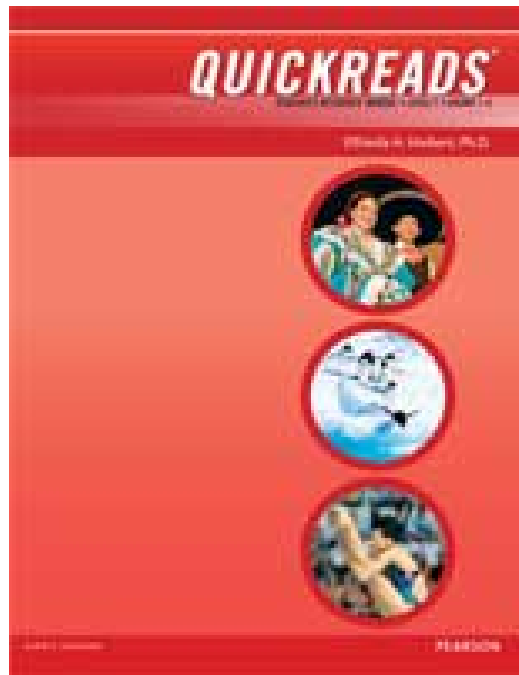


A Correlation of
QuickReads



To the

**Next Generation Science Standards
and C3 Social Studies Standards
Grade 6**



QuickReads, Grade 6 (Level F)
To the NextGEN Science Standards and the C3 Social Studies Standards

INTRODUCTION

This document demonstrates how **QuickReads, Grade 6** meets the objectives of the *NextGEN Science Standards and C3 Social Studies Standards*. Correlation references are to the QuickReads Science and Social Studies topics.

QuickReads® is a reading fluency program, based on research that develops fluency and comprehension in students who struggle to make the leap from merely reading words to reading and comprehending meaning. *QuickReads*® develops fluency by increasing automaticity. By repeatedly using high-frequency words and words with common phonics/syllabic patterns, students automatically recognize these “high leverage” words and begin to read at a faster rate enabling them to focus on meaning and mastering content-area vocabulary.

QuickReads® offers a quick and effective teacher-led instructional routine that develops consistent comprehension strategies within the context of short reading passages. It also supports building background knowledge by clustering multiple passages around high-interest topics students will encounter in science and social studies curricula, allowing the student to explore a subject in depth through a series of short focused readings.

QuickReads includes full color student editions and additional vocabulary activities. With its proven TEXT model and research-based instructional routine, QuickReads will provide teachers with the means to address building students’ capacity to comprehend complex text

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
Grade 6	
Level F Science Topics	Next Generation Science Standards
<p>Cells</p> <ul style="list-style-type: none"> ○ The Smallest Units of Life ○ Trillions of Cells ○ Making New Cells ○ One-Celled Living Things ○ Cells and Human Disease 	<p>Structure, Function, and Information Processing Performance Expectation MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.</p> <p>-----</p> <p>DISCIPLINARY CORE IDEA LS1.A: Structure and Function All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).</p> <p>-----</p> <p>Connections to Engineering, Technology, and Applications of Science Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.</p> <p>-----</p> <p>Performance Expectation MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p> <p>-----</p> <p>DISCIPLINARY CORE IDEA LS1.A: Structure and Function Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
<p>The Changing Earth</p> <ul style="list-style-type: none"> ○ Changes in Earth’s Surface ○ A New Hawaiian Island ○ Inch by Inch ○ Shoreline Erosion ○ Glaciers 	<p>History of Earth</p> <p>Performance Expectation MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</p> <p>-----</p> <p>DISCIPLINARY CORE IDEA</p> <p>ESS2.A: Earth’s Materials and Systems The planet’s systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth’s history and will determine its future.</p> <p>-----</p> <p>ESS2.C: The Roles of Water in Earth’s Surface Processes Water’s movements—both on the land and underground—cause weathering and erosion, which change the land’s surface features and create underground formations.</p> <p>-----</p> <p>SCIENCE AND ENGINEERING PRACTICE Constructing Explanations and Designing Solutions Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p> <p>-----</p> <p>CROSSCUTTING CONCEPT Scale, Proportion, and Quantity Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.</p>

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<p>Computers</p> <ul style="list-style-type: none"> ○ What Is a Computer? ○ What's Inside a Computer? ○ Software ○ Software Development ○ Computer Networks 	<p>Engineering Design Performance Expectation MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>-----</p> <p>DISCIPLINARY CORE IDEA ETS1.A: Defining and Delimiting Engineering Problems The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.</p> <p>-----</p> <p>SCIENCE AND ENGINEERING PRACTICE Asking Questions and Defining Problems Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</p> <p>-----</p> <p>CROSSCUTTING CONCEPT Influence of Science, Engineering, and Technology on Society and the Natural World 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.</p> <p>-----</p> <p>The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.</p>

