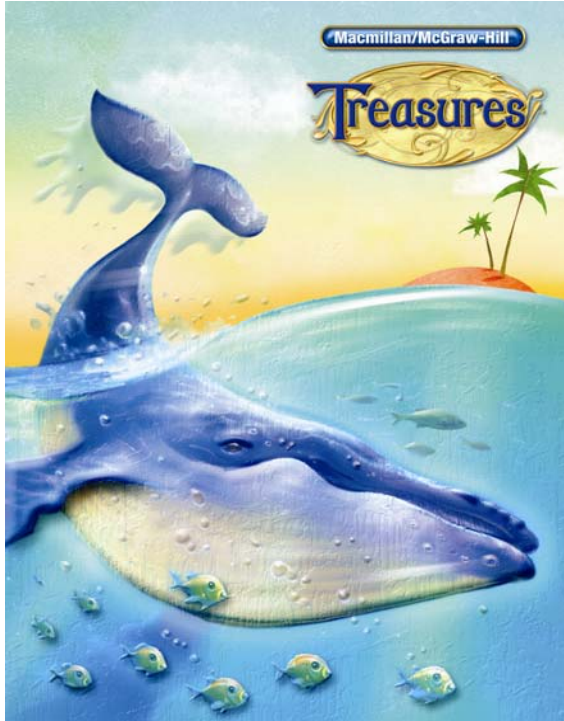




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Treasures Correlation to the MI Science and Social Studies Grade Level Content Expectations



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### REVERSE CORRELATION

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Unit 1 The Big Question How can actions help others?		
Theme: Take Action	Science GLCE	Social Studies GLCE
Week 1: Rescue Teams	<p><b>S.RS.06.12</b> Describe limitations in personal and scientific knowledge.</p> <p><b>L.EC.06.11</b> Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region. *</p> <p><b>L.EC.06.31</b> Identify the living (biotic) and nonliving (abiotic) components of an ecosystem.</p>	<p><b>P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>P4.2.3</b> Participate in projects to help or inform others (e.g., service learning projects).</p>

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<p><b>Week 2: A Lost City</b></p>	<p><b>L.EC.06.31</b> Identify the living (biotic) and nonliving (abiotic) components of an ecosystem.</p>	<p><b>H1.2.2</b> 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.</p> <p><b>H1.2.3</b> Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p><b>H1.4.2</b> Describe and use themes of history to study patterns of change and continuity</p> <p><b>W3.1.1</b> Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</p> <p><b>6 – W3.1.3</b> Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.</p> <p><b>6 – W3.1.4</b> Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.</p> <p><b>6 – W3.1.5</b> 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).</p>

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<p><b>Week 3: Science for All</b></p>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research.</p> <p><b>S.IP.06.12</b> Design and conduct scientific investigations.</p> <p><b>S.IP.06.13</b> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.</p> <p><b>S.IA.06.11</b> Analyze information from data tables and graphs to answer scientific questions.</p> <p><b>S.IA.06.12</b> Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p><b>S.IA.06.13</b> Communicate and defend findings of observations and investigations using evidence.</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation.</p> <p><b>S.RS.06.15</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p><b>E.SE.06.11</b> Explain how physical and chemical weathering lead to erosion and the formation of soils and sediments.</p> <p><b>E.SE.06.12</b> Explain how waves, wind, water, and glacier movement, shape and reshape the land surface of the Earth by eroding rock in some areas and depositing sediments in other areas.</p>	<p><b>G2.2.2</b> Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p>

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<p><b>Week 4: Sharing Traditions</b></p>		<p><b>W3.1.5</b> 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).</p> <p><b>E1.1.1</b> Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).</p> <p><b>H1.4.1</b> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p><b>G1.2.2</b> Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> <p><b>G1.2.3</b> Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.</p> <p><b>G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p><b>G4.1.1</b> Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p><b>G4.4.1</b> Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p>

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<p><b>Week 5: Protecting Wildlife</b></p>	<p><b>S.RS.06.17</b> Describe the effect humans and other organisms have on the balance of the natural world.</p> <p><b>S.RS.06.18</b> Describe what science and technology can and cannot reasonably contribute to society.</p> <p><b>S.RS.06.19</b> Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</p> <p><b>06.11</b> Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region. *</p> <p><b>L.EC.06.31</b> Identify the living (biotic) and nonliving (abiotic) components of an ecosystem.</p> <p><b>L.EC.06.32</b> Identify the factors in an ecosystem that influence changes in population size.</p> <p><b>L.EC.06.41</b> Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems.</p> <p><b>L.EC.06.42</b> Predict possible consequences of overpopulation of organisms, including humans, (for example: species extinction, resource depletion, climate change, pollution).</p>	<p><b>G5.1.3</b> Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p><b>P4.2.1</b> Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p><b>P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>P4.2.3</b> Participate in projects to help or inform others (e.g., service learning projects).</p>

