

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** K  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
 Grade: K - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.K-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	K-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.  
[Social Studies Online](#)  
[Grade 1 - The Earth Around Us](#)

FOUNDATION / PROFICIENCY LEVEL K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.  
[Social Studies Online](#)  
[Grade 1 - Life Long Ago](#)  
[Grade 1 - The Earth Around Us](#)

CONTENT STANDARD / DOMAIN / PART	CA.K-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	K-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.  
[Social Studies Online](#)  
[Grade 1 - The Earth Around Us](#)

**California Content Standards**  
**Social Studies**  
 Grade: K - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.K.	Learning and Working Now and Long Ago
PERFORMANCE STANDARD / MODE	K.1.	Students understand that being a good citizen involves acting in certain ways.

EXPECTATION / SUBSTRAND	K.1.2.	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
EXPECTATION / SUBSTRAND	K.1.3.	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.  <a href="#">Social Studies Online</a> <a href="#">Washington, DC - Grades K - 5</a>
PERFORMANCE STANDARD / MODE	K.2.	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Washington, DC - Grades K - 5</a>
PERFORMANCE STANDARD / MODE	K.3.	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a>
CONTENT STANDARD / DOMAIN / PART	CA.K.	Learning and Working Now and Long Ago
PERFORMANCE STANDARD / MODE	K.6.	Students understand that history relates to events, people, and places of other times.
EXPECTATION / SUBSTRAND	K.6.1.	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 1 - Life Long Ago</a>
EXPECTATION / SUBSTRAND	K.6.2.	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a>
EXPECTATION / SUBSTRAND	K.6.3.	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a>
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.

<b>PERFORMANCE STANDARD / MODE</b>	<b>K-5.CST.</b>	<b>Chronological and Spatial Thinking</b>
EXPECTATION / SUBSTRAND	K-5.CST.3.	<p>Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p><b><u>Social Studies Online</u></b>  <u>Grade 1 - Life Long Ago</u></p>
EXPECTATION / SUBSTRAND	K-5.CST.5.	<p>Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p><b><u>Social Studies Online</u></b>  <u>Grade 1 - Families and Neighbors</u>  <u>Grade 1 - The Earth Around Us</u></p>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.K-5.HSSA.</b>	<b>Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>K-5.HI.</b>	<b>Historical Interpretation</b>
EXPECTATION / SUBSTRAND	K-5.HI.1.	<p>Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p><b><u>Social Studies Online</u></b>  <u>Washington, DC - Grades K - 5</u></p>
EXPECTATION / SUBSTRAND	K-5.HI.2.	<p>Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p> <p><b><u>Social Studies Online</u></b>  <u>Grade 1 - Families and Neighbors</u>  <u>Grade 1 - The Earth Around Us</u>  <u>Paris - City of Light - Grades K - 5</u>  <u>Washington, DC - Grades K - 5</u></p>

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 1  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
Grade: 1 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.1-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	1-LS1.	From Molecules to Organisms: Structures and Processes
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

CONTENT STANDARD / DOMAIN / PART	CA.1-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	1-ESS1.	Earth's Place in the Universe
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

[Social Studies Online](#)  
[Grade 1 - The Earth Around Us](#)  
[Grade 2 - Land and Water Around Us](#)

**California Content Standards**  
**Social Studies**  
Grade: 1 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	1.1.	Students describe the rights and individual responsibilities of citizenship.

EXPECTATION / SUBSTRAND 1.1.1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.

[Social Studies Online](#)  
[Grade 2 - Our Government At Work](#)

CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
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<b>PERFORMANCE STANDARD / MODE</b>	<b>1.2.</b>	<b>Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.</b>
EXPECTATION / SUBSTRAND	1.2.1.	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us
EXPECTATION / SUBSTRAND	1.2.4.	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.1.</b>	<b>A Child's Place in Time and Space</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>1.3.</b>	<b>Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b>
EXPECTATION / SUBSTRAND	1.3.2.	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 2 - Our Government At Work
EXPECTATION / SUBSTRAND	1.3.3.	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Washington, DC - Grades K - 5
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.1.</b>	<b>A Child's Place in Time and Space</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>1.4.</b>	<b>Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</b>
EXPECTATION / SUBSTRAND	1.4.1.	Examine the structure of schools and communities in the past.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us
EXPECTATION / SUBSTRAND	1.4.2.	Study transportation methods of earlier days.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us

EXPECTATION / SUBSTRAND	1.4.3.	<p>Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 1 - Life Long Ago</a>  <a href="#">Grade 2 - Early Americans</a></p>
CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	1.5.	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
EXPECTATION / SUBSTRAND	1.5.1.	<p>Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 1 - Families and Neighbors</a>  <a href="#">Grade 1 - The Earth Around Us</a>  <a href="#">Grade 2 - Living Together</a></p>
EXPECTATION / SUBSTRAND	1.5.2.	<p>Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 1 - Life Long Ago</a>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 2 - Our Government At Work</a></p>
EXPECTATION / SUBSTRAND	1.5.3.	<p>Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 1 - Families and Neighbors</a>  <a href="#">Grade 1 - Life Long Ago</a>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Jerusalem - Then and Now (Younger Grades)</a></p>
CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	1.6.	Students understand basic economic concepts and the role of individual choice in a free-market economy.
EXPECTATION / SUBSTRAND	1.6.1.	<p>Understand the concept of exchange and the use of money to purchase goods and services.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 1 - All About Work</a>  <a href="#">Grade 2 - Work and Money</a></p>
EXPECTATION / SUBSTRAND	1.6.2.	<p>Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 1 - All About Work</a>  <a href="#">Grade 2 - Work and Money</a></p>

