

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

**Iowa Student Standards**  
**Science**  
Grade: K - Adopted: 2015

| STRAND / COURSE                | IA.K-ESS2. | Earth's Systems                             |
|--------------------------------|------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can: |

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| DETAILED DESCRIPTOR | K-ESS2-1. | Use and share observations of local weather conditions to describe patterns over time.<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - The Earth Around Us |
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| DETAILED DESCRIPTOR | K-ESS2-2. | Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - Life Long Ago<br>Grade 1 - The Earth Around Us |
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| STRAND / COURSE                | IA.K-ESS3. | Earth and Human Activity                    |
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| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can: |

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| DETAILED DESCRIPTOR | 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.<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - The Earth Around Us |
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**Iowa Student Standards**  
**Social Studies**  
Grade: K - Adopted: 2017

| STRAND / COURSE                | IA.SS.K. | Kindergarten: Spaces and Places |
|--------------------------------|----------|---------------------------------|
| ESSENTIAL CONCEPT AND/OR SKILL |          | Inquiry Anchor Standard         |
| DETAILED DESCRIPTOR            |          | Taking Informed Action          |

|                         |         |   |
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| GRADE LEVEL EXPECTATION | SS.K.4. | Take group or individual action to help address local, regional, and/or global problems.<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - All About Work |
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| STRAND / COURSE | IA.SS.K. | Kindergarten: Spaces and Places |
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| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |  | <b>Civics/ Government</b>                   |
| <b>DETAILED<br/>DESCRIPTOR</b>                |  | <b>Interpret processes, rules, and laws</b> |

GRADE LEVEL EXPECTATION      SS.K.8.      Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)

**Social Studies Online**  
Grade 1 - All About Work

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| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.K.</b> | <b>Kindergarten: Spaces and Places</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>Financial Literacy</b>              |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Analyze credit and debt levels</b>  |

GRADE LEVEL EXPECTATION      SS.K.11.      Explain the difference between buying and borrowing. (21st century skills)

**Social Studies Online**  
Grade 1 - All About Work

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|---|-----------------|--|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.K.</b> | <b>Kindergarten: Spaces and Places</b>   |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>Financial Literacy</b>                |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Create a saving and spending plan</b> |

GRADE LEVEL EXPECTATION      SS.K.12.      Distinguish between appropriate spending choices. (21st century skills)

**Social Studies Online**  
Grade 1 - All About Work

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|---|-----------------|--|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.K.</b> | <b>Kindergarten: Spaces and Places</b>         |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>History</b>                                 |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Analyze change, continuity, and context</b> |

GRADE LEVEL EXPECTATION      SS.K.17.      Compare life in the past to life today.

**Social Studies Online**  
Grade 1 - Life Long Ago

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

**Iowa Student Standards**  
**Science**  
Grade: 1 - Adopted: 2015

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|---------------------------------------|------------------|--|
| <b>STRAND / COURSE</b>                | <b>IA.1-LS1.</b> | <b>From Molecules to Organisms: Structures and Processes</b> |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                  | <b>Students who demonstrate understanding can:</b>           |

DETAILED DESCRIPTOR      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

|                                       |                   |  |
|---------------------------------------|-------------------|--|
| <b>STRAND / COURSE</b>                | <b>IA.1-ESS1.</b> | <b>Earth's Place in the Universe</b>               |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                   | <b>Students who demonstrate understanding can:</b> |

DETAILED DESCRIPTOR      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

**Iowa Student Standards**  
**Social Studies**  
Grade: 1 - Adopted: 2017

|                                       |                 |   |
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| <b>STRAND / COURSE</b>                | <b>IA.SS.1.</b> | <b>1st Grade: Communities and Culture</b> |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                 | <b>Inquiry Anchor Standard</b>            |
| <b>DETAILED DESCRIPTOR</b>            |                 | <b>Taking Informed Action</b>             |

GRADE LEVEL EXPECTATION      SS.1.5.      Take group or individual action to help address local, regional, and/or global problems.

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

|                                       |                 |  |
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| <b>STRAND / COURSE</b>                | <b>IA.SS.1.</b> | <b>1st Grade: Communities and Culture</b>  |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                 | <b>Behavioral Sciences</b>   |
| <b>DETAILED DESCRIPTOR</b>            |                 | <b>Examine factors that led to continuity and change in human and group behavior</b> |

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| GRADE LEVEL EXPECTATION        | SS.1.8.  | Identify students' own cultural practices and those of others within the community and around the world.<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - Families and Neighbors<br>Grade 1 - The Earth Around Us<br>Grade 2 - Living Together  |
| STRAND / COURSE                | IA.SS.1. | 1st Grade: Communities and Culture   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Civics/ Government   |
| DETAILED DESCRIPTOR            |          | Apply civic virtues and democratic principles  |
| GRADE LEVEL EXPECTATION        | SS.1.9.  | Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation. (21st century skills)<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work |
| STRAND / COURSE                | IA.SS.1. | 1st Grade: Communities and Culture   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Civics/ Government   |
| DETAILED DESCRIPTOR            |          | Interpret processes, rules, and laws   |
| GRADE LEVEL EXPECTATION        | SS.1.10. | Compare and contrast rules or laws within different communities and cultures. (21st century skills)<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work  |
| STRAND / COURSE                | IA.SS.1. | 1st Grade: Communities and Culture   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics  |
| DETAILED DESCRIPTOR            |          | Engage in economic decision making   |
| GRADE LEVEL EXPECTATION        | SS.1.11. | Compare the goods and services that people in the local community produce with those that are produced in other communities.<br><br><u><b>Social Studies Online</b></u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money  |
| STRAND / COURSE                | IA.SS.1. | 1st Grade: Communities and Culture   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics  |

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| <b>DETAILED DESCRIPTOR</b> |  | <b>Assess the global economy</b> |
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GRADE LEVEL EXPECTATION SS.1.12. Explain why people in one country trade goods and services with people in other countries.