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<b>Week 6: Test Strategy</b>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research.</p> <p><b>S.IP.06.12</b> Design and conduct scientific investigations.</p>	<p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis)</p>
<b>Unit 2 The Big Question In what situations can people come to our rescue?</b>		
<b>Theme: Saving the Day</b>	<b>Science GLCE</b>	<b>Social Studies GLCE</b>
<b>Week 1: Team Spirit</b>	<p><b>S.IP.06.15</b> Construct charts and graphs from data and observations</p> <p><b>S.IA.06.11</b> Analyze information from data tables and graphs to answer scientific questions.</p> <p><b>S.IA.06.12</b> Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p><b>S.IA.06.13</b> Communicate and defend findings of observations and investigations using evidence.</p>	<p><b>G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p><b>G4.1.1</b> Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p><b>P4.2.3</b> Participate in projects to help or inform others (e.g., service learning projects).</p>

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<p><b>Week 2: The Solar System</b></p>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research.</p> <p><b>S.IP.06.12</b> Design and conduct scientific investigations.</p> <p><b>S.IP.06.13</b> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.</p> <p><b>S.IP.06.15</b> Construct charts and graphs from data and observations.</p> <p><b>S.IP.06.16</b> Identify patterns in data</p> <p><b>S.IA.06.11</b> Analyze information from data tables and graphs to answer scientific questions.</p> <p><b>S.IA.06.12</b> Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p><b>S.IA.06.13</b> Communicate and defend findings of observations and investigations using evidence.</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation</p>	<p><b>G1.2.2</b> Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p>

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<p><b>Week 3: Helping Hands</b></p>	<p><b>S.IA.06.11</b> Analyze information from data tables and graphs to answer scientific questions.</p> <p><b>S.IA.06.12</b> Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p><b>S.IA.06.13</b> Communicate and defend findings of observations and investigations using evidence.</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation</p> <p><b>S.RS.06.16</b> Design solutions to problems using technology</p> <p><b>S.RS.06.18</b> Describe what science and technology can and cannot reasonably contribute to society.</p> <p><b>S.RS.06.19</b> Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures</p>	<p><b>G1.1.1</b> Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p><b>P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>P4.2.3</b> Participate in projects to help or inform others (e.g., service learning projects).</p>
<p><b>Week 4: Tales of Old</b></p>		<p><b>H1.4.1</b> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family</p> <p><b>G4.4.1</b> Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p>

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<p><b>Week 5: Sled Dogs as Heroes</b></p>	<p><b>P.EN.06.12</b> Demonstrate the transformation between potential and kinetic energy in simple mechanical systems (for example: roller coasters, pendulums)</p> <p><b>P.EN.06.41</b> Explain how different forms of energy can be transferred from one place to another by radiation, conduction, or convection.</p> <p><b>L.EC.06.11</b> Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region. *</p> <p><b>L.EC.06.31</b> Identify the living (biotic) and nonliving (abiotic) components of an ecosystem.</p> <p><b>L.EC.06.32</b> Identify the factors in an ecosystem that influence changes in population size.</p>	<p><b>G1.2.1</b> Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p><b>G1.3.1</b> Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p><b>G2.1.1</b> Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p><b>G5.2.1</b> Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p><b>P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>P4.2.3</b> Participate in projects to help or inform others (e.g., service learning projects).</p>

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<p><b>Week 6: Test Strategy</b></p>	<p><b>L.EC.06.41</b> Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems</p>	<p><b>G5.2.1</b> Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia)</p> <p><b>E3.1.3</b> Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies)</p> <p><b>P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied</p>

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Unit 3 The Big Why are new ideas important?		
Theme: Great Ideas	Science GLCE	Social Studies GLCE
<b>Week 1: The Old Southwest</b>	<p><b>S.RS.06.19</b> Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures</p> <p><b>L.EC.06.11</b> Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region. *</p> <p><b>L.EC.06.31</b> Identify the living (biotic) and nonliving (abiotic) components of an ecosystem.</p>	<p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p><b>H1.4.1</b> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p><b>H1.4.2</b> Describe and use themes of history to study patterns of change and continuity</p> <p><b>W1.2.2</b> Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).</p> <p><b>W2.1.2</b> Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</p> <p><b>W2.1.3</b> Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).</p>

