

**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: K - Adopted: 2016

|   |             |   |
|---|-------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.K-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | K-ESS2.     | Earth's Systems                             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

EXPECTATION / TOPIC      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

EXPECTATION / TOPIC      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

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|---|-------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.K-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | K-ESS3.     | Earth and Human Activity                    |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

EXPECTATION / TOPIC      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

**Hawaii Content and Performance Standards**

**Social Studies**

Grade: K - Adopted: 2018

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|---|--|---|
| CONTENT STANDARD / COURSE                 |  | Living, Working, and Learning Together    |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Anchor Standard 5: Taking Informed Action |

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|--|-----------------|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.1. | Identify problems or issues in classrooms, schools, or communities<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a>   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.2. | Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a>  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.3. | Use deliberative and democratic procedures (e.g., listening, consensus building, voting) to identify ways to take action on classroom, school, or community problems or issues<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a><br><a href="#">Grade 1 - Let's Learn About the Government</a> |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.4. | Show evidence of taking individual or group action on one or more problems or issues<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a>   |

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Living, Working, and Learning Together             |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 3: Needs and Wants, Spaces and Places        |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Economics Anchor Standard 10: Exchange and Markets |
| EXPECTATION<br>/ TOPIC                                   |  | Limited Resources and Choice                       |

|                          |                  |   |
|--------------------------|------------------|---|
| PERFORMANCE<br>INDICATOR | SS.K.3.10<br>.2. | Describe differences between needs and wants<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a> |
|--------------------------|------------------|---|

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**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 1

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 1 - Adopted: 2016

|   |            |   |
|---|------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.1-LS. | LIFE SCIENCE  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 1-LS1.     | From Molecules to Organisms: Structures and Processes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can:           |

EXPECTATION / TOPIC      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

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|---|-------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.1-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 1-ESS1.     | Earth's Place in the Universe               |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

EXPECTATION / TOPIC      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

**Hawaii Content and Performance Standards**

**Social Studies**

Grade: 1 - Adopted: 2018

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| CONTENT STANDARD / COURSE                 |  | Communities and Culture                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Anchor Standard 5: Taking Informed Action |

INDICATOR / GRADE LEVEL      SS.K-2.5.1.      Identify problems or issues in classrooms, schools, or communities

EXPECTATION / BENCHMARK

**Social Studies Online**

Grade 1 - All About Work

Grade 2 - Work and Money

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|--|-----------------|---|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.2. | Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities<br><br><b><u>Social Studies Online</u></b><br><b>Grade 1 - All About Work</b><br><b>Grade 2 - Work and Money</b>  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.3. | Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action on classroom, school, or community problems or issues<br><br><b><u>Social Studies Online</u></b><br><b>Grade 1 - All About Work</b><br><b>Grade 1 - Let's Learn About the Government</b><br><b>Grade 2 - Our Government At Work</b><br><b>Grade 2 - Work and Money</b> |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.4. | Show evidence of taking individual or group action on one or more problems or issues<br><br><b><u>Social Studies Online</u></b><br><b>Grade 1 - All About Work</b><br><b>Grade 2 - Work and Money</b>   |

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Communities and Culture   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 1: Our Community  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Civics Anchor Standard 7: Civic Virtues and Democratic Principles |
| EXPECTATION<br>/ TOPIC                                   |  | Principles and Values of Democracy                                |

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|--------------------------|------------|---|
| PERFORMANCE<br>INDICATOR | SS.1.1.7.1 | Explain shared democratic values<br><br><b><u>Social Studies Online</u></b><br><b>Grade 1 - Let's Learn About the Government</b><br><b>Grade 2 - Our Government At Work</b> |
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| CONTENT<br>STANDARD /<br>COURSE                          |  | Communities and Culture                             |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 1: Our Community                              |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Civics Anchor Standard 8: Processes, Rules and Laws |
| EXPECTATION<br>/ TOPIC                                   |  | Civic Participation                                 |

|                       |              |   |
|-----------------------|--------------|---|
| PERFORMANCE INDICATOR | SS.1.1.8. 2. | Follow agreed-upon rules for discussions and listen attentively to others   |
|                       |              | <u><b>Social Studies Online</b></u><br>Grade 1 - All About Work<br>Grade 1 - Families and Neighbors<br>Grade 1 - Let's Learn About the Government<br>Grade 1 - Life Long Ago<br>Grade 1 - The Earth Around Us<br>Grade 2 - Early Americans<br>Grade 2 - Land and Water Around Us<br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work<br>Grade 2 - Work and Money<br>Jerusalem - Then and Now (Younger Grades)<br>Paris - City of Light - Grades K - 5<br>Washington, DC - Grades K - 5 |

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| CONTENT STANDARD / COURSE                       |  | Communities and Culture  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 1: Our Community   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Geography Anchor Standard 13: Geographic Representations: Spatial Views of the World |
| EXPECTATION / TOPIC                             |  | Spatial Representation   |

PERFORMANCE INDICATOR SS.1.1.13. 3. Use maps and map features to describe places

**Social Studies Online**  
 Grade 2 - Land and Water Around Us

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|---|--|---|
| CONTENT STANDARD / COURSE                       |  | Communities and Culture                               |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 2: Our Blue Earth                               |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Economics Anchor Standard 9: Economic Decision Making |
| EXPECTATION / TOPIC                             |  | Limited Resources                                     |

PERFORMANCE INDICATOR SS.1.2.9. 1. Explain how scarcity is a result of limited resources

**Social Studies Online**  
 Grade 2 - Work and Money

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|---|--|-------------------------|
| CONTENT STANDARD / COURSE                 |  | Communities and Culture |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Theme 2: Our Blue Earth |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 13: Geographic Representations: Spatial Views of the World |
| EXPECTATION<br>/ TOPIC                                   |  | Land and Water   |

PERFORMANCE INDICATOR SS.1.2.13. 2. Describe some physical features of continents and oceans in the world

[Social Studies Online](#)

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Communities and Culture  |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 2: Our Blue Earth  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions, and Culture |
| EXPECTATION<br>/ TOPIC                                   |  | Interactions and Impact  |

PERFORMANCE INDICATOR SS.1.2.14 .3. Investigate cultural and environmental characteristics of your community

[Social Studies Online](#)

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

PERFORMANCE INDICATOR SS.1.2.14 .4. Describe the ways climate, weather, and natural disasters affect your community

[Social Studies Online](#)

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Communities and Culture                            |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 2: Our Blue Earth                            |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Civics Anchor Standard 8: Processes Rules and Laws |
| EXPECTATION<br>/ TOPIC                                   |  | Principles and Values of Democracy                 |

PERFORMANCE INDICATOR SS.1.2.8. 5. Explain how people improve their communities and the environment

[Social Studies Online](#)

Grade 1 - All About Work

Grade 2 - Work and Money

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| CONTENT STANDARD / COURSE                       |  | Communities and Culture                                    |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 3: Our Past  |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | History Anchor Standard 17: Change, Continuity and Context |
| EXPECTATION / TOPIC                             |  | Historical Inquiry   |

PERFORMANCE INDICATOR SS 1.3.17.1. Investigate historically significant events, people, and observances in history