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<p>Constructing a Building</p> <ul style="list-style-type: none"> ○ Beginning With a Blueprint ○ A Firm Foundation ○ Supporting the Roof ○ Drains and Vents ○ Zero-Energy Homes 	<p>Engineering Design Performance Expectation MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>-----</p> <p>DISCIPLINARY CORE IDEA ETS1.A: Defining and Delimiting Engineering Problems The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.</p> <p>-----</p> <p>SCIENCE AND ENGINEERING PRACTICE Asking Questions and Defining Problems Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</p> <p>-----</p> <p>CROSSCUTTING CONCEPT Influence of Science, Engineering, and Technology on Society and the Natural World 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.</p> <p>-----</p> <p>The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
<p>Environmental Disasters</p> <ul style="list-style-type: none"> ○ What Is an Environmental Disaster? ○ Killer Smog ○ Deadly Substances ○ Nuclear Accidents ○ Black Tide 	<p>Earth's Systems</p> <p>Performance Expectation MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p>-----</p> <p>DISCIPLINARY CORE IDEA</p> <p>ESS2.A: Earth's Materials and Systems All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms.</p> <p>-----</p> <p>Human Impacts</p> <p>Performance Expectation MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p>-----</p> <p>SCIENCE AND ENGINEERING PRACTICE</p> <p>Analyzing and Interpreting Data Analyze and interpret data to determine similarities and differences in findings.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
<p>The Human Nervous System</p> <ul style="list-style-type: none"> ○ What Does the Nervous System Do? ○ The Parts of the Nervous System ○ The Control Center ○ Sending Messages ○ The Super-Highway 	<p>Structure, Function, and Information Processing Performance Expectation MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>-----</p> <p>DISCIPLINARY CORE IDEA LS1.A: Structure and Function In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.</p> <p>-----</p> <p>SCIENCE AND ENGINEERING PRACTICE Engaging in Argument from Evidence Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.</p> <p>-----</p> <p>CROSSCUTTING CONCEPT Systems and System Models Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.</p>

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<p style="text-align: center;">QuickReads Topics</p>	<p style="text-align: center;">Next Generation Science Standards and C3 Social Studies Standards Grade 6</p>
<p>Beneath the Ocean’s Surface</p> <ul style="list-style-type: none"> ○ The World Beneath the Ocean’s Surface ○ Ocean Layers ○ Light and Ocean Life ○ The Ocean’s Food Chain ○ Exploring the Ocean 	<p>History of Earth</p> <p>Performance Expectation MS-ESS2-3. 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> <p>-----</p> <p>DISCIPLINARY CORE IDEA ESS2.B: Plate Tectonics and Large-Scale System Interactions Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth’s plates have moved great distances, collided, and spread apart.</p> <p>-----</p> <p>ESS1.C: The History of Planet Earth Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. <i>(HS.ESS1.C GBE) (secondary to MS-ESS2-3)</i></p> <p>-----</p> <p>SCIENCE AND ENGINEERING PRACTICE Analyzing and Interpreting Data Analyze and interpret data to provide evidence for phenomena.</p> <p>-----</p> <p>Connections to Nature of Science Science findings are frequently revised and/or reinterpreted based on new evidence.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
<p>The Scientific Method</p> <ul style="list-style-type: none"> ○ What Is the Scientific Method? ○ The Study of Animals ○ The Study of Light Bulbs ○ Scientific Experiments ○ Fact and Theory 	<p>Engineering Design Performance Expectation MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. -----</p> <p>DISCIPLINARY CORE IDEA ETS1.B: Developing Possible Solutions There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. -----</p> <p>SCIENCE AND ENGINEERING PRACTICE Engaging in Argument from Evidence Evaluate competing design solutions based on jointly developed and agreed-upon design criteria -----</p> <p>Performance Expectation MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. -----</p> <p>DISCIPLINARY CORE IDEA ETS1.B: Developing Possible Solutions There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.</p>

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<p>Symbiosis</p> <ul style="list-style-type: none"> ○ What Is Symbiosis? ○ Mutual Benefits ○ Benefits and Costs ○ Benefits for One ○ Symbiosis in Ants 	<p>Natural Selection and Adaptations Performance Expectation MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.</p> <p>-----</p> <p>SCIENCE AND ENGINEERING PRACTICE Constructing Explanations and Designing Solutions Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.</p> <p>-----</p> <p>CROSSCUTTING CONCEPT Patterns Patterns can be used to identify cause and effect relationships</p>

