

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

Wisconsin Academic Standards

Science

Grade: 6 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC1	Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Patterns

LEARNING CONTINUUM SCI.CC1.m. Students recognize macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. They use patterns to identify cause and effect relationships and use graphs and charts to identify patterns in data.

Virtual Field Trips

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC2	Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Cause and Effect

LEARNING CONTINUUM SCI.CC2.m. Students classify relationships as causal or correlational, and recognize correlation does not necessarily imply causation. They use cause and effect relationships to predict phenomena in natural or designed systems. They also understand that phenomena may have more than one cause, and some cause and effect relationships in systems can only be explained using probability.

Virtual Field Trips

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM	SCI.CC3. m.	Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM	SCI.CC4. m.	Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5. m.	Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system.
		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

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA		Structure and Function
----------------------------	--	------------------------

LEARNING CONTINUUM

SCI.CC6.m. Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.

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

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

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM

SCI.CC7.m. Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1.B.	1 Growth and Development of Organisms

LEARNING CONTINUUM	SCI.LS1.B.m.	Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors. Virtual Field Trips Galapagos Islands How Coral Reefs Are Formed
--------------------	--------------	---

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1.D.	Information Processing

LEARNING CONTINUUM	SCI.LS1.D.m.	Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain resulting in immediate behavior or memories. Virtual Field Trips Who Lives On a Coral Reef?
--------------------	--------------	--

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.A.	Interdependent Relationships in Ecosystems

LEARNING CONTINUUM	SCI.LS2.A.m.	Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared. 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 Galapagos Islands How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
--------------------	--------------	--

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.B.	Cycles of Matter and Energy Transfer in Ecosystems

LEARNING CONTINUUM	SCI.LS2.B.m.	The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem. 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 Galapagos Islands How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
--------------------	--------------	--

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.C.	Ecosystem Dynamics, Functioning, and Resilience

LEARNING CONTINUUM	SCI.LS2.C.m.	Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. Virtual Field Trips Galapagos Islands
--------------------	--------------	--

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.D.	Social Interactions and Group Behavior

LEARNING CONTINUUM	SCI.LS2.D.m.	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on – for example, water purification and recycling. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed National Parks - Nevada, California Who Lives On a Coral Reef?
--------------------	--------------	---

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS3. B.	Variation of Traits
LEARNING CONTINUUM	SCI.LS3. B.m.	In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism. Virtual Field Trips How Coral Reefs Are Formed
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4. C.	Adaptation
LEARNING CONTINUUM	SCI.LS4. C.m.	Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more common. Virtual Field Trips Galapagos Islands
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4. D.	Biodiversity and Humans
LEARNING CONTINUUM	SCI.LS4. D.m.	Changes in biodiversity can influence humans' resources and ecosystem services they rely on. 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 National Parks - Alaska & Hawaii The Sahara Desert
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems
LEARNING CONTINUUM	SCI.ESS2 .A.m.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes.
		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

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM	SCI.ESS2 .B.m.	Plate tectonics is the unifying theory that explains movements of rocks at Earth's surface and geological history. Maps are used to display evidence of plate movement.
		Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM	SCI.ESS2 .C.m.	Water cycles among land, ocean, and atmosphere, and is propelled by sunlight and gravity. Density variations of sea water drive interconnected ocean currents. Water movement causes weathering and erosion, changing landscape features.
		Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate
LEARNING CONTINUUM	SCI.ESS2 .D.m.	Complex interactions determine local weather patterns and influence climate, including the role of the ocean. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3 .A.m.	Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic 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 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert
-----------------------	-------------------	---

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM	SCI.ESS3 .C.m.	Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?
-----------------------	-------------------	---

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.D.	Global Climate Change

LEARNING CONTINUUM SCI.ESS3.D.m. Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.

Virtual Field Trips

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2.B.m.1. All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

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 - Washington, Oregon, Idaho, Montana, Colorado

The Sahara Desert

LEARNING CONTINUUM SCI.ETS2.B.m.2. The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3.A.m.1.	Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Wyoming, Utah
--------------------	-----------------	--

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3.B.m.2.	Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
--------------------	-----------------	--

LEARNING CONTINUUM	SCI.ETS3.B.m.3.	Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
--------------------	-----------------	--

**Wisconsin Academic Standards
Social Studies
Grade: 6 - Adopted: 2018**

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA	SS.BH2.a.m.	Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
-------------------------	-------------	--

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b:	Money

DESCRIPTOR / FOCUS AREA SS.Econ3.b.m. Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.

Virtual Field Trips

Barcelona

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA SS.Geog1.a.m. Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA SS.Geog1.b.m. Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.m.	Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region). Virtual Field Trips Canada: Our Northern Neighbor
DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move

DESCRIPTOR / FOCUS AREA	SS.Geog 2.b.m.	Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA	SS.Geog 2.c.m.	Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.m.	Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.

PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources
---	-----------------	----------------------------------

DESCRIPTOR / FOCUS AREA SS.Geog 3.a.m. Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR / FOCUS AREA SS.Geog 3.b.m. Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).

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: Our Northern Neighbor

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA SS.Geog 4.a.m. Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.m.	Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8		

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA	SS.Hist1. a.m.	Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
----------------------------	-------------------	--

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
Canada: Our Northern Neighbor
Rome - The Eternal City

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA	SS.Hist1. b.m.	Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
----------------------------	-------------------	---

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
Canada: Our Northern Neighbor
Rome - The Eternal City

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.a:	Patterns stay the same over a period of time
--	----------	--

DESCRIPTOR / FOCUS AREA SS.Hist2.a.m. Explain patterns of continuity over time in the community, the state, the United States, and the world.

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
 Canada: Our Northern Neighbor
 Rome - The Eternal City
 Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2.b.m. Explain patterns of change over time in the community, the state, the United States, and the world.

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
 Canada: Our Northern Neighbor
 Rome - The Eternal City
 Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA SS.Hist2.c.m. Analyze how the historical context influenced the process or nature of the continuity or change that took place.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Canada: Our Northern Neighbor

DOMAIN	WI.SS.PS.	Political Science (PS)
--------	-----------	------------------------

CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA SS.PS2.c.m. Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c.m. Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

Virtual Field Trips

Washington, DC - Grades 6 - 8