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

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| CONTENT STANDARD / COURSE                       |  | Communities and Culture                                    |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 3: Our Past  |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | History Anchor Standard 17: Change, Continuity and Context |
| EXPECTATION / TOPIC                             |  | Chronological Thinking                                     |

PERFORMANCE INDICATOR SS.1.3.17.3. Compare life in the past to life today

[Social Studies Online](#)  
[Grade 1 - Life Long Ago](#)

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| CONTENT STANDARD / COURSE                       |  | Communities and Culture                            |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 4: Making Choices                            |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Economics Anchor Standard 10: Exchange and Markets |
| EXPECTATION / TOPIC                             |  | Role and Functions of Markets                      |

PERFORMANCE INDICATOR SS.1.4.10.1. Compare differences between goods and services

[Social Studies Online](#)  
[Grade 1 - All About Work](#)  
[Grade 2 - Work and Money](#)

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|-----------------------|---------------|---|
| PERFORMANCE INDICATOR | SS.1.4.1.0.2. | Identify different ways of acquiring what you need and want   |
|                       |               | <a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a><br><a href="#">Grade 2 - Work and Money</a> |

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|---|--|---|
| CONTENT STANDARD / COURSE                       |  | Communities and Culture                                 |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 4: Making Choices                                 |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | History Anchor Standard 19: Causation and Argumentation |
| EXPECTATION / TOPIC                             |  | Cause and Effect  |

|                       |              |  |
|-----------------------|--------------|--|
| PERFORMANCE INDICATOR | SS.1.4.19.3. | Explain causes and effects of an event in your life or in your family's life   |
|                       |              | <a href="#">Social Studies Online</a><br><a href="#">Grade 1 - Families and Neighbors</a><br><a href="#">Grade 2 - Living Together</a> |



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**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 2 - Adopted: 2016

|   |            |  |
|---|------------|--|
| CONTENT STANDARD / COURSE                       | NGSS.2-LS. | LIFE SCIENCE                                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 2-LS2.     | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can:    |

EXPECTATION / TOPIC 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

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|---|------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.2-LS. | LIFE SCIENCE                                |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 2-LS4.     | Biological Evolution: Unity and Diversity   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can: |

EXPECTATION / TOPIC 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different 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?

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|---|-------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.2-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 2-ESS1.     | Earth's Place in the Universe               |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

|   |             |   |
|---|-------------|---|
| EXPECTATION / TOPIC                             | 2-ESS1-1.   | Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 2 - Land and Water Around Us</a><br><a href="#">Grade 3 - Geography of Our Communities</a> |
| CONTENT STANDARD / COURSE                       | NGSS.2-ESS. | EARTH AND SPACE SCIENCE   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 2-ESS2.     | Earth's Systems   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can:   |

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|---------------------|-----------|--|
| EXPECTATION / TOPIC | 2-ESS2-1. | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 3 - Geography of Our Communities</a> |
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| EXPECTATION / TOPIC | 2-ESS2-2. | Develop a model to represent the shapes and kinds of land and bodies of water in an area.<br><br><a href="#">Social Studies Online</a><br><a href="#">African Safari</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Grade 1 - The Earth Around Us</a><br><a href="#">Grade 2 - Land and Water Around Us</a><br><a href="#">Grade 3 - Geography of Our Communities</a><br><a href="#">How Coral Reefs Are Formed</a><br><a href="#">The Sahara Desert</a><br><a href="#">Who Lives On a Coral Reef?</a> |
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| EXPECTATION / TOPIC | 2-ESS2-3. | Obtain information to identify where water is found on Earth and that it can be solid or liquid.<br><br><a href="#">Social Studies Online</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Grade 1 - The Earth Around Us</a><br><a href="#">Grade 2 - Land and Water Around Us</a><br><a href="#">Grade 3 - Geography of Our Communities</a> |
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**Hawaii Content and Performance Standards**  
**Social Studies**  
Grade: 2 - Adopted: 2018

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|---|--|--|
| CONTENT STANDARD / COURSE                 |  | People Now and Then, Places Near and Far                       |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Anchor Standard 1: Developing Questions and Planning Inquiries |

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|---|-------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SS.K-2.1.1. | Construct a variety of questions about social studies topics with guidance from adults and/or peers<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 3 - How The Country Was Settled</a><br><a href="#">Grade 3 - The First Americans</a> |
|---|-------------|--|

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|--|-----------------|--|
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.1.2. | Construct supporting questions to help answer compelling questions with guidance from adults and/or peers<br><br><b>Social Studies Online</b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans  |
| CONTENT<br>STANDARD /<br>COURSE                          |                 | People Now and Then, Places Near and Far   |
| STANDARD /<br>PERFORMANC<br>E INDICATOR /<br>DOMAIN      |                 | Anchor Standard 5: Taking Informed Action  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.1. | Identify problems or issues in classrooms, schools, or communities<br><br><b>Social Studies Online</b><br>Grade 1 - All About Work<br>Grade 2 - Work and Money   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.2. | Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities<br><br><b>Social Studies Online</b><br>Grade 1 - All About Work<br>Grade 2 - Work and Money  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.3. | Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action on classroom, school, or community problems or issues<br><br><b>Social Studies Online</b><br>Grade 1 - All About Work<br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Grade 2 - Work and Money |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.K-<br>2.5.4. | Show evidence of taking individual or group action on one or more problems or issues<br><br><b>Social Studies Online</b><br>Grade 1 - All About Work<br>Grade 2 - Work and Money   |
| CONTENT<br>STANDARD /<br>COURSE                          |                 | People Now and Then, Places Near and Far   |
| STANDARD /<br>PERFORMANC<br>E INDICATOR /<br>DOMAIN      |                 | Theme 1: We The People   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK |                 | Civics Anchor Standard 6: Civic and Political Institutions   |
| EXPECTATION<br>/ TOPIC                                   |                 | Rights and Responsibilities  |
| PERFORMANCE<br>INDICATOR                                 | SS.2.1.6.<br>1. | Investigate school, community, and national leaders and their responsibilities<br><br><b>Social Studies Online</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Work and Money   |

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|---|--|---|
| CONTENT STANDARD / COURSE                       |  | People Now and Then, Places Near and Far                          |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 1: We The People  |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Civics Anchor Standard 7: Civic Virtues and Democratic Principles |
| EXPECTATION / TOPIC                             |  | Principles and Values of Democracy                                |

PERFORMANCE INDICATOR SS.2.1.7.2 Describe how historical figures exemplify our shared democratic values .

[Social Studies Online](#)  
[Grade 3 - How The Country Was Settled](#)

|   |  |   |
|---|--|---|
| CONTENT STANDARD / COURSE                       |  | People Now and Then, Places Near and Far    |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 1: We The People                      |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | History Anchor Standard 18: Perspectives    |
| EXPECTATION / TOPIC                             |  | Historical Perspectives and Interpretations |

PERFORMANCE INDICATOR SS.2.1.18 Describe how significant people and events have shaped communities and places now and in the past .3.

