INDICATOR / CLUSTER	6.2.5:	Critique how and why systems of governance took steps toward self-rule during the post-classical period (for example, the rise of the merchant class, Magna Carta, feudalism in Europe and Japan). Virtual Field Trips Tokyo - City of Contrasts
INDICATOR / CLUSTER	6.2.6:	Generalize how the spread of goods and ideas led to the increased influence of China, India, Southeast Asia, and the Middle East on globalization. Virtual Field Trips Ancient China - Qin & Han Dynasties
STANDARD / AREA OF LEARNING		SIXTH GRADE

OBJECTIVE / STRAND	6.3:	COLONIZATION, IMPERIALISM AND INDEPENDENCE MOVEMENTS - Students will describe how the political and economic impacts of this time period (c. 1500 C.E.–2000 C.E.) created new political ideologies and technology, providing prime conditions and motivations for colonization, imperialism, and independence that continue to be echoed in current conversations.
INDICATOR / CLUSTER	6.3.4:	Explain the causes and effects of at least three events that created political, social, economic, industrial, and/or scientific revolution during the 18th–20th century (for example, the French Revolution, Vietnam, Latin American revolutions, the Enlightenment, independence movements of India and African nations). Virtual Field Trips Exploring Cuba