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Level F Social Studies Topics	C3 Social Studies Standards
<p>American Pioneers</p> <ul style="list-style-type: none"> ○ John Muir ○ Eleanor Roosevelt ○ The Little Rock Nine ○ Neil Armstrong ○ David Ho 	<p>Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS</p> <p>Dimension 2, Processes, Rules, and Laws INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>-----</p> <p>HISTORY</p> <p>Dimension 2, Causation and Argumentation INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</p> <p>-----</p> <p>Communicating Conclusions & Taking INFORMED ACTION</p> <p>Dimension 4, Taking Informed Action INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
<p>Ancient Greece</p> <ul style="list-style-type: none"> ○ The Ideas of Ancient Greece ○ Greek Myths ○ Greek Classics ○ Olympic Athletes ○ City-States 	<p>Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS Dimension 2, Civic and Political Institutions INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p> <p>-----</p> <p>D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> <p>-----</p> <p>Dimension 2, Processes, Rules, and Laws INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>-----</p> <p>HISTORY Dimension 2, Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</p> <p>-----</p> <p>Dimension 2, Perspectives INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.5.6-8. Explain how and why perspectives of people have changed over time.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
<p>Celebrating Independence</p> <ul style="list-style-type: none"> ○ Canada Day ○ Mexican Independence Day ○ Independence Day in the Philippines ○ Freedom Day ○ Bastille Day 	<p>Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS</p> <p>Dimension 2, Civic and Political Institutions INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p>-----</p> <p>D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p> <p>-----</p> <p>Dimension 2, Participation and Deliberation INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>-----</p> <p>HISTORY</p> <p>Dimension 2, Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>-----</p> <p>D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>

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<p>The Depression Era</p> <ul style="list-style-type: none"> ○ The Great Depression ○ The Stock Market ○ The Dust Bowl ○ Low-Cost Entertainment ○ The New Deal 	<p>Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS Dimension 2, Civic and Political Institutions INDIVIDUALLY AND WITH OTHERS, STUDENTS...D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p> <p>-----</p> <p>ECONOMICS Dimension 2, Exchange and Markets INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.</p> <p>-----</p> <p>Dimension 2, The National Economy INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.</p> <p>-----</p> <p>GEOGRAPHY Dimension 2, Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p> <p>-----</p> <p>HISTORY Dimension 2, Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p>

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<p>Managing Garbage</p> <ul style="list-style-type: none"> ○ The Problem of Garbage ○ Decreasing Garbage ○ Landfills ○ Garbage and the Oceans ○ Garbage and the Future 	<p>GEOGRAPHY</p> <p>Dimension 2, Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>-----</p> <p>Dimension 2, Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p> <p>-----</p> <p>HISTORY</p> <p>Dimension 2, Perspectives INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.5.6-8. Explain how and why perspectives of people have changed over time.</p> <p>-----</p> <p>Dimension 2, Causation and Argumentation INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p> <p>-----</p> <p>Communicating Conclusions & Taking INFORMED ACTION</p> <p>Dimension 4, Taking Informed Action INDIVIDUALLY AND WITH OTHERS, STUDENTS... D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>

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QuickReads Topics	Next Generation Science Standards and C3 Social Studies Standards Grade 6
<p>Purchasing Power</p> <ul style="list-style-type: none"> ○ The Value of Money ○ Dollars, Pesos, and Yen ○ A Common Currency ○ Credit Cards ○ Supply and Demand 	<p>ECONOMICS</p> <p>Dimension 2, Economic Decision Making INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>-----</p> <p>Dimension 2, Exchange and Markets INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.</p> <p>-----</p> <p>D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.</p> <p>-----</p> <p>D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>

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<p style="text-align: center;">QuickReads Topics</p>	<p style="text-align: center;">Next Generation Science Standards and C3 Social Studies Standards Grade 6</p>
<p>Speeches That Inspire</p> <ul style="list-style-type: none"> ○ The Power of Speech ○ The Gettysburg Address ○ A Day of Infamy ○ A Call to Service ○ I Have a Dream 	<p>Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS Dimension 2, Civic and Political Institutions INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). -----</p> <p>Dimension 2, Participation and Deliberation INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. -----</p> <p>HISTORY Dimension 2, Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. -----</p> <p>Dimension 2, Perspectives INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p>

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<p style="text-align: center;">QuickReads Topics</p>	<p style="text-align: center;">Next Generation Science Standards and C3 Social Studies Standards Grade 6</p>
<p>Wetlands</p> <ul style="list-style-type: none"> ○ What Are Wetlands? ○ Wetlands and Earth ○ Wetlands in the United States ○ A Nation Built on Wetlands ○ Saving Wetlands 	<p>GEOGRAPHY</p> <p>Dimension 2, Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>-----</p> <p>Dimension 2, Human-Environment Interaction INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>-----</p> <p>D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p> <p>-----</p> <p>Dimension 2, Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p> <p>-----</p> <p>Communicating Conclusions & Taking INFORMED ACTION</p> <p>Dimension 4, Taking Informed Action INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>

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<p>World War II</p> <ul style="list-style-type: none"> ○ World War II Begins ○ The Home Front ○ D-Day ○ The War on People ○ The End of World War II 	<p>HISTORY</p> <p>Dimension 2, Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</p> <p>-----</p> <p>D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>-----</p> <p>Dimension 2, Perspectives INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p> <p>-----</p> <p>Dimension 2, Causation and Argumentation INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p>