[Social Studies Online](#)  
[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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| CONTENT STANDARD / COURSE                       |  | People Now and Then, Places Near and Far   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 2: Looking Into Our Past   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions, and Culture |
| EXPECTATION / TOPIC                             |  | Interdependence  |

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| PERFORMANCE INDICATOR                           | SS.2.2.14<br>.1. | Explain how human activities impact the environment<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities |
| CONTENT STANDARD / COURSE                       |                  | People Now and Then, Places Near and Far  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |                  | Theme 3: What We Make and Use   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |                  | Economics Anchor Standard 10: Exchange and Markets  |
| EXPECTATION / TOPIC                             |                  | Role and Functions of Markets   |

PERFORMANCE INDICATOR SS.2.3.10  
.1. Compare goods and services that are produced locally and globally

**Social Studies Online**  
Grade 1 - All About Work  
Grade 2 - Work and Money  
Grade 3 - I Am a Consumer

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|---|--|--|
| CONTENT STANDARD / COURSE                       |  | People Now and Then, Places Near and Far     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 3: What We Make and Use                |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Economics Anchor Standard 12: Global Economy |
| EXPECTATION / TOPIC                             |  | Interdependence                              |

PERFORMANCE INDICATOR SS.2.3.12.  
2. Examine how people are dependent on others for goods and services they cannot produce themselves

**Social Studies Online**  
Grade 1 - All About Work  
Grade 2 - Work and Money  
Grade 3 - I Am a Consumer

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| CONTENT STANDARD / COURSE                       |  | People Now and Then, Places Near and Far                 |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 3: What We Make and Use                            |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Geography Anchor Standard 13: Geographic Representations |

|                     |  |                |
|---------------------|--|----------------|
| EXPECTATION / TOPIC |  | Land and Water |
|---------------------|--|----------------|

PERFORMANCE INDICATOR SS.2.3.13. 4. Describe major geographic features of places using maps, photos, and other geographic representations

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

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| CONTENT STANDARD / COURSE                       |  | People Now and Then, Places Near and Far   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 3: What We Make and Use  |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions, and Culture |
| EXPECTATION / TOPIC                             |  | Interactions and Impact  |

PERFORMANCE INDICATOR SS.2.3.14 .5. Compare a variety of the Earth's natural resources and how people use them

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

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| CONTENT STANDARD / COURSE                       |  | People Now and Then, Places Near and Far              |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 4: Together We Can                              |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Economics Anchor Standard 9: Economic Decision Making |
| EXPECTATION / TOPIC                             |  | Limited Resources and Choices                         |

PERFORMANCE INDICATOR SS.2.4.9. 1. Explain how scarcity of resources affects the cost of goods and services

[Social Studies Online](#)  
[Grade 2 - Work and Money](#)  
[Grade 3 - Businesses At Work](#)

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| CONTENT STANDARD / COURSE                 |  | People Now and Then, Places Near and Far |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Theme 4: Together We Can                 |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns |
| EXPECTATION<br>/ TOPIC                                   |  | Interactions and Impact  |

PERFORMANCE INDICATOR SS.2.4.16.2. Investigate how people in your community rely on local and global resources to meet their daily needs

**Social Studies Online**  
 Amazon Rainforest - Grades 2-5  
 Grade 1 - The Earth Around Us  
 Grade 2 - Land and Water Around Us  
 Grade 3 - The First Americans

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| CONTENT<br>STANDARD /<br>COURSE                          |  | People Now and Then, Places Near and Far            |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 4: Together We Can                            |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Civics Anchor Standard 8: Processes, Rules and Laws |
| EXPECTATION<br>/ TOPIC                                   |  | Civic Participation                                 |

PERFORMANCE INDICATOR SS.2.4.8.3. Develop logical solutions to various community problems

**Social Studies Online**  
 Grade 1 - All About Work  
 Grade 2 - Work and Money

|  |  |   |
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| CONTENT<br>STANDARD /<br>COURSE                          |  | People Now and Then, Places Near and Far              |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 4: Together We Can                              |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Economics Anchor Standard 9: Economic Decision Making |
| EXPECTATION<br>/ TOPIC                                   |  | Limited Resources and Choice                          |

PERFORMANCE INDICATOR SS.2.4.9.4. Determine costs and benefits of saving money

**Social Studies Online**  
 Grade 1 - All About Work  
 Grade 2 - Work and Money  
 Grade 3 - I Am a Consumer

**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 3 - Adopted: 2016

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|---|------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.3-LS. | LIFE SCIENCE  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 3-LS1.     | From Molecules to Organisms: Structures and Processes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can:           |

EXPECTATION / TOPIC 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

|   |            |  |
|---|------------|--|
| CONTENT STANDARD / COURSE                       | NGSS.3-LS. | LIFE SCIENCE                                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 3-LS2.     | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can:    |

EXPECTATION / TOPIC 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?

|   |            |   |
|---|------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.3-LS. | LIFE SCIENCE                                |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 3-LS4.     | Biological Evolution: Unity and Diversity   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can: |



|                     |          |  |
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| EXPECTATION / TOPIC | 3-LS4-2. | 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.  |
|                     |          | <a href="#">Social Studies Online</a><br><a href="#">African Safari</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Galapagos Islands</a><br><a href="#">Grade 2 - Land and Water Around Us</a><br><a href="#">Grade 4 - Southwest Region Early Beginnings</a><br><a href="#">Grade 4 - West Region Geography</a><br><a href="#">How Coral Reefs Are Formed</a><br><a href="#">The Sahara Desert</a><br><a href="#">Who Lives On a Coral Reef?</a> |

|                     |          |  |
|---------------------|----------|--|
| EXPECTATION / TOPIC | 3-LS4-3. | 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.  |
|                     |          | <a href="#">Social Studies Online</a><br><a href="#">African Safari</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Galapagos Islands</a><br><a href="#">Grade 2 - Land and Water Around Us</a><br><a href="#">Grade 4 - Southwest Region Early Beginnings</a><br><a href="#">Grade 4 - West Region Geography</a><br><a href="#">How Coral Reefs Are Formed</a><br><a href="#">The Sahara Desert</a><br><a href="#">Who Lives On a Coral Reef?</a> |

|                     |          |  |
|---------------------|----------|--|
| EXPECTATION / TOPIC | 3-LS4-4. | 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.  |
|                     |          | <a href="#">Social Studies Online</a><br><a href="#">African Safari</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Galapagos Islands</a><br><a href="#">Grade 2 - Land and Water Around Us</a><br><a href="#">Grade 3 - Geography of Our Communities</a><br><a href="#">Grade 4 - West Region Today</a><br><a href="#">Who Lives On a Coral Reef?</a> |

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| CONTENT STANDARD / COURSE                       | NGSS.3-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 3-ESS2.     | Earth's Systems                             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

|                     |           |  |
|---------------------|-----------|--|
| EXPECTATION / TOPIC | 3-ESS2-1. | Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  |
|                     |           | <a href="#">Social Studies Online</a><br><a href="#">African Safari</a><br><a href="#">Grade 2 - Land and Water Around Us</a><br><a href="#">Grade 4 - Midwest Region Early Beginnings</a><br><a href="#">Grade 4 - Northeast</a><br><a href="#">Grade 4 - West Region Geography</a> |