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking

EXPECTATION / SUBSTRAND K-5.CST.3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

[Social Studies Online](#)  
[Grade 1 - Life Long Ago](#)  
[Grade 2 - Early Americans](#)  
[Grade 2 - Living Together](#)

EXPECTATION / SUBSTRAND K-5.CST.4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

EXPECTATION / SUBSTRAND K-5.CST.5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View

EXPECTATION / SUBSTRAND K-5.REPV.2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND K-5.HI.1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

[Social Studies Online](#)  
[Grade 2 - Early Americans](#)  
[Washington, DC - Grades K - 5](#)

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EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
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**Social Studies Online**

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5



**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 2  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
 Grade: 2 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.2-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>2-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL      2-LS2-1.      Plan and conduct an investigation to determine if plants need sunlight and water to grow.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.2-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>2-LS4.</b>	<b>Biological Evolution: Unity and Diversity</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL      2-LS4-1.      Make observations of plants and animals to compare the diversity of life in different habitats[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

[Social Studies Online](#)  
[African Safari](#)  
[Amazon Rainforest - Grades 2-5](#)  
[Amazon Rainforest - People and Threats - Grades 2-5](#)  
[Grade 3 - Geography of Our Communities](#)  
[How Coral Reefs Are Formed](#)  
[The Sahara Desert](#)  
[Who Lives On a Coral Reef?](#)

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.2-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>2-ESS1.</b>	<b>Earth's Place in the Universe</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL      2-ESS1-1.      Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.

[Social Studies Online](#)  
[Grade 2 - Land and Water Around Us](#)  
[Grade 3 - Geography of Our Communities](#)

CONTENT STANDARD / DOMAIN / PART	CA.2-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	2-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

**Social Studies Online**  
[Grade 3 - Geography of Our Communities](#)

FOUNDATION / PROFICIENCY LEVEL 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

**Social Studies Online**  
[African Safari](#)  
[Amazon Rainforest - Grades 2-5](#)  
[Grade 1 - The Earth Around Us](#)  
[Grade 2 - Land and Water Around Us](#)  
[Grade 3 - Geography of Our Communities](#)  
[How Coral Reefs Are Formed](#)  
[The Sahara Desert](#)  
[Who Lives On a Coral Reef?](#)

FOUNDATION / PROFICIENCY LEVEL 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

**Social Studies Online**  
[Amazon Rainforest - Grades 2-5](#)  
[Grade 1 - The Earth Around Us](#)  
[Grade 2 - Land and Water Around Us](#)  
[Grade 3 - Geography of Our Communities](#)

#### California Content Standards

#### Social Studies

Grade: 2 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.2.	People Who Make a Difference
PERFORMANCE STANDARD / MODE	2.2.	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

EXPECTATION / SUBSTRAND 2.2.2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.

**Social Studies Online**  
[Grade 2 - Land and Water Around Us](#)  
[Grade 3 - Geography of Our Communities](#)  
[Washington, DC - Grades K - 5](#)

CONTENT STANDARD / DOMAIN / PART	CA.2.	People Who Make a Difference
PERFORMANCE STANDARD / MODE	2.3.	Students explain governmental institutions and practices in the United States and other countries.

EXPECTATION / SUBSTRAND	2.3.1.	<p>Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.</p> <p><b>Social Studies Online</b>  Grade 1 - Let's Learn About the Government  Grade 2 - Living Together  Grade 2 - Our Government At Work</p>
CONTENT STANDARD / DOMAIN / PART	CA.2.	People Who Make a Difference
PERFORMANCE STANDARD / MODE	2.4.	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
EXPECTATION / SUBSTRAND	2.4.2.	<p>Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p><b>Social Studies Online</b>  Grade 2 - Work and Money  Grade 3 - Businesses At Work  Grade 3 - I Am a Consumer</p>
PERFORMANCE STANDARD / MODE	2.5.	<p>Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p> <p><b>Social Studies Online</b>  Grade 1 - Life Long Ago  Grade 2 - Early Americans</p>
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.2.	<p>Students correctly apply terms related to time, including past, present, future, decade, century, and generation.</p> <p><b>Social Studies Online</b>  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans</p>
EXPECTATION / SUBSTRAND	K-5.CST.3.	<p>Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p><b>Social Studies Online</b>  Grade 1 - Life Long Ago  Grade 2 - Early Americans  Grade 2 - Living Together  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans</p>

EXPECTATION / SUBSTRAND	K-5.CST.4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us The Sahara Desert
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EXPECTATION / SUBSTRAND	K-5.CST.5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us
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CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View

EXPECTATION / SUBSTRAND	K-5.REPV.2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND	K-5.HI.1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
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EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
		<b><u>Social Studies Online</u></b> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Paris - City of Light - Grades K - 5</a> <a href="#">The Sahara Desert</a> <a href="#">Washington, DC - Grades K - 5</a>
EXPECTATION / SUBSTRAND	K-5.HI.3.	Students identify and interpret the multiple causes and effects of historical events.
		<b><u>Social Studies Online</u></b> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
EXPECTATION / SUBSTRAND	K-5.HI.4.	Students conduct cost-benefit analyses of historical and current events.
		<b><u>Social Studies Online</u></b> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 3  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
 Grade: 3 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.3-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>3-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL      3-LS1-1.      Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**Social Studies Online**  
 Galapagos Islands  
 Grade 4 - West Region Geography  
 How Coral Reefs Are Formed

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.3-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>3-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL      3-LS2-1.      Construct an argument that some animals form groups that help members survive.