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<p><b>Week 2: Putting it in Writing</b></p>		<p><b>G2.2.3</b> 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</p> <p><b>G4.1.1</b> Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p>

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<p><b>Week 3: Energy</b></p>	<p><b>P.EN.06.11</b> Identify kinetic or potential energy in everyday situations (for example: stretched rubber band, objects in motion, ball on a hill, food energy).</p> <p><b>P.EN.06.12</b> Demonstrate the transformation between potential and kinetic energy in simple mechanical systems (for example: roller coasters, pendulums).</p> <p><b>P.EN.06.41</b> Explain how different forms of energy can be transferred from one place to another by radiation, conduction, or convection.</p> <p><b>P.EN.06.42</b> Illustrate how energy can be transferred while no energy is lost or gained in the transfer.</p> <p><b>L.EC.06.41</b> Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems</p>	<p><b>G2.2.2</b> Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p> <p><b>G5.1.1</b> Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</p> <p><b>G5.1.2</b> Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> <p><b>6 – G5.1.3</b> Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region)</p>

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<p><b>Week 4: Archaeology</b></p>	<p><b>E.ST.06.31</b> Explain how rocks and fossils are used to understand the age and geological history of the Earth (timelines and relative dating, rock layers).</p> <p><b>E.ST.06.42</b> Describe how fossils provide important evidence of how life and environmental conditions have changed</p>	<p><b>H1.1.1</b> Explain why and how historians use eras and periods as constructs to organize and explain human activities over time</p> <p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis</p> <p><b>G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions</p> <p><b>G2.2.3</b> 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</p> <p><b>G4.4.1</b> Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity</p>

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<b>Week 5: Show Time</b>	<p><b>S.IP.06.12</b> Design and conduct scientific investigations</p> <p><b>S.IP.06.15</b> Construct charts and graphs from data and observations</p> <p><b>S.IA.06.11</b> Analyze information from data tables and graphs to answer scientific questions.</p> <p><b>S.IA.06.12</b> Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p><b>S.IA.06.13</b> Communicate and defend findings of observations and investigations using evidence.</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation.</p> <p><b>S.IA.06.15</b> Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p>	<p><b>G2.2.3</b> 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</p>
<b>Week 6: Test Strategy</b>	<p><b>L.EC.06.41</b> Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems</p>	<p><b>G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions</p>

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Unit 4 The Big Question How do personal achievements inspire others?		
Theme: Achievements	Science GLCE	Social Studies GLCE
<b>Week 1: Uncommon Champions</b>	<p><b>.IP.06.13</b> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations</p> <p><b>RS.06.12</b> Describe limitations in personal and scientific knowledge</p> <p><b>S.RS.06.16</b> Design solutions to problems using technology.</p> <p><b>L.EC.06.11</b> Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region.</p>	<p><b>G1.2.1</b> Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p><b>G1.3.1</b> Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth</p> <p><b>G2.1.1</b> Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study</p>
<b>Week 2: Oceanography</b>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research.</p> <p><b>S.IP.06.12</b> Design and conduct scientific investigations.</p> <p><b>S.IP.06.13</b> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations</p> <p><b>.IA.06.13</b> Communicate and defend findings of observations and investigations using evidence.</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation.</p> <p><b>S.RS.06.15</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p>	<p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis</p> <p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p>

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<p><b>Week 3: Helping Others</b></p>	<p><b>S.RS.06.18</b> Describe what science and technology can and cannot reasonably contribute to society.</p>	<p><b>P4.2.1</b> Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p><b>P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>P4.2.3</b> Participate in projects to help or inform others (e.g., service learning projects).</p>
<p><b>Week 4: Cycling</b></p>	<p><b>S.RS.06.19</b> Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures</p> <p><b>P.EN.06.11</b> Identify kinetic or potential energy in everyday situations (for example: stretched rubber band, objects in motion, ball on a hill, food energy).</p> <p><b>P.EN.06.12</b> Demonstrate the transformation between potential and kinetic energy in simple mechanical systems (for example: roller coasters, pendulums).</p>	<p><b>G4.1.1</b> Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration)</p> <p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p>

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<p><b>Week 5: Pieces from the Past</b></p>	<p><b>S.RS.06.19</b> Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</p>	<p><b>H1.1.1</b> Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p><b>H1.4.1</b> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p><b>H1.4.3</b> Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p><b>G1.2.4</b> 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><b>Week 6: Test Strategy</b></p>	<p><b>S.IP.06.15</b> Construct charts and graphs from data and observations</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation</p> <p><b>S.RS.06.15</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities</p>	<p><b>H1.2.5</b> Identify the role of the individual in history and the significance of one person's ideas</p>