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| EXPECTATION / TOPIC | 3-ESS2-2. | Obtain and combine information to describe climates in different regions of the world.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 2-5<br>Grade 2 - Land and Water Around Us<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Geography<br>The Sahara Desert |
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| CONTENT STANDARD / COURSE                       | NGSS.3-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 3-ESS3.     | Earth and Human Activity                    |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

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| EXPECTATION / TOPIC | 3-ESS3-1. | Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - Geography of Our Communities |
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**Hawaii Content and Performance Standards**  
**Social Studies**  
Grade: 3 - Adopted: 2018

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| CONTENT STANDARD / COURSE                 |  | Our Big World  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Anchor Standard 1: Developing Questions and Planning Inquiries |

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|---|-------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SS.3-5.1.1. | Construct compelling questions and explain the importance of the questions to self and others<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.2. | Categorize questions according to the social studies disciplines<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.3. | Create supporting questions to help answer compelling questions<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.4. | Explain how supporting questions help answer compelling questions<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
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| CONTENT<br>STANDARD /<br>COURSE                 |  | Our Big World                                |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN |  | Anchor Standard 4: Communicating Conclusions |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.4.1. | Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments<br><br><b><u>Social Studies Online</u></b><br>Grade 2 - Work and Money |
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| CONTENT<br>STANDARD /<br>COURSE                 |  | Our Big World                             |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN |  | Anchor Standard 5: Taking Informed Action |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.5.1. | Identify local, regional, or global problems or issues in various times and places<br><br><b><u>Social Studies Online</u></b><br><b>Grade 2 - Work and Money</b>   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.5.2. | Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions<br><br><b><u>Social Studies Online</u></b><br><b>Grade 2 - Work and Money</b> |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.5.3. | Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues<br><br><b><u>Social Studies Online</u></b><br><b>Grade 2 - Our Government At Work</b><br><b>Grade 2 - Work and Money</b>   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.5.4. | Show evidence of taking individual or group action on one or more problems or issues<br><br><b><u>Social Studies Online</u></b><br><b>Grade 2 - Work and Money</b>   |

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Our Big World                                       |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN          |  | Theme 1: Rules and Laws                             |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK |  | Civics Anchor Standard 8: Processes, Rules and Laws |
| EXPECTATION<br>/ TOPIC                                   |  | Rights and Responsibilities                         |

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| PERFORMANCE<br>INDICATOR | SS.3.1.8.<br>1. | Explore how people can change rules and laws, and how these changes affect society<br><br><b><u>Social Studies Online</u></b><br><b>Grade 2 - Living Together</b><br><b>Grade 2 - Our Government At Work</b> |
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| CONTENT<br>STANDARD /<br>COURSE                          |  | Our Big World   |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN          |  | Theme 1: Rules and Laws                                 |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK |  | History Anchor Standard 19: Causation and Argumentation |
| EXPECTATION<br>/ TOPIC                                   |  | Causes and Effects in History                           |

PERFORMANCE INDICATOR SS.3.1.19.3 Explain how groups have worked to effect change in American society

[Social Studies Online](#)  
[Grade 2 - Early Americans](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 3 - How The Country Was Settled](#)

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| CONTENT STANDARD / COURSE                       |  | Our Big World                                      |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 2: Rights and Responsibilities of Citizens   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Economics Anchor Standard 10: Exchange and Markets |
| EXPECTATION / TOPIC                             |  | Role and Functions of Markets                      |

PERFORMANCE INDICATOR SS.3.1.10.1 Explain the role of money in making exchange easier

[Social Studies Online](#)  
[Grade 2 - Work and Money](#)

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| CONTENT STANDARD / COURSE                       |  | Our Big World   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 2: Rights and Responsibilities of Citizens                  |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Civics Anchor Standard 7: Civic Virtues and Democratic Principles |
| EXPECTATION / TOPIC                             |  | Principles and Values of Democracy                                |

PERFORMANCE INDICATOR SS.3.2.7.3 Explain how to be a responsible and active citizen in a democracy

[Social Studies Online](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 3 - How Government Helps Our Communities](#)

PERFORMANCE INDICATOR SS.3.2.7.4 Explain how democratic rights promote equality and opportunity

[Social Studies Online](#)  
[Grade 3 - How Government Helps Our Communities](#)

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| CONTENT STANDARD / COURSE                 |  | Our Big World                                    |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Theme 2: Rights and Responsibilities of Citizens |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Civics Anchor Standard 6: Civic and Political Institutions |
| EXPECTATION<br>/ TOPIC                                   |  | Governance, Power, and Authority                           |

PERFORMANCE SS.3.2.6. Explain the purpose of various government functions  
INDICATOR 5.

[Social Studies Online](#)

Grade 2 - Our Government At Work

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Our Big World  |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN          |  | Theme 3: Migration   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 13: Geographic Representations: Spatial Views of the World |
| EXPECTATION<br>/ TOPIC                                   |  | Spatial Representation   |

PERFORMANCE SS.3.3.13. Analyze how geographical features affect human life in local communities and those around the world  
INDICATOR 1.

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - West Region Geography

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Our Big World  |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN          |  | Theme 3: Migration   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 15: Human Population: Spatial Patterns and Movements |
| EXPECTATION<br>/ TOPIC                                   |  | Movement   |

PERFORMANCE SS.3.3.15 Investigate factors that influence why people migrate and where they settle  
INDICATOR .2.

[Social Studies Online](#)

Grade 4 - Northeast

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| CONTENT<br>STANDARD /<br>COURSE                 |  | Our Big World      |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN |  | Theme 3: Migration |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns |
| EXPECTATION<br>/ TOPIC                                   |  | Interdependence  |

PERFORMANCE INDICATOR SS.3.3.16.3. Compare the ways people, goods, and ideas move from place to place

[Social Studies Online](#)  
Grade 4 - Northeast

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Our Big World   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 3: Migration  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 14: Human-Environment Interactions: Place, Regions, and Culture |
| EXPECTATION<br>/ TOPIC                                   |  | Interactions and Impact   |

PERFORMANCE INDICATOR SS.3.3.14.4. Analyze how cultural practices create and influence communities

[Social Studies Online](#)  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Exploring Cuba  
Grade 2 - Living Together  
Grade 3 - A Country of Cultures  
Grade 4 - West Region Early Beginnings

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Our Big World   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 4: Our Changing World                           |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Economics Anchor Standard 9: Economic Decision Making |
| EXPECTATION<br>/ TOPIC                                   |  | Limited Resources and Choice                          |

PERFORMANCE INDICATOR SS.3.4.9.1. Compare ways that people are addressing the issue of limited natural resources

[Social Studies Online](#)  
Grade 2 - Land and Water Around Us  
Grade 4 - Northeast  
Grade 4 - Southwest Region Today  
Grade 4 - West Region Today

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| CONTENT<br>STANDARD /<br>COURSE |  | Our Big World |
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| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 4: Our Changing World  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns |
| EXPECTATION<br>/ TOPIC                                   |  | Disasters  |