**Social Studies Online**  
 African Safari  
 Amazon Rainforest - Grades 2-5  
 How Coral Reefs Are Formed  
 The Sahara Desert  
 Who Lives On a Coral Reef?

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.3-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>3-LS4.</b>	<b>Biological Evolution: Unity and Diversity</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL	3-LS4-2.	<p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
FOUNDATION / PROFICIENCY LEVEL	3-LS4-3.	<p>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
FOUNDATION / PROFICIENCY LEVEL	3-LS4-4.	<p>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.3- ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>3-ESS2.</b>	<b>Earth's Systems</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>
FOUNDATION / PROFICIENCY LEVEL	3-ESS2- 1.	<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Geography</a></p>

FOUNDATION / PROFICIENCY LEVEL	3-ESS2- 2.	Obtain and combine information to describe climates in different regions of the world.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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CONTENT STANDARD / DOMAIN / PART	CA.3- ESS.	EARTH AND SPACE SCIENCE
PERFORMANC E STANDARD / MODE	3-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	3-ESS3- 1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
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**California Content Standards**  
**Social Studies**  
Grade: 3 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANC E STANDARD / MODE	3.1.	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

EXPECTATION / SUBSTRAND	3.1.1.	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today
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EXPECTATION / SUBSTRAND	3.1.2.	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5
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CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANC E STANDARD / MODE	3.2.	Students describe the American Indian nations in their local region long ago and in the recent past.



EXPECTATION / SUBSTRAND	3.2.1.	Describe national identities, religious beliefs, customs, and various folklore traditions.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	3.2.2.	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).  <b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	3.2.3.	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.  <b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	3.2.4.	Discuss the interaction of new settlers with the already established Indians of the region.  <b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.3.</b>	<b>Continuity and Change</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>3.3.</b>	<b>Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</b>
EXPECTATION / SUBSTRAND	3.3.1.	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.  <b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.3.</b>	<b>Continuity and Change</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>3.4.</b>	<b>Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</b>
EXPECTATION / SUBSTRAND	3.4.1.	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.  <b><u>Social Studies Online</u></b> Grade 2 - Living Together Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans

EXPECTATION / SUBSTRAND	3.4.2.	<p>Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 2 - Work and Money</a></p>
EXPECTATION / SUBSTRAND	3.4.3.	<p>Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).</p> <p><b>Social Studies Online</b>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
EXPECTATION / SUBSTRAND	3.4.4.	<p>Understand the three branches of government, with an emphasis on local government.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 3 - How Government Helps Our Communities</a></p>
EXPECTATION / SUBSTRAND	3.4.5.	<p>Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
EXPECTATION / SUBSTRAND	3.4.6.	<p>Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).</p> <p><b>Social Studies Online</b>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 2 - Our Government At Work</a></p>
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.5.	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
EXPECTATION / SUBSTRAND	3.5.1.	<p>Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 3 - Businesses At Work</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Geography</a></p>
EXPECTATION / SUBSTRAND	3.5.2.	<p>Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p> <p><b>Social Studies Online</b>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Grade 3 - Businesses At Work</a>  <a href="#">Grade 3 - I Am a Consumer</a></p>

EXPECTATION / SUBSTRAND	3.5.4.	Discuss the relationship of students' 'work' in school and their personal human capital.  <b>Social Studies Online</b> Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	<b>Chronological and Spatial Thinking</b>
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation.  <b>Social Studies Online</b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
EXPECTATION / SUBSTRAND	K-5.CST.3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.  <b>Social Studies Online</b> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
EXPECTATION / SUBSTRAND	K-5.CST.4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.  <b>Social Studies Online</b> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
EXPECTATION / SUBSTRAND	K-5.CST.5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.  <b>Social Studies Online</b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View

EXPECTATION / SUBSTRAND K-5.REPV.2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND K-5.HI.1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

**Social Studies Online**

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

Washington, DC - Grades K - 5

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EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
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**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

Paris - City of Light - Grades K - 5

The Sahara Desert

Washington, DC - Grades K - 5

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EXPECTATION / SUBSTRAND	K-5.HI.3.	Students identify and interpret the multiple causes and effects of historical events.
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**Social Studies Online**

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

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EXPECTATION / SUBSTRAND	K-5.HI.4.	Students conduct cost-benefit analyses of historical and current events.
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**Social Studies Online**

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
Grade: 4 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.4-PS.</b>	<b>PHYSICAL SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>4-PS4.</b>	<b>Waves and their Applications in Technologies for Information Transfer</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

[Social Studies Online](#)  
[Grade 3 - Geography of Our Communities](#)

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.4-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>4-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

[Social Studies Online](#)  
[African Safari](#)  
[Amazon Rainforest - Grades 2-5](#)  
[Canada: Coast to Coast](#)  
[Galapagos Islands](#)  
[Grade 4 - Southwest Region Early Beginnings](#)  
[Grade 4 - West Region Geography](#)  
[How Coral Reefs Are Formed](#)  
[The Sahara Desert](#)  
[Who Lives On a Coral Reef?](#)

FOUNDATION / PROFICIENCY LEVEL 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

[Social Studies Online](#)  
[Grade 4 - West Region Geography](#)  
[Who Lives On a Coral Reef?](#)

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.4-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>4-ESS2.</b>	<b>Earth's Systems</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	4-ESS2- 1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT STANDARD / DOMAIN / PART	CA.4- ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	4-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	4-ESS3- 1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
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FOUNDATION / PROFICIENCY LEVEL	4-ESS3- 2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
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#### California Content Standards

#### Social Studies

Grade: 4 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.4.	California: A Changing State
PERFORMANCE STANDARD / MODE	4.1.	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