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Unit 5 The Big Question What experiences can cause a life to change?		
Theme: Turning Points	Science GLCE	Social Studies GLCE
Week 1: Mentors	<p><b>S.IP.06.15</b> Construct charts and graphs from data and observations</p>	<p><b>G2.2.1</b> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p><b>G2.2.3</b> 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).</p> <p><b>G4.1.1</b> Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p><b>5.2.1</b> Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia</p>

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<b>Week 2: Smart Thinking</b>	<b>EC.06.11</b> Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region.	<b>G2.2.3</b> 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).
<b>Week 3: Money Matters</b>	<b>S.RS.06.11</b> Evaluate the strengths and weaknesses of claims, arguments, and data. <b>S.RS.06.18</b> Describe what science and technology can and cannot reasonably contribute to society	<b>E1.1.1</b> Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement). <b>E2.3.1</b> Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.
<b>Week 4: Collections</b>	<b>S.RS.06.18</b> Describe what science and technology can and cannot reasonably contribute to society.	

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<p><b>Week 5: Taking a Stand</b></p>		<p><b>P3.1.1</b> Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> <li>• Identify public policy issues related to global topics and issues studied.</li> <li>• Clearly state the issue as a question of public policy orally or in written form.</li> <li>• Use inquiry methods to acquire content knowledge and appropriate data about the issue.</li> <li>• Identify the causes and consequences and analyze the impact, both positive and negative.</li> <li>• Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>• Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>• Develop an action plan to address or inform others about the issue at the local to global scales.</li> </ul> <p><b>P4.2.2</b> Engage in activities intended to contribute to solving a national or international problem studied.</p> <p><b>P4.2.3</b> Participate in projects to help or inform others</p>

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<p><b>Week 6: Test Strategy</b></p>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research.</p> <p><b>S.IA.06.15</b> Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data</p>	<p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p><b>H1.2.2</b> 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.</p> <p><b>H1.2.3</b> Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p><b>H1.2.4</b> Compare and evaluate competing historical perspectives about the past based on proof.</p> <p><b>H1.2.5</b> Identify the role of the individual in history and the significance of one person's ideas.</p>

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Unit 6 The Big Question How do past events affect the future?		
Theme: Yesterday, Today, and Tomorrow	Science GLCE	Social Studies GLCE
<b>Week 1: Great Designs Last Forever</b>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research</p> <p><b>S.IP.06.13</b> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation</p> <p><b>S.RS.06.15</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p><b>S.RS.06.19</b> Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</p>	<p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet</p>
<b>Week 2: Time Travel</b>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research</p> <p><b>S.IA.06.15</b> Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data</p> <p><b>S.RS.06.11</b> Evaluate the strengths and weaknesses of claims, arguments, and data.</p> <p><b>S.RS.06.12</b> Describe limitations in personal and scientific knowledge</p>	<p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet</p>

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<p><b>Week 3: Keeping in Touch</b></p>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research</p> <p><b>S.IP.06.13</b> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations</p>	<p><b>H1.1.1</b> Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis</p> <p><b>H1.4.1</b> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family</p> <p><b>W1.1.2</b> Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</p> <p><b>W3.1.5</b> 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</p>

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<p><b>Week 4: Print, Past, and Present</b></p>	<p><b>S.IP.06.12</b> Design and conduct scientific investigations.</p> <p><b>S.IP.06.13</b> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations</p> <p><b>S.IA.06.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation</p> <p><b>S.RS.06.12</b> Describe limitations in personal and scientific knowledge</p> <p><b>S.RS.06.16</b> Design solutions to problems using technology</p> <p><b>S.RS.06.19</b> Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</p>	<p><b>H1.2.1</b> Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis</p> <p><b>H1.4.1</b> Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family</p> <p><b>W1.1.2</b> Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</p> <p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p>

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<p><b>Week 5: Volcanoes, Past and Present</b></p>	<p><b>E.SE.06.52</b> Demonstrate how major geological events (earthquakes, volcanic eruptions, mountain building) result from these plate motions</p>	<p><b>G2.1.2</b> Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.</p>
<p><b>Week 6: Test Strategy</b></p>	<p><b>S.IP.06.11</b> Generate scientific questions based on observations, investigations, and research.</p> <p><b>S.IP.06.12</b> Design and conduct scientific investigations.</p> <p><b>S.IA.06.12</b> Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p><b>S.RS.06.16</b> Design solutions to problems using technology</p>	<p><b>G4.2.1</b> List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p>