PERFORMANCE INDICATOR SS.3.4.16.3. Analyze the effects of disasters on people around the world

**Social Studies Online**

Exploring Cuba

Grade 2 - Land and Water Around Us

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

|  |  |  |
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| CONTENT<br>STANDARD /<br>COURSE                          |  | Our Big World                            |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 4: Our Changing World              |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | History Anchor Standard 18: Perspectives |
| EXPECTATION<br>/ TOPIC                                   |  | Historical Inquiry                       |

PERFORMANCE INDICATOR SS.3.4.18.4. Assess the reliability and accuracy of differing historical accounts

**Social Studies Online**

Grade 4 - Northeast

Grade 4 - West Region Geography



**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 4 - Adopted: 2016

| CONTENT STANDARD / COURSE                       | NGSS.4-PS. | PHYSICAL SCIENCE  |
|---|------------|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 4-PS4.     | Waves and their Applications in Technologies for Information Transfer |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can:                           |

EXPECTATION / TOPIC 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

**Social Studies Online**

Grade 3 - Geography of Our Communities

| CONTENT STANDARD / COURSE                       | NGSS.4-LS. | LIFE SCIENCE  |
|---|------------|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 4-LS1.     | From Molecules to Organisms: Structures and Processes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can:           |

EXPECTATION / TOPIC 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?

EXPECTATION / TOPIC 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?

| CONTENT STANDARD / COURSE | NGSS.4-ESS. | EARTH AND SPACE SCIENCE |
|---------------------------|-------------|-------------------------|
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| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       | 4-ESS2. | Earth's Systems                             |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |         | Students who demonstrate understanding can: |

EXPECTATION / TOPIC      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.

**Social Studies Online**

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

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| CONTENT<br>STANDARD /<br>COURSE                          | NGSS.4-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       | 4-ESS3.     | Earth and Human Activity                    |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |             | Students who demonstrate understanding can: |

EXPECTATION / TOPIC      4-ESS3-1.      Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

**Social Studies Online**

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

EXPECTATION / TOPIC      4-ESS3-2.      Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

**Social Studies Online**

Grade 3 - Geography of Our Communities

**Hawaii Content and Performance Standards**

**Social Studies**

Grade: 4 - Adopted: 2018

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| CONTENT<br>STANDARD /<br>COURSE                    |  | Pre-Contact Hawaiian History                                   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN |  | Anchor Standard 1: Developing Questions and Planning Inquiries |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.1. | Construct compelling questions and explain the importance of the questions to self and others<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.2. | Categorize questions according to the social studies disciplines<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                              |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.3. | Create supporting questions to help answer compelling questions<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                               |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.4. | Explain how supporting questions help answer compelling questions<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
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| CONTENT<br>STANDARD /<br>COURSE                          |  | Pre-Contact Hawaiian History   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 2: Early Hawaiian-Environment Interaction                                      |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 13: Geographic Representations: Spatial Views of the World |
| EXPECTATION<br>/ TOPIC                                   |  | Environmental Characteristics of a Volcanic Island                                   |

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| PERFORMANCE<br>INDICATOR | SS.4.2.13<br>.1. | Identify major geographic characteristics of the Hawaiian archipelago, including its relative location to other major land masses<br><br><b><u>Social Studies Online</u></b><br>Grade 4 - West Region Geography |
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**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 5 - Adopted: 2016

|   |            |   |
|---|------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.5-PS. | PHYSICAL SCIENCE                            |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 5-PS3.     | Energy                                      |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can: |

EXPECTATION / TOPIC 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?

|   |            |  |
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| CONTENT STANDARD / COURSE                       | NGSS.5-LS. | LIFE SCIENCE                                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 5-LS2.     | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |            | Students who demonstrate understanding can:    |

EXPECTATION / TOPIC 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?

|   |             |   |
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| CONTENT STANDARD / COURSE                       | NGSS.5-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 5-ESS2.     | Earth's Systems                             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

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| EXPECTATION / TOPIC | 5-ESS2-1. | <p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b><u>Social Studies Online</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</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> |
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| EXPECTATION / TOPIC | 5-ESS2-2. | <p>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.</p> <p><b><u>Social Studies Online</u></b></p> <p>National Parks - Nevada, California</p> |
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| CONTENT STANDARD / COURSE                       | NGSS.5-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | 5-ESS3.     | Earth and Human Activity                    |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

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| EXPECTATION / TOPIC | 5-ESS3-1. | <p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>Grade 4 - West Region Today</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>Who Lives On a Coral Reef?</p> |
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#### Hawaii Content and Performance Standards

##### Social Studies

Grade: 5 - Adopted: 2018

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| CONTENT STANDARD / COURSE                 |  | Colonial America and the Early Nation                          |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Anchor Standard 1: Developing Questions and Planning Inquiries |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.1. | Construct compelling questions and explain the importance of the questions to self and others<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.2. | Categorize questions according to the social studies disciplines<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                              |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.3. | Create supporting questions to help answer compelling questions<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City                               |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.3-<br>5.1.4. | Explain how supporting questions help answer compelling questions<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Today<br>Rome - The Eternal City |
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| CONTENT<br>STANDARD /<br>COURSE                          |  | Colonial America and the Early Nation   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 1: Pre-Contact Native America   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions and Culture |
| EXPECTATION<br>/ TOPIC                                   |  | Development of Societies  |

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| PERFORMANCE<br>INDICATOR | SS.5.1.14<br>.1. | Explain how the geography of North America shaped the development of Native American societies<br><br><b><u>Social Studies Online</u></b><br>Grade 4 - West Region Early Beginnings |
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| CONTENT<br>STANDARD /<br>COURSE                          |  | Colonial America and the Early Nation                       |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 1: Pre-Contact Native America                         |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | History Anchor Standard 17: Change, Continuity, and Context |
| EXPECTATION<br>/ TOPIC                                   |  | Elements of Societies                                       |

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| PERFORMANCE<br>INDICATOR | SS.5.1.17<br>.2. | Compare elements of culture in early Native American societies<br><br><b><u>Social Studies Online</u></b><br>Grade 4 - West Region Early Beginnings |
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| CONTENT<br>STANDARD /<br>COURSE |  | Colonial America and the Early Nation |
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| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 4: Slavery and Freedom in Colonial America: 1600–1800 |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Economics Anchor Standard 10: Exchange and Markets          |
| EXPECTATION<br>/ TOPIC                                   |  | Labor Systems   |

PERFORMANCE INDICATOR SS.5.4.10.2. Compare labor systems and their socioeconomic impact on Colonial America

[Social Studies Online](#)

Grade 4 - Southeast Region of the U.S.

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Colonial America and the Early Nation                       |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 4: Slavery and Freedom in Colonial America: 1600–1800 |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | History Anchor Standard 18: Perspectives                    |
| EXPECTATION<br>/ TOPIC                                   |  | Life of Enslaved People                                     |

PERFORMANCE INDICATOR SS.5.4.18.3. Draw conclusions about the lives of enslaved people in the American colonies

[Social Studies Online](#)

Grade 4 - Southeast Region of the U.S.