EXPECTATION / SUBSTRAND	4.1.1.	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography
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EXPECTATION / SUBSTRAND	4.1.2.	Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a>
EXPECTATION / SUBSTRAND	4.1.3.	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a>
EXPECTATION / SUBSTRAND	4.1.4.	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a>
EXPECTATION / SUBSTRAND	4.1.5.	Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a>
CONTENT STANDARD / DOMAIN / PART	CA.4.	California: A Changing State
PERFORMANCE STANDARD / MODE	4.2.	Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
EXPECTATION / SUBSTRAND	4.2.1.	Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
EXPECTATION / SUBSTRAND	4.2.2.	Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
EXPECTATION / SUBSTRAND	4.2.3.	Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
EXPECTATION / SUBSTRAND	4.2.4.	Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>



EXPECTATION / SUBSTRAND	4.2.5.	Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
EXPECTATION / SUBSTRAND	4.2.6.	Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
EXPECTATION / SUBSTRAND	4.2.7.	Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a>
CONTENT STANDARD / DOMAIN / PART	CA.4.	California: A Changing State
PERFORMANCE STANDARD / MODE	4.3.	Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
EXPECTATION / SUBSTRAND	4.3.2.	Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a>
EXPECTATION / SUBSTRAND	4.3.3.	Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a>
EXPECTATION / SUBSTRAND	4.3.5.	Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
CONTENT STANDARD / DOMAIN / PART	CA.4.	California: A Changing State
PERFORMANCE STANDARD / MODE	4.4.	Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
EXPECTATION / SUBSTRAND	4.4.1.	Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>

EXPECTATION / SUBSTRAND	4.4.2.	<p>Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 4 - West Region Early Beginnings</b>  <b>Grade 4 - West Region Geography</b></p>
EXPECTATION / SUBSTRAND	4.4.3.	<p>Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 4 - West Region Early Beginnings</b>  <b>Grade 4 - West Region Geography</b></p>
EXPECTATION / SUBSTRAND	4.4.4.	<p>Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 4 - West Region Early Beginnings</b>  <b>Grade 4 - West Region Geography</b></p>
EXPECTATION / SUBSTRAND	4.4.6.	<p>Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 4 - West Region Geography</b></p>
CONTENT STANDARD / DOMAIN / PART	CA.4.	California: A Changing State
PERFORMANCE STANDARD / MODE	4.5.	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
EXPECTATION / SUBSTRAND	4.5.1.	<p>Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - How Government Helps Our Communities</b>  <b>Grade 3 - The First Americans</b></p>
EXPECTATION / SUBSTRAND	4.5.2.	<p>Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - How Government Helps Our Communities</b>  <b>Grade 3 - The First Americans</b></p>
EXPECTATION / SUBSTRAND	4.5.3.	<p>Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - How Government Helps Our Communities</b>  <b>Washington, DC - Grades K - 5</b></p>

EXPECTATION / SUBSTRAND	4.5.4.	Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.  <b><u>Social Studies Online</u></b> Grade 3 - How Government Helps Our Communities
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
EXPECTATION / SUBSTRAND	K-5.CST.3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

EXPECTATION / SUBSTRAND	K-5.CST.4.	<p>Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p><b>Social Studies Online</b>  Canada: Coast to Coast  Canada: Our Northern Neighbor  Grade 4 - Northeast  The Sahara Desert</p>
EXPECTATION / SUBSTRAND	K-5.CST.5.	<p>Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p><b>Social Studies Online</b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - People and Threats - Grades 2-5  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Canada: Coast to Coast  Canada: Our Northern Neighbor  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - West Region Geography  Grade 4 - West Region Landforms</p>
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	<p><b>Historical and Social Sciences Analysis Skills:</b> The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.</p>
PERFORMANCE STANDARD / MODE	K-5.REPV.	<p><b>Research, Evidence, and Point of View</b></p>
EXPECTATION / SUBSTRAND	K-5.REPV.2.	<p>Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p><b>Social Studies Online</b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Canada: Coast to Coast  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Today  London - City of Pomp &amp; Majesty  Rome - The Eternal City</p>

CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND K-5.HI.1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

**Social Studies Online**

Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Ancient Egypt - Land of the Pharaohs  
Ancient Egypt - Land of the Pyramids  
Ancient Greece  
Ancient Mayan Civilization  
Ancient Rome  
Canada: Coast to Coast  
Grade 3 - How The Country Was Settled  
Grade 3 - The First Americans  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Early Beginnings  
Grade 4 - West Region Today  
Rome - The Eternal City  
Washington, DC - Grades K - 5

EXPECTATION / SUBSTRAND K-5.HI.2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

**Social Studies Online**

African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Ancient China - Qin & Han Dynasties  
Barcelona  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Exploring Cuba  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southeast Region of the U.S.  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - Southwest Region Today  
Grade 4 - West Region Geography  
Grade 4 - West Region Landforms  
Grade 4 - West Region Today  
London - City of Pomp & Majesty  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
Paris - City of Light - Grades K - 5  
The Sahara Desert  
Tokyo - City of Contrasts  
Washington, DC - Grades K - 5

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EXPECTATION / K-5.HI.3. Students identify and interpret the multiple causes and effects of historical events.  
SUBSTRAND

**Social Studies Online**

Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Ancient Egypt - Land of the Pharaohs  
Ancient Egypt - Land of the Pyramids  
Ancient Greece  
Ancient Mayan Civilization  
Ancient Rome  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Grade 3 - How The Country Was Settled  
Grade 3 - The First Americans  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Early Beginnings  
Grade 4 - West Region Today  
Rome - The Eternal City

