

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. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
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. <u>Virtual Field Trips</u> African Safari 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. <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?
STANDARD	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <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 & 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?
STRAND / STANDARD CATEGORY	MI.SC.9.	Interdependent Relationships in Ecosystems

STANDARD	MS-LS2-2.	<p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <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 & 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>
STANDARD	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 & 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>
STRAND / STANDARD CATEGORY	MI.SC.10.	Growth, Development, and Reproduction of Organisms
STANDARD	MS-LS1-4.	<p>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.</p> <p><u>Virtual Field Trips</u> How Coral Reefs Are Formed</p>
STANDARD	MS-LS1-5.	<p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p><u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed</p>
STRAND / STANDARD CATEGORY	MI.SC.14.	History of Earth
STANDARD	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><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</p>
STANDARD	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p>

		<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
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. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
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. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
STRAND / STANDARD CATEGORY	MI.SC.16.	Weather and Climate
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. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol
STANDARD	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?
STRAND / STANDARD CATEGORY	MI.SC.17.	Human Impacts
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. <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?

Michigan Academic Standards

Social Studies

Grade: 6 - Adopted: 2007

STRAND / STANDARD CATEGORY	MI.H1.	Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
STANDARD	H1.1.	Temporal Thinking: Use historical conceptual devices to organize and study the past.
GRADE LEVEL EXPECTATION	6-H1.1.1.	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

		<u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba Washington, DC - Grades 6 - 12
GRADE LEVEL EXPECTATION	6-H1.1.2.	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar - B.C./A.D.; contemporary secular - B.C.E./C.E.). <u>Virtual Field Trips</u> Ancient Mayan Civilization
STRAND / STANDARD CATEGORY	MI.H1.	Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
STANDARD	H1.2.	Historical Inquiry and Analysis: Use historical inquiry and analysis to study the past.
GRADE LEVEL EXPECTATION	6-H1.2.2.	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed. <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba Washington, DC - Grades 6 - 12
GRADE LEVEL EXPECTATION	6-H1.2.3.	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
GRADE LEVEL EXPECTATION	6-H1.2.4.	Compare and evaluate competing historical perspectives about the past based on proof. <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba Washington, DC - Grades 6 - 12
GRADE LEVEL EXPECTATION	6-H1.2.5.	Identify the role of the individual in history and the significance of one person's ideas. <u>Virtual Field Trips</u> Exploring Cuba Washington, DC - Grades 6 - 12
STRAND / STANDARD CATEGORY	MI.H1.	Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
STANDARD	H1.4.	Historical Understanding: Use historical concepts, patterns, and themes to study the past.
GRADE LEVEL EXPECTATION	6-H1.4.1.	Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). <u>Virtual Field Trips</u> Exploring Cuba
GRADE LEVEL EXPECTATION	6-H1.4.2.	Describe and use themes of history to study patterns of change and continuity.

		<u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba Washington, DC - Grades 6 - 12
STRAND / STANDARD CATEGORY	MI.W3.	Western Hemisphere Studies - World History and Geography (WHG) Era 3 - Classical Traditions Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.: Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region.
STANDARD	W3.1.	Classical Traditions and Major Empires in the Western Hemisphere: Describe empires and agrarian civilizations in Mesoamerica and South America.
GRADE LEVEL EXPECTATION	6-W3.1.1.	Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles. <u>Virtual Field Trips</u> Ancient Mayan Civilization
GRADE LEVEL EXPECTATION	6-W3.1.2.	Explain the role of economics in shaping the development of early civilizations (trade routes and their significance - Inca Road, supply and demand for products). <u>Virtual Field Trips</u> Ancient Mayan Civilization
GRADE LEVEL EXPECTATION	6-W3.1.3.	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure. <u>Virtual Field Trips</u> Ancient Mayan Civilization
GRADE LEVEL EXPECTATION	6-W3.1.4.	Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires. <u>Virtual Field Trips</u> Ancient Mayan Civilization
GRADE LEVEL EXPECTATION	6-W3.1.5.	Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan). <u>Virtual Field Trips</u> Ancient Mayan Civilization
STRAND / STANDARD CATEGORY	MI.G1.	Western Hemisphere Studies - Geography - The World in Spatial Terms: Geographical Habits of Mind: Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.
STANDARD	G1.2.	Geographical Inquiry and Analysis: Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

<p>GRADE LEVEL EXPECTATION</p>	<p>6-G1.2.1.</p>	<p>Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p><u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12</p>
<p>GRADE LEVEL EXPECTATION</p>	<p>6-G1.2.4.</p>	<p>Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) 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 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts</p>
<p>GRADE LEVEL EXPECTATION</p>	<p>6-G1.2.5.</p>	<p>Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p><u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12</p>
<p>GRADE LEVEL EXPECTATION</p>	<p>6-G1.2.6.</p>	<p>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 problem or issue of importance to a region of the Western Hemisphere.</p> <p><u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12</p>

STRAND / STANDARD CATEGORY	MI.G1.	Western Hemisphere Studies - Geography - The World in Spatial Terms: Geographical Habits of Mind: Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.
STANDARD	G1.3.	Geographical Understanding: Use geographic themes, knowledge about processes and concepts to study the Earth.
GRADE LEVEL EXPECTATION	6-G1.3.1.	<p>Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p><u>Virtual Field Trips</u> African Safari Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) 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 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION	6-G1.3.2.	<p>Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p><u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) 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 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts</p>
GRADE LEVEL EXPECTATION	6-G1.3.3.	<p>Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p><u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades</p>