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Colonial America and the Early Nation  |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 5: Transformation of Colonial America: 1700–1750                         |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Geography Anchor Standard 15: Human Population: Spatial Patterns and Movements |
| EXPECTATION<br>/ TOPIC                                   |  | Regions of English Colonial America  |

PERFORMANCE INDICATOR SS.5.5.15.1. Draw conclusions about how the physical geography of the New England, Mid-Atlantic, and Southern colonies shaped the development of their unique economies

[Social Studies Online](#)

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| CONTENT<br>STANDARD /<br>COURSE |  | Colonial America and the Early Nation |
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| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 6: American Revolution: 1750–1800                 |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | History Anchor Standard 19: Causation and Argumentation |
| EXPECTATION<br>/ TOPIC                                   |  | Road to Revolution                                      |

PERFORMANCE INDICATOR SS.5.6.19.1. Analyze how economic and political conflicts between the colonies and England led to the American Revolution

[Social Studies Online](#)  
Grade 4 - Northeast

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Colonial America and the Early Nation                             |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 6: American Revolution: 1750–1800                           |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | Civics Anchor Standard 7: Civic Virtues and Democratic Principles |
| EXPECTATION<br>/ TOPIC                                   |  | Nations and Independence  |

PERFORMANCE INDICATOR SS.5.6.7.2. Explain how principles in the Declaration of Independence became unifying ideas of American democracy

[Social Studies Online](#)  
Grade 4 - Northeast

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| CONTENT<br>STANDARD /<br>COURSE                          |  | Colonial America and the Early Nation                   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN       |  | Theme 6: American Revolution: 1750–1800                 |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | History Anchor Standard 19: Causation and Argumentation |
| EXPECTATION<br>/ TOPIC                                   |  | Revolutionary War                                       |

PERFORMANCE INDICATOR SS.5.6.19.3. Explain the significance of key battles, alliances, and people on the outcome of the Revolutionary War

[Social Studies Online](#)  
Grade 4 - Northeast

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| CONTENT<br>STANDARD /<br>COURSE                    |  | Colonial America and the Early Nation   |
| STANDARD /<br>PERFORMANCE<br>INDICATOR /<br>DOMAIN |  | Theme 6: American Revolution: 1750–1800 |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION<br>/ BENCHMARK |  | History Anchor Standard 18: Perspectives |
| EXPECTATION<br>/ TOPIC                                   |  | Diversity of Participants                |

PERFORMANCE INDICATOR SS.5.6.18 .4. Compare diverse perspectives of participants during the Revolutionary War

[Social Studies Online](#)  
[Grade 4 - Northeast](#)

**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 6 - Adopted: 2016

| CONTENT STANDARD / COURSE                       | NGSS.MS-PS. | PHYSICAL SCIENCE                            |
|---|-------------|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-PS1.     | Matter and Its Interactions                 |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

EXPECTATION / TOPIC      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 2-5

Amazon Rainforest - People and Threats - Grades 6-8

| CONTENT STANDARD / COURSE                       | NGSS.MS-LS. | LIFE SCIENCE  |
|---|-------------|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-LS1.     | From Molecules to Organisms: Structures and Processes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can:           |

EXPECTATION / TOPIC      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

EXPECTATION / TOPIC      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

EXPECTATION / TOPIC      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?

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| CONTENT STANDARD / COURSE                       | NGSS.MS-LS. | LIFE SCIENCE                                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-LS2.     | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can:    |

EXPECTATION / TOPIC      MS-LS2-2.      Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**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

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION / TOPIC      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 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?

EXPECTATION / TOPIC      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 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

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

The Sahara Desert

Who Lives On a Coral Reef?

|                     |           |  |
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| EXPECTATION / TOPIC | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br><b><u>Social Studies Online</u></b><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Who Lives On a Coral Reef? |
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| CONTENT STANDARD / COURSE                       | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-ESS2.     | Earth's Systems                             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |              | Students who demonstrate understanding can: |

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| EXPECTATION / TOPIC | MS-ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands |
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| EXPECTATION / TOPIC | MS-ESS2-2. | Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.<br><br><b><u>Social Studies Online</u></b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
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| EXPECTATION / TOPIC | 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.<br><br><b><u>Social Studies Online</u></b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
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| EXPECTATION / TOPIC | MS-ESS2-5. | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.<br><br><b><u>Social Studies Online</u></b><br>Canada: Coast to Coast |
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| EXPECTATION / TOPIC | 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.<br><br><b><u>Social Studies Online</u></b><br>Galapagos Islands |
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| CONTENT STANDARD / COURSE                       | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
|---|--------------|---|
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-ESS3.     | Earth and Human Activity                    |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |              | Students who demonstrate understanding can: |

EXPECTATION / TOPIC 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.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

National Parks - Alaska & Hawaii

National Parks - Nevada, California

The Sahara Desert

EXPECTATION / TOPIC 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?

EXPECTATION / TOPIC 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 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Who Lives On a Coral Reef?

EXPECTATION / TOPIC 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?

**Hawaii Content and Performance Standards**

**Social Studies**

Grade: 6 - Adopted: 2018

|                           |                                      |
|---------------------------|--------------------------------------|
| CONTENT STANDARD / COURSE | World History: Beginnings to CE 1500 |
|---------------------------|--------------------------------------|

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|--|-----------------|---|
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN          |                 | Anchor Standard 1: Developing Questions and Planning Inquiries  |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.1. | <p>Create compelling questions representing key ideas of the disciplines</p> <p><b><u>Social Studies Online</u></b><br/>           Ancient China - Qin &amp; Han Dynasties<br/>           Ancient China - Shang &amp; Zhou Dynasties<br/>           Ancient Egypt - Land of the Pharaohs<br/>           Ancient Egypt - Land of the Pyramids<br/>           Ancient Greece<br/>           Ancient Mayan Civilization<br/>           Ancient Rome<br/>           Canada: Coast to Coast<br/>           Rome - The Eternal City</p>                 |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.2. | <p>Explain how a question reflects an enduring issue in the field</p> <p><b><u>Social Studies Online</u></b><br/>           Ancient China - Qin &amp; Han Dynasties<br/>           Ancient China - Shang &amp; Zhou Dynasties<br/>           Ancient Egypt - Land of the Pharaohs<br/>           Ancient Egypt - Land of the Pyramids<br/>           Ancient Greece<br/>           Ancient Mayan Civilization<br/>           Ancient Rome<br/>           Canada: Coast to Coast<br/>           Rome - The Eternal City</p>                        |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.3. | <p>Create supporting questions that address key ideas identified in compelling questions</p> <p><b><u>Social Studies Online</u></b><br/>           Ancient China - Qin &amp; Han Dynasties<br/>           Ancient China - Shang &amp; Zhou Dynasties<br/>           Ancient Egypt - Land of the Pharaohs<br/>           Ancient Egypt - Land of the Pyramids<br/>           Ancient Greece<br/>           Ancient Mayan Civilization<br/>           Ancient Rome<br/>           Canada: Coast to Coast<br/>           Rome - The Eternal City</p> |
| CONTENT<br>STANDARD /<br>COURSE                          |                 | World History: Beginnings to CE 1500  |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN          |                 | Theme 1: The Environment and Early River Civilizations: Human Beginnings to 600 BCE   |
| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK |                 | Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions and Culture   |
| EXPECTATION<br>/ TOPIC                                   |                 | Culture Characteristics   |