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EXPECTATION / K-5.HI.4. Students conduct cost-benefit analyses of historical and current events.  
SUBSTRAND

**Social Studies Online**

Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Ancient Egypt - Land of the Pharaohs  
Ancient Egypt - Land of the Pyramids  
Ancient Greece  
Ancient Mayan Civilization  
Ancient Rome  
Canada: Coast to Coast  
Grade 3 - How The Country Was Settled  
Grade 3 - The First Americans  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Early Beginnings  
Grade 4 - West Region Today  
Rome - The Eternal City

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 5  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
Grade: 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.5-PS.	PHYSICAL SCIENCE
PERFORMANCE STANDARD / MODE	5-PS3.	Energy
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL      5-PS3-1.      Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

**Social Studies Online**  
Galapagos Islands  
Who Lives On a Coral Reef?

CONTENT STANDARD / DOMAIN / PART	CA.5-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL      5-LS2-1.      Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

**Social Studies Online**  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - Grades 6-8  
Amazon Rainforest - People and Threats - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 6-8  
Galapagos Islands  
Who Lives On a Coral Reef?

CONTENT STANDARD / DOMAIN / PART	CA.5-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	5-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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FOUNDATION / PROFICIENCY LEVEL	5-ESS2-2.	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.  <b><u>Social Studies Online</u></b> National Parks - Nevada, California
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CONTENT STANDARD / DOMAIN / PART	CA.5-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	5-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTANDARD		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
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#### California Content Standards

#### Social Studies

Grade: 5 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.1.	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.



EXPECTATION / SUBSTRAND	5.1.1.	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.  <b><u>Social Studies Online</u></b> Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.1.2.	Describe their varied customs and folklore traditions.  <b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.1.3.	Explain their varied economies and systems of government.  <b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings
CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.2.	Students trace the routes of early explorers and describe the early explorations of the Americas.
EXPECTATION / SUBSTRAND	5.2.1.	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).  <b><u>Social Studies Online</u></b> Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.2.2.	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).  <b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.2.3.	Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.  <b><u>Social Studies Online</u></b> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.2.4.	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.5.</b>	<b>United States History and Geography: Making a New Nation</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>5.3.</b>	<b>Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</b>

EXPECTATION / SUBSTRAND 5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).

[Social Studies Online](#)

Canada: Our Northern Neighbor

EXPECTATION / SUBSTRAND 5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

[Social Studies Online](#)

Grade 4 - Southwest Region Early Beginnings

EXPECTATION / SUBSTRAND 5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota (Sioux)).

[Social Studies Online](#)

Grade 4 - Southwest Region Early Beginnings

EXPECTATION / SUBSTRAND 5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

[Social Studies Online](#)

Grade 4 - Southwest Region Early Beginnings

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.5.</b>	<b>United States History and Geography: Making a New Nation</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>5.4.</b>	<b>Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</b>

EXPECTATION / SUBSTRAND 5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

EXPECTATION / SUBSTRAND 5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

[Social Studies Online](#)

Grade 4 - Northeast

EXPECTATION / SUBSTRAND 5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

[Social Studies Online](#)

Grade 4 - Northeast

EXPECTATION / SUBSTRAND	5.4.5.	Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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EXPECTATION / SUBSTRAND	5.4.6.	Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
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CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.5.	Students explain the causes of the American Revolution.

EXPECTATION / SUBSTRAND	5.5.1.	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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EXPECTATION / SUBSTRAND	5.5.3.	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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EXPECTATION / SUBSTRAND	5.5.4.	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.6.	Students understand the course and consequences of the American Revolution.

EXPECTATION / SUBSTRAND	5.6.1.	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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EXPECTATION / SUBSTRAND	5.6.2.	Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'sciuszko, Baron Friedrich Wilhelm von Steuben).  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
EXPECTATION / SUBSTRAND	5.6.4.	Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
EXPECTATION / SUBSTRAND	5.6.5.	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
CONTENT STANDARD / DOMAIN / PART	CA.5.	United States History and Geography: Making a New Nation
PERFORMANCE STANDARD / MODE	5.8.	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
EXPECTATION / SUBSTRAND	5.8.1.	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).  <b><u>Social Studies Online</u></b> Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.8.2.	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).  <b><u>Social Studies Online</u></b> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.8.3.	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).  <b><u>Social Studies Online</u></b> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
EXPECTATION / SUBSTRAND	5.8.4.	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).  <b><u>Social Studies Online</u></b> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings

EXPECTATION / SUBSTRAND	5.8.5.	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.  <b><u>Social Studies Online</u></b> Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today
EXPECTATION / SUBSTRAND	5.8.6.	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.  <b><u>Social Studies Online</u></b> Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings
PERFORMANCE STANDARD / MODE	5.9.	Students know the location of the current 50 states and the names of their capitals.  <b><u>Social Studies Online</u></b> Barcelona Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

EXPECTATION / SUBSTRAND	K-5.CST.3.	<p>Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p><b><u>Social Studies Online</u></b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Canada: Coast to Coast  Canada: Our Northern Neighbor  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Today  Rome - The Eternal City</p>
EXPECTATION / SUBSTRAND	K-5.CST.4.	<p>Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p><b><u>Social Studies Online</u></b>  Canada: Coast to Coast  Canada: Our Northern Neighbor  Grade 4 - Northeast  The Sahara Desert</p>
EXPECTATION / SUBSTRAND	K-5.CST.5.	<p>Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Canada: Coast to Coast  Canada: Our Northern Neighbor  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - West Region Geography  Grade 4 - West Region Landforms</p>
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	<p><b>Historical and Social Sciences Analysis Skills:</b> The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.</p>
PERFORMANCE STANDARD / MODE	K-5.REPV.	<p><b>Research, Evidence, and Point of View</b></p>