STRAND / STANDARD CATEGORY	MI.G2.	Western Hemisphere Studies - Geography - Places and Regions: Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.
STANDARD	G2.1.	Physical Characteristics of Place: Describe the physical characteristics of places.
GRADE LEVEL EXPECTATION	6-G2.1.1.	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) 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 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
STRAND / STANDARD CATEGORY	MI.G2.	Western Hemisphere Studies - Geography - Places and Regions: Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.
STANDARD	G2.2.	Human Characteristics of Place: Describe the human characteristics of places.
GRADE LEVEL EXPECTATION	6-G2.2.1.	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions). <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
GRADE LEVEL EXPECTATION	6-G2.2.3.	Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups - Africans, South Asians, Europeans - and the differing contemporary points of view about the region displayed by islanders and tourists). <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
STRAND / STANDARD CATEGORY	MI.G3.	Western Hemisphere Studies - Geography - Physical Systems: Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.
STANDARD	G3.2.	Ecosystems: Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.
GRADE LEVEL EXPECTATION	6-G3.2.1.	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on

		<p>temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).</p> <p><u>Virtual Field Trips</u> Exploring Cuba</p>
GRADE LEVEL EXPECTATION	6-G3.2.2.	<p>Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p><u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba</p>
STRAND / STANDARD CATEGORY	MI.G4.	Western Hemisphere Studies - Geography - Human Systems: Explain that human activities may be seen on Earth's surface.
STANDARD	G4.3.	Patterns of Human Settlement: Describe patterns, processes, and functions of human settlement.
GRADE LEVEL EXPECTATION	6-G4.3.2.	<p>Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities - modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p> <p><u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12</p>
STRAND / STANDARD CATEGORY	MI.G4.	Western Hemisphere Studies - Geography - Human Systems: Explain that human activities may be seen on Earth's surface.
STANDARD	G4.4.	Forces of Cooperation and Conflict: Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.
GRADE LEVEL EXPECTATION	6-G4.4.1.	<p>Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p><u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy</p>
GRADE LEVEL EXPECTATION	6-G4.4.2.	<p>Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.</p> <p><u>Virtual Field Trips</u> Canada - An Overview</p>
STRAND / STANDARD CATEGORY	MI.G6.	Western Hemisphere Studies - Geography - Global Issues Past and Present: Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects. (H1.4.3, G1.2.6) (H1.4.3, G1.2.6)
STANDARD	G6.1.	Global Topic Investigation and Issue Analysis: Capstone projects require the student to use geography, history, economics, and

		government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.
GRADE LEVEL EXPECTATION	6-G6.1.1.	Contemporary Investigations - Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
EXPECTATION	6-G6.1.1b.	Contemporary Investigation Topics: Globalization-Investigate the significance of globalization and describe its impact on international economic and political relationships. <u>Virtual Field Trips</u> Exploring Cuba
EXPECTATION	6-G6.1.1e.	Contemporary Investigation Topics: Natural Disasters-Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government. <u>Virtual Field Trips</u> Exploring Cuba
STRAND / STANDARD CATEGORY	MI.G6.	Western Hemisphere Studies - Geography - Global Issues Past and Present: Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects. (H1.4.3, G1.2.6) (H1.4.3, G1.2.6)
STANDARD	G6.1.	Global Topic Investigation and Issue Analysis: Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.
GRADE LEVEL EXPECTATION	6-G6.1.2.	Investigations Designed for Ancient World History Eras - Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)
EXPECTATION	6-G6.1.2a.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 1: Population Growth and Resources - Investigate how population growth affects resource availability. <u>Virtual Field Trips</u> Ancient Mayan Civilization
EXPECTATION	6-G6.1.2b.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 1: Migration - Investigate the significance of migrations of peoples and the resulting benefits and challenges. <u>Virtual Field Trips</u> Ancient Mayan Civilization
EXPECTATION	6-G6.1.2c.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 2: Sustainable Agriculture - Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

		<u>Virtual Field Trips</u> Ancient Mayan Civilization
EXPECTATION	6-G6.1.2d.	Contemporary Investigation Topics-Related to Content in World History and Contemporary Geography: WHG Era 3: Development - Investigate economic effects on development in a region and its ecosystems and societies. <u>Virtual Field Trips</u> Ancient Mayan Civilization
STRAND / STANDARD CATEGORY	MI.C3.	Western Hemisphere Studies - Civics and Government - Structure Functions of Government: Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.
STANDARD	C3.6.	Characteristics of Nation-States: Describe the characteristics of nation-states and how they may interact.
GRADE LEVEL EXPECTATION	6-C3.6.2.	Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada. <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
STRAND / STANDARD CATEGORY	MI.C4.	Western Hemisphere Studies - Civics and Government - Relationship of United States to Other Nations and World Affairs: Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.
STANDARD	C4.3.	Conflict and Cooperation Between and Among Nations: Explain the various ways that nations interact both positively and negatively.
GRADE LEVEL EXPECTATION	6-C4.3.1.	Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua). <u>Virtual Field Trips</u> Exploring Cuba
STRAND / STANDARD CATEGORY	MI.E2.	Western Hemisphere Studies - Economics - The National Economy: Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.
STANDARD	E2.3.	Role of Government: Describe how national governments make decisions that affect the national economy
GRADE LEVEL EXPECTATION	6-E2.3.1.	Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources. <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba

Grade: 6 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Virtual Field Trips</u>

		<p> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) 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) Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts Washington, DC - Grades 6 - 12 </p>
--	--	---