PERFORMANCE INDICATOR SS.6.1.14 .1. Compare cultural characteristics of early river valley civilizations

**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

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 1: The Environment and Early River Civilizations: Human Beginnings to 600 BCE |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Civics Anchor Standard 6: Civic and Political Institutions                          |
| EXPECTATION / TOPIC                             |  | Politics and Religion   |

PERFORMANCE INDICATOR SS.6.1.6. 2. Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China

**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

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 1: The Environment and Early River Civilizations: Human Beginnings to 600 BCE |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | History Anchor Standard 19: Causation and Argumentation                             |
| EXPECTATION / TOPIC                             |  | Technological Innovations   |

PERFORMANCE INDICATOR SS.6.1.19 .3. Analyze the role of technological change in early river valley civilizations

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500                                 |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Civics Anchor Standard 6: Civic and Political Institutions           |

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| <b>EXPECTATION / TOPIC</b> |  | <b>Classical Eastern Civilizations</b> |
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PERFORMANCE INDICATOR 1. SS.6.2.6. Describe cultural and political structures in classical eastern societies

[Social Studies Online](#)

[Ancient China - Qin & Han Dynasties](#)

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| <b>CONTENT STANDARD / COURSE</b>                       |  | <b>World History: Beginnings to CE 1500</b>                                 |
| <b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>       |  | <b>Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE</b> |
| <b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b> |  | <b>Civics Anchor Standard 6: Civic and Political Institutions</b>           |

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| <b>EXPECTATION / TOPIC</b> |  | <b>Classical Western Civilizations</b> |
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PERFORMANCE INDICATOR 2. SS.6.2.6. Describe cultural and political structures in classical western societies

[Social Studies Online](#)

[Ancient Greece](#)

[Ancient Rome](#)

[Rome - The Eternal City](#)

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| <b>CONTENT STANDARD / COURSE</b>                       |  | <b>World History: Beginnings to CE 1500</b>   |
| <b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>       |  | <b>Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE</b>             |
| <b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b> |  | <b>Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns</b> |

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| <b>EXPECTATION / TOPIC</b> |  | <b>Arts, Science, and Technology</b> |
|----------------------------|--|--------------------------------------|

PERFORMANCE INDICATOR 3. SS.6.2.16 Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China

[Social Studies Online](#)

[Ancient Greece](#)

[Ancient Rome](#)

[Rome - The Eternal City](#)

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| <b>CONTENT STANDARD / COURSE</b>                       |  | <b>World History: Beginnings to CE 1500</b>                                 |
| <b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>       |  | <b>Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE</b> |
| <b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b> |  | <b>History Anchor Standard 19: Causation and Argumentation</b>              |

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|---------------------|--|---------------------------------|
| EXPECTATION / TOPIC |  | Fall of Classical Civilizations |
|---------------------|--|---------------------------------|

PERFORMANCE INDICATOR SS.6.2.19.4. Compare causes of decline in the Roman, Han, and Gupta empires

[Social Studies Online](#)

Ancient China - Qin & Han Dynasties

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 3: Major Religions and Larger Societies: Pre–1500                                 |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Geography Anchor Standard 14: Human-Environment Interaction: Place, Regions and Culture |
| EXPECTATION / TOPIC                             |  | Religious and Philosophical Influence on Societies                                      |

PERFORMANCE INDICATOR SS.6.3.14.1. Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period

[Social Studies Online](#)

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 5: Post-Classical Trade Networks: 600 CE–1450 CE |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Economics Anchor Standard 10: Exchange and Markets     |
| EXPECTATION / TOPIC                             |  | Trade Networks   |

PERFORMANCE INDICATOR SS.6.5.10.1. Describe how trade networks and the transfer of goods and ideas linked post-classical societies

[Social Studies Online](#)

Ancient China - Qin & Han Dynasties

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 5: Post-Classical Trade Networks: 600 CE–1450 CE                         |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Geography Anchor Standard 15: Human Population: Spatial Patterns and Movements |
| EXPECTATION / TOPIC                             |  | Spread of Culture and Ideas  |

PERFORMANCE INDICATOR SS.6.5.15.2 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies

[Social Studies Online](#)

Ancient China - Qin & Han Dynasties

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 7: Mesoamerican Empires: Pre–1500  |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | Geography Anchor Standard 16: Global Interconnections: Changing Spatial Patterns |
| EXPECTATION / TOPIC                             |  | Characteristics of Mesoamerican Empires  |

PERFORMANCE INDICATOR SS.6.7.16.1 Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations

[Social Studies Online](#)

Ancient Mayan Civilization

|   |  |   |
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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500                    |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 8: Renewal in Europe: 1300 CE–1500 CE             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | History Anchor Standard 19: Causation and Argumentation |
| EXPECTATION / TOPIC                             |  | Rise of the European Renaissance                        |

PERFORMANCE INDICATOR SS.6.8.19.3 Explain the rise of the European Renaissance

[Social Studies Online](#)

Rome - The Eternal City

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| CONTENT STANDARD / COURSE                       |  | World History: Beginnings to CE 1500                    |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       |  | Theme 8: Renewal in Europe: 1300 CE–1500 CE             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |  | History Anchor Standard 19: Causation and Argumentation |
| EXPECTATION / TOPIC                             |  | Influence of the Renaissance                            |

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| PERFORMANCE INDICATOR | SS.6.8.19.4. | Explain how people, ideas, art, literature, science, and technology shaped the Renaissance |
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**Social Studies Online**

**Rome - The Eternal City**

**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 7 - Adopted: 2016

|   |             |   |
|---|-------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.MS-PS. | PHYSICAL SCIENCE                            |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-PS1.     | Matter and Its Interactions                 |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

EXPECTATION / TOPIC 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 / COURSE                       | NGSS.MS-LS. | LIFE SCIENCE  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-LS1.     | From Molecules to Organisms: Structures and Processes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can:           |

EXPECTATION / TOPIC 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

|   |             |  |
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| CONTENT STANDARD / COURSE                       | NGSS.MS-LS. | LIFE SCIENCE                                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-LS2.     | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can:    |

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| EXPECTATION / TOPIC | MS-LS2-2. | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.<br><br><b><u>Social Studies Online</u></b><br>African Safari<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii  |
| EXPECTATION / TOPIC | MS-LS2-3. | Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands   |
| EXPECTATION / TOPIC | MS-LS2-4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado       |
| EXPECTATION / TOPIC | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br><b><u>Social Studies Online</u></b><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |

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| CONTENT STANDARD / COURSE                       | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-ESS2.     | Earth's Systems                             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |              | Students who demonstrate understanding can: |