EXPECTATION / SUBSTRAND	K-5.REPV.2.	<p>Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p><b>Social Studies Online</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>London - City of Pomp &amp; Majesty</p> <p>Rome - The Eternal City</p>
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	<p><b>Historical and Social Sciences Analysis Skills:</b> The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.</p>
PERFORMANCE STANDARD / MODE	K-5.HI.	<p><b>Historical Interpretation</b></p>
EXPECTATION / SUBSTRAND	K-5.HI.1.	<p>Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p><b>Social Studies Online</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> <p>Washington, DC - Grades K - 5</p>

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EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
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**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades K - 5

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades K - 5

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EXPECTATION / SUBSTRAND	K-5.HI.3.	Students identify and interpret the multiple causes and effects of historical events.
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**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City



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EXPECTATION / K-5.HI.4. Students conduct cost-benefit analyses of historical and current events.  
SUBSTRAND

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 6  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
Grade: 6 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL      MS-LS1-4.      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.

[Social Studies Online](#)  
[How Coral Reefs Are Formed](#)

FOUNDATION / PROFICIENCY LEVEL      MS-LS1-5.      Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

[Social Studies Online](#)  
[Galapagos Islands](#)  
[How Coral Reefs Are Formed](#)

FOUNDATION / PROFICIENCY LEVEL      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.

[Social Studies Online](#)  
[Who Lives On a Coral Reef?](#)

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-ESS2.</b>	<b>Earth's Systems</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL      MS-ESS2-5.      Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

[Social Studies Online](#)  
[Canada: Coast to Coast](#)

FOUNDATION / PROFICIENCY LEVEL      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.

[Social Studies Online](#)  
[Galapagos Islands](#)

CONTENT STANDARD / DOMAIN / PART	CA.MS-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	MS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL

MS-ESS3-3.

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

**Social Studies Online**

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

FOUNDATION / PROFICIENCY LEVEL

MS-ESS3-5.

Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

**Social Studies Online**

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

**California Content Standards**

**Social Studies**

Grade: 6 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.2.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

EXPECTATION / SUBSTRAND

6.2.1.

Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

**Social Studies Online**

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

EXPECTATION / SUBSTRAND

6.2.2.

Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

**Social Studies Online**

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

EXPECTATION / SUBSTRAND	6.2.3.	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION / SUBSTRAND	6.2.5.	Discuss the main features of Egyptian art and architecture.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION / SUBSTRAND	6.2.6.	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs
EXPECTATION / SUBSTRAND	6.2.7.	Understand the significance of Queen Hatshepsut and Ramses the Great.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
EXPECTATION / SUBSTRAND	6.2.9.	Trace the evolution of language and its written forms.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs

CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.3.	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

EXPECTATION / SUBSTRAND	6.3.1.	Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.  <b><u>Social Studies Online</u></b> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.3.2.	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.  <b><u>Social Studies Online</u></b> Jerusalem - Then and Now (Older Grades)
EXPECTATION / SUBSTRAND	6.3.3.	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.  <b><u>Social Studies Online</u></b> Jerusalem - Then and Now (Older Grades)

EXPECTATION / SUBSTRAND	6.3.4.	Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Jerusalem - Then and Now (Older Grades)</u></a>
EXPECTATION / SUBSTRAND	6.3.5.	Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Jerusalem - Then and Now (Older Grades)</u></a>
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.4.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
EXPECTATION / SUBSTRAND	6.4.1.	Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Ancient Greece</u></a>
EXPECTATION / SUBSTRAND	6.4.2.	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Ancient Greece</u></a>
EXPECTATION / SUBSTRAND	6.4.3.	State the key differences between Athenian, or direct, democracy and representative democracy.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Ancient Greece</u></a>
EXPECTATION / SUBSTRAND	6.4.4.	Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Ancient Greece</u></a>
EXPECTATION / SUBSTRAND	6.4.6.	Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Ancient Greece</u></a>
EXPECTATION / SUBSTRAND	6.4.7.	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.  <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Ancient Greece</u></a>

EXPECTATION / SUBSTRAND	6.4.8.	Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Ancient Greece</a>

CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.5.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

EXPECTATION / SUBSTRAND	6.5.5.	Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>

CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.6.	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

EXPECTATION / SUBSTRAND	6.6.1.	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>

EXPECTATION / SUBSTRAND	6.6.2.	Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>

EXPECTATION / SUBSTRAND	6.6.3.	Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>

EXPECTATION / SUBSTRAND	6.6.4.	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>

EXPECTATION / SUBSTRAND	6.6.5.	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>

EXPECTATION / SUBSTRAND	6.6.6.	Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
EXPECTATION / SUBSTRAND	6.6.7.	Cite the significance of the trans-Eurasian 'silk roads' in the period of the Han Dynasty and Roman Empire and their locations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
EXPECTATION / SUBSTRAND	6.6.8.	Describe the diffusion of Buddhism northward to China during the Han Dynasty.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties
CONTENT STANDARD / DOMAIN / PART	CA.6.	World History and Geography: Ancient Civilizations
PERFORMANCE STANDARD / MODE	6.7.	Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
EXPECTATION / SUBSTRAND	6.7.1.	Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.  <b><u>Social Studies Online</u></b> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6.7.2.	Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).  <b><u>Social Studies Online</u></b> Ancient Rome
EXPECTATION / SUBSTRAND	6.7.3.	Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.  <b><u>Social Studies Online</u></b> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6.7.4.	Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.  <b><u>Social Studies Online</u></b> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6.7.5.	Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.  <b><u>Social Studies Online</u></b> Jerusalem - Then and Now (Older Grades)