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| EXPECTATION / TOPIC | MS-ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands |
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| EXPECTATION / TOPIC                             | MS-ESS2-2.   | Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.<br><br><a href="#">Social Studies Online</a><br><a href="#">National Parks - Alaska &amp; Hawaii</a><br><a href="#">National Parks - Nevada, California</a><br><a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a><br><a href="#">National Parks - Wyoming, Utah</a>  |
| EXPECTATION / TOPIC                             | 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.<br><br><a href="#">Social Studies Online</a><br><a href="#">National Parks - Alaska &amp; Hawaii</a><br><a href="#">National Parks - Wyoming, Utah</a>   |
| EXPECTATION / TOPIC                             | MS-ESS2-5.   | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.<br><br><a href="#">Social Studies Online</a><br><a href="#">Canada: Coast to Coast</a>   |
| EXPECTATION / TOPIC                             | 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.<br><br><a href="#">Social Studies Online</a><br><a href="#">Galapagos Islands</a>  |
| CONTENT STANDARD / COURSE                       | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-ESS3.     | Earth and Human Activity   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |              | Students who demonstrate understanding can:  |
| EXPECTATION / TOPIC                             | 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.<br><br><a href="#">Social Studies Online</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br><a href="#">Canada: Coast to Coast</a><br><a href="#">Canada: Our Northern Neighbor</a><br><a href="#">National Parks - Alaska &amp; Hawaii</a><br><a href="#">National Parks - Nevada, California</a> |



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| EXPECTATION / TOPIC | MS-ESS3-3. | <p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><b><u>Social Studies Online</u></b><br/> <a href="#">African Safari</a><br/> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br/> <a href="#">Canada: Coast to Coast</a><br/> <a href="#">Galapagos Islands</a><br/> <a href="#">National Parks - Alaska &amp; Hawaii</a><br/> <a href="#">National Parks - Nevada, California</a><br/> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a><br/> <a href="#">National Parks - Wyoming, Utah</a></p> |
| EXPECTATION / TOPIC | MS-ESS3-4. | <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b><u>Social Studies Online</u></b><br/> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></p>  |
| EXPECTATION / TOPIC | MS-ESS3-5. | <p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><b><u>Social Studies Online</u></b><br/> <a href="#">Canada: Coast to Coast</a><br/> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a></p>   |

#### Hawaii Content and Performance Standards

##### Social Studies

Grade: 7 - Adopted: 2018

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| CONTENT STANDARD / COURSE                 |  | History of the Hawaiian Kingdom                                |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Anchor Standard 1: Developing Questions and Planning Inquiries |

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|---|-------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SS.6-8.1.1. | <p>Create compelling questions representing key ideas of the disciplines</p> <p><b><u>Social Studies Online</u></b><br/> <a href="#">Ancient China - Qin &amp; Han Dynasties</a><br/> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a><br/> <a href="#">Ancient Egypt - Land of the Pharaohs</a><br/> <a href="#">Ancient Egypt - Land of the Pyramids</a><br/> <a href="#">Ancient Greece</a><br/> <a href="#">Ancient Mayan Civilization</a><br/> <a href="#">Ancient Rome</a><br/> <a href="#">Canada: Coast to Coast</a><br/> <a href="#">Rome - The Eternal City</a></p> |
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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.2. | Explain how a question reflects an enduring issue in the field<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Rome - The Eternal City |
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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.3. | Create supporting questions that address key ideas identified in compelling questions<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Rome - The Eternal City |
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| CONTENT<br>STANDARD /<br>COURSE                 |  | Pacific Island Studies   |
| STANDARD /<br>PERFORMANCE INDICATOR /<br>DOMAIN |  | Anchor Standard 1: Developing Questions and Planning Inquiries |

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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.1. | Create compelling questions representing key ideas of the disciplines<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Rome - The Eternal City |
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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.2. | Explain how a question reflects an enduring issue in the field<br><br><b><u>Social Studies Online</u></b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Rome - The Eternal City |
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| INDICATOR /<br>GRADE LEVEL<br>EXPECTATION /<br>BENCHMARK | SS.6-<br>8.1.3. | Create supporting questions that address key ideas identified in compelling questions |
|  |                 | <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   |

**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 8 - Adopted: 2016

|   |             |   |
|---|-------------|---|
| CONTENT STANDARD / COURSE                       | NGSS.MS-PS. | PHYSICAL SCIENCE                            |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-PS1.     | Matter and Its Interactions                 |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can: |

EXPECTATION / TOPIC 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 / COURSE                       | NGSS.MS-LS. | LIFE SCIENCE  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-LS1.     | From Molecules to Organisms: Structures and Processes |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can:           |

EXPECTATION / TOPIC 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

|   |             |  |
|---|-------------|--|
| CONTENT STANDARD / COURSE                       | NGSS.MS-LS. | LIFE SCIENCE                                   |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-LS2.     | Ecosystems: Interactions, Energy, and Dynamics |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |             | Students who demonstrate understanding can:    |

|                     |           |   |
|---------------------|-----------|---|
| EXPECTATION / TOPIC | MS-LS2-2. | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii  |
| EXPECTATION / TOPIC | MS-LS2-3. | Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands   |
| EXPECTATION / TOPIC | MS-LS2-4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado |
| EXPECTATION / TOPIC | MS-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah             |

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| CONTENT STANDARD / COURSE                       | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE                     |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-ESS2.     | Earth's Systems                             |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |              | Students who demonstrate understanding can: |

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| EXPECTATION / TOPIC | MS-ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands |
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| EXPECTATION / TOPIC                             | MS-ESS2-2.   | Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.<br><br><b><u>Social Studies Online</u></b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah  |
| EXPECTATION / TOPIC                             | 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.<br><br><b><u>Social Studies Online</u></b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah   |
| EXPECTATION / TOPIC                             | MS-ESS2-5.   | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.<br><br><b><u>Social Studies Online</u></b><br>Canada: Coast to Coast   |
| EXPECTATION / TOPIC                             | 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.<br><br><b><u>Social Studies Online</u></b><br>Galapagos Islands  |
| CONTENT STANDARD / COURSE                       | NGSS.MS-ESS. | EARTH AND SPACE SCIENCE  |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN       | MS-ESS3.     | Earth and Human Activity   |
| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK |              | Students who demonstrate understanding can:  |
| EXPECTATION / TOPIC                             | 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.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California   |
| EXPECTATION / TOPIC                             | MS-ESS3-3.   | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |

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| EXPECTATION / TOPIC | 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.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 6-8 |
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| EXPECTATION / TOPIC | MS-ESS3-5. | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.<br><br><b><u>Social Studies Online</u></b><br>Canada: Coast to Coast<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado |
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**Hawaii Content and Performance Standards**  
**Social Studies**  
Grade: 8 - Adopted: 2018

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| CONTENT STANDARD / COURSE                 |  | United States History: The Constitution Through Reconstruction |
| STANDARD / PERFORMANCE INDICATOR / DOMAIN |  | Anchor Standard 1: Developing Questions and Planning Inquiries |

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| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SS.6-8.1.1. | Create compelling questions representing key ideas of the disciplines<br><br><b><u>Social Studies Online</u></b><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Rome - The Eternal City |
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| INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK | SS.6-8.1.3. | Create supporting questions that address key ideas identified in compelling questions<br><br><b><u>Social Studies Online</u></b><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Rome - The Eternal City |
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