EXPECTATION / SUBSTRAND	6.7.7.	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.  <b><u>Social Studies Online</u></b> Ancient Rome Rome - The Eternal City
EXPECTATION / SUBSTRAND	6.7.8.	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.  <b><u>Social Studies Online</u></b> Ancient Rome Rome - The Eternal City
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	6-8.CST.1.	Students explain how major events are related to one another in time.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.CST.3.	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Ancient Greece Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 The Sahara Desert Tokyo - City of Contrasts Washington, DC - Grades 6 - 12



CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.REP.	Research, Evidence, and Point

EXPECTATION / SUBSTRAND 6-8.REP.1. Students frame questions that can be answered by historical study and research.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

EXPECTATION / SUBSTRAND 6-8.REP.5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

**Social Studies Online**

Canada: Our Northern Neighbor

CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND 6-8.HI.1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

Washington, DC - Grades 6 - 12

EXPECTATION / SUBSTRAND	6-8.HI.2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
		<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
		<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.4.	Students recognize the role of chance, oversight, and error in history.
		<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.5.	Students recognize that interpretations of history are subject to change as new information is uncovered.
		<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City

Grade: 6 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

CONTENT STANDARD / DOMAIN / PART	CA.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

Who Lives On a Coral Reef?

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 7  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
Grade: 7 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.MS-PS.	PHYSICAL SCIENCE
PERFORMANCE STANDARD / MODE	MS-PS1.	Matter and Its Interactions
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**  
Amazon Rainforest - People and Threats - Grades 6-8

CONTENT STANDARD / DOMAIN / PART	CA.MS-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**Social Studies Online**  
African Safari  
Amazon Rainforest - Grades 6-8  
Amazon Rainforest - People and Threats - Grades 6-8  
Galapagos Islands  
National Parks - Alaska & Hawaii

FOUNDATION / PROFICIENCY LEVEL MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Social Studies Online**  
Amazon Rainforest - Grades 6-8  
Amazon Rainforest - People and Threats - Grades 6-8  
Galapagos Islands

FOUNDATION / PROFICIENCY LEVEL MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

**Social Studies Online**  
Amazon Rainforest - Grades 6-8  
Amazon Rainforest - People and Threats - Grades 6-8  
Canada: Coast to Coast  
Galapagos Islands  
National Parks - Alaska & Hawaii  
National Parks - Washington, Oregon, Idaho, Montana, Colorado

FOUNDATION / PROFICIENCY LEVEL	MS-LS2- 5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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CONTENT STANDARD / DOMAIN / PART	CA.MS- ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	MS- ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	MS- ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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FOUNDATION / PROFICIENCY LEVEL	MS- ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.  <b><u>Social Studies Online</u></b> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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FOUNDATION / PROFICIENCY LEVEL	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.  <b><u>Social Studies Online</u></b> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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CONTENT STANDARD / DOMAIN / PART	CA.MS- ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	MS- ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	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.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a>

# **California Content Standards**

## **Social Studies**

Grade: 7 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.7.	World History and Geography: Medieval and Early Modern Times
PERFORMANCE STANDARD / MODE	7.1.	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

EXPECTATION / SUBSTRAND	7.1.1.	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
		<a href="#">Social Studies Online</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>

CONTENT STANDARD / DOMAIN / PART	CA.7.	World History and Geography: Medieval and Early Modern Times
PERFORMANCE STANDARD / MODE	7.2.	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

EXPECTATION / SUBSTRAND	7.2.5.	Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Rome - The Eternal City</a>

CONTENT STANDARD / DOMAIN / PART	CA.7.	World History and Geography: Medieval and Early Modern Times
PERFORMANCE STANDARD / MODE	7.3.	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

EXPECTATION / SUBSTRAND	7.3.1.	Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>

EXPECTATION / SUBSTRAND	7.3.2.	Describe agricultural, technological, and commercial developments during the Tang and Sung periods.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
EXPECTATION / SUBSTRAND	7.3.3.	Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
EXPECTATION / SUBSTRAND	7.3.4.	Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties
EXPECTATION / SUBSTRAND	7.3.5.	Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
CONTENT STANDARD / DOMAIN / PART	CA.7.	World History and Geography: Medieval and Early Modern Times
PERFORMANCE STANDARD / MODE	7.5.	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
EXPECTATION / SUBSTRAND	7.5.3.	Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.  <b><u>Social Studies Online</u></b> Tokyo - City of Contrasts
EXPECTATION / SUBSTRAND	7.5.5.	Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's Tale of Genji.  <b><u>Social Studies Online</u></b> Tokyo - City of Contrasts
EXPECTATION / SUBSTRAND	7.5.6.	Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.  <b><u>Social Studies Online</u></b> Tokyo - City of Contrasts
CONTENT STANDARD / DOMAIN / PART	CA.7.	World History and Geography: Medieval and Early Modern Times
PERFORMANCE STANDARD / MODE	7.7.	Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

EXPECTATION / SUBSTRAND	7.7.1.	Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.  <a href="#">Social Studies Online</a> <a href="#">Ancient Mayan Civilization</a>
EXPECTATION / SUBSTRAND	7.7.2.	Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.  <a href="#">Social Studies Online</a> <a href="#">Ancient Mayan Civilization</a>
EXPECTATION / SUBSTRAND	7.7.4.	Describe the artistic and oral traditions and architecture in the three civilizations.  <a href="#">Social Studies Online</a> <a href="#">Ancient Mayan Civilization</a>
EXPECTATION / SUBSTRAND	7.7.5.	Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.  <a href="#">Social Studies Online</a> <a href="#">Ancient Mayan Civilization</a>
CONTENT STANDARD / DOMAIN / PART	CA.7.	World History and Geography: Medieval and Early Modern Times
PERFORMANCE STANDARD / MODE	7.8.	Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
EXPECTATION / SUBSTRAND	7.8.2.	Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.  <a href="#">Social Studies Online</a> <a href="#">Rome - The Eternal City</a>
EXPECTATION / SUBSTRAND	7.8.3.	Understand the effects of the reopening of the ancient 'Silk Road' between Europe and China, including Marco Polo's travels and the location of his routes.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>
EXPECTATION / SUBSTRAND	7.8.5.	Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).  <a href="#">Social Studies Online</a> <a href="#">Rome - The Eternal City</a>
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking



EXPECTATION / SUBSTRAND	6-8.CST.1.	<p>Students explain how major events are related to one another in time.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p>
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EXPECTATION / SUBSTRAND	6-8.CST.3.	<p>Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient Greece</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades 6 - 12</p>
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CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	<p>Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.</p>
PERFORMANCE STANDARD / MODE	6-8.REP.	<p><b>Research, Evidence, and Point</b></p>

EXPECTATION / SUBSTRAND	6-8.REP.1.	<p>Students frame questions that can be answered by historical study and research.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Rome - The Eternal City</p>
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EXPECTATION / SUBSTRAND	6-8.REP.5.	Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).  <b>Social Studies Online</b> Canada: Our Northern Neighbor
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.HI.	Historical Interpretation
EXPECTATION / SUBSTRAND	6-8.HI.1.	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.  <b>Social Studies Online</b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City Washington, DC - Grades 6 - 12
EXPECTATION / SUBSTRAND	6-8.HI.2.	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.  <b>Social Studies Online</b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.  <b>Social Studies Online</b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City

EXPECTATION / SUBSTRAND	6-8.HI.4.	Students recognize the role of chance, oversight, and error in history.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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EXPECTATION / SUBSTRAND	6-8.HI.5.	Students recognize that interpretations of history are subject to change as new information is uncovered.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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Grade: 7 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Social Studies Online**  
Ancient China - Qin & Han Dynasties  
Canada: Coast to Coast  
Canada: Our Northern Neighbor

CONTENT STANDARD / DOMAIN / PART	CA.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

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EXPECTATION / RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print  
SUBSTRAND and digital texts.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

**Main Criteria:** California Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 8  
**Correlation Options:** Show Correlated

**California Content Standards**  
**Science**  
Grade: 8 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.MS-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>MS-ESS3.</b>	<b>Earth and Human Activity</b>
<b>EXPECTATION / SUBSTRAND</b>		<b>Students who demonstrate understanding can:</b>

FOUNDATION / PROFICIENCY LEVEL 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.

[Social Studies Online](#)  
[Amazon Rainforest - People and Threats - Grades 6-8](#)

**California Content Standards**  
**Social Studies**  
Grade: 8 - Adopted: 1998

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.8.</b>	<b>United States History and Geography: Growth and Conflict</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>8.2.</b>	<b>Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</b>

EXPECTATION / SUBSTRAND 8.2.3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

[Social Studies Online](#)  
[Washington, DC - Grades 6 - 12](#)

EXPECTATION / SUBSTRAND 8.2.7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

[Social Studies Online](#)  
[Washington, DC - Grades 6 - 12](#)

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.8.</b>	<b>United States History and Geography: Growth and Conflict</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>8.12.</b>	<b>Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</b>

EXPECTATION / SUBSTRAND	8.12.5.	Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).  <b>Social Studies Online</b> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	6-8.CST.1.	Students explain how major events are related to one another in time.  <b>Social Studies Online</b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.CST.3.	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.  <b>Social Studies Online</b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient Greece Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 Tokyo - City of Contrasts Washington, DC - Grades 6 - 12
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	6-8.REP.	Research, Evidence, and Point

EXPECTATION / SUBSTRAND	6-8.REP.1.	<p>Students frame questions that can be answered by historical study and research.</p> <p><b>Social Studies Online</b>            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            Rome - The Eternal City</p>
EXPECTATION / SUBSTRAND	6-8.REP.5.	<p>Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p> <p><b>Social Studies Online</b>            Canada: Our Northern Neighbor</p>
CONTENT STANDARD / DOMAIN / PART	CA.6-8.HSSA.	<p>Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.</p>
PERFORMANCE STANDARD / MODE	6-8.HI.	<p><b>Historical Interpretation</b></p>
EXPECTATION / SUBSTRAND	6-8.HI.1.	<p>Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p><b>Social Studies Online</b>            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            Rome - The Eternal City            Washington, DC - Grades 6 - 12</p>
EXPECTATION / SUBSTRAND	6-8.HI.2.	<p>Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</p> <p><b>Social Studies Online</b>            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            Canada: Our Northern Neighbor            Rome - The Eternal City</p>

EXPECTATION / SUBSTRAND	6-8.HI.3.	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.4.	Students recognize the role of chance, oversight, and error in history.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
EXPECTATION / SUBSTRAND	6-8.HI.5.	Students recognize that interpretations of history are subject to change as new information is uncovered.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City

Grade: 8 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION /  
SUBSTRAND

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Social Studies Online**  
Canada: Coast to Coast  
Canada: Our Northern Neighbor

CONTENT STANDARD / DOMAIN / PART	CA.CC.R H.6-8.	Reading Standards for Literacy in History/Social Studies
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas



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EXPECTATION / SUBSTRAND    RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12