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

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|---------------------------------------|-----------------|---|
| <b>STRAND / COURSE</b>                | <b>IA.SS.1.</b> | <b>1st Grade: Communities and Culture</b> |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                 | <b>Financial Literacy</b>                 |
| <b>DETAILED DESCRIPTOR</b>            |                 | <b>Develop financial and career goals</b> |

GRADE LEVEL EXPECTATION SS.1.13. Explain why people have different jobs in the community. (21st century skills)

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

|                                       |                 |   |
|---------------------------------------|-----------------|---|
| <b>STRAND / COURSE</b>                | <b>IA.SS.1.</b> | <b>1st Grade: Communities and Culture</b> |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                 | <b>Financial Literacy</b>                 |
| <b>DETAILED DESCRIPTOR</b>            |                 | <b>Analyze credit and debt levels</b>     |

GRADE LEVEL EXPECTATION SS.1.14. Explain why something borrowed must be returned. (21st century skills)

**Social Studies Online**  
Grade 1 - All About Work

|                                       |                 |   |
|---------------------------------------|-----------------|---|
| <b>STRAND / COURSE</b>                | <b>IA.SS.1.</b> | <b>1st Grade: Communities and Culture</b>     |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                 | <b>Geography</b>                              |
| <b>DETAILED DESCRIPTOR</b>            |                 | <b>Evaluate human environment interaction</b> |

GRADE LEVEL EXPECTATION SS.1.17. Describe how environmental characteristics and cultural characteristics impact each other in different regions of the U.S.

**Social Studies Online**  
Grade 2 - Land and Water Around Us  
Washington, DC - Grades K - 5

|                                       |                 |  |
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| <b>STRAND / COURSE</b>                | <b>IA.SS.1.</b> | <b>1st Grade: Communities and Culture</b>      |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                 | <b>History</b>                                 |
| <b>DETAILED DESCRIPTOR</b>            |                 | <b>Analyze change, continuity, and context</b> |

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| GRADE LEVEL<br>EXPECTATION | SS.1.21. | Compare life in the past to life today within different communities and cultural groups, including indigenous communities.<br><br><b><u>Social Studies Online</u></b><br>Grade 1 - Life Long Ago<br>Grade 2 - Early Americans |
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**Main Criteria:** Iowa Student Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 2  
**Correlation Options:** Show Correlated

**Iowa Student Standards**  
**Science**  
Grade: 2 - Adopted: 2015

|                                       |                  |   |
|---------------------------------------|------------------|---|
| <b>STRAND / COURSE</b>                | <b>IA.2-LS2.</b> | <b>Ecosystems: Interactions, Energy, and Dynamics</b> |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                  | <b>Students who demonstrate understanding can:</b>    |

DETAILED  
DESCRIPTOR

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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| <b>STRAND / COURSE</b>                | <b>IA.2-LS4.</b> | <b>Biological Evolution: Unity and Diversity</b>   |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                  | <b>Students who demonstrate understanding can:</b> |

DETAILED  
DESCRIPTOR

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?

|                                       |                   |  |
|---------------------------------------|-------------------|--|
| <b>STRAND / COURSE</b>                | <b>IA.2-ESS1.</b> | <b>Earth's Place in the Universe</b>               |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                   | <b>Students who demonstrate understanding can:</b> |

DETAILED  
DESCRIPTOR

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

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| <b>STRAND / COURSE</b>                | <b>IA.2-ESS2.</b> | <b>Earth's Systems</b>                             |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                   | <b>Students who demonstrate understanding can:</b> |

DETAILED  
DESCRIPTOR

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

**Social Studies Online**

Grade 3 - Geography of Our Communities

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| DETAILED<br>DESCRIPTOR | 2-ESS2-<br>2. | Develop a model to represent the shapes and kinds of land and bodies of water in an area.<br><br><b><u>Social Studies Online</u></b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef? |
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| DETAILED<br>DESCRIPTOR | 2-ESS2-<br>3. | Obtain information to identify where water is found on Earth and that it can be solid or liquid.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities |
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**Iowa Student Standards**

**Social Studies**

Grade: 2 - Adopted: 2017

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| STRAND /<br>COURSE                   | IA.SS.2. | 2nd Grade: Choices and Consequences |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | Inquiry Anchor Standard             |
| DETAILED<br>DESCRIPTOR               |          | Constructing Compelling Questions   |

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| GRADE LEVEL<br>EXPECTATION | SS.2.1. | Explain why a compelling question is important.<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans |
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| STRAND /<br>COURSE                   | IA.SS.2. | 2nd Grade: Choices and Consequences |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | Inquiry Anchor Standard             |
| DETAILED<br>DESCRIPTOR               |          | Constructing Supporting Questions   |

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| GRADE LEVEL<br>EXPECTATION | SS.2.2. | Generate supporting questions across the social studies disciplines related to 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 |
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| STRAND /<br>COURSE                   | IA.SS.2. | 2nd Grade: Choices and Consequences      |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | Inquiry Anchor Standard                  |
| DETAILED<br>DESCRIPTOR               |          | Communicating and Critiquing Conclusions |



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| GRADE LEVEL EXPECTATION        | SS.2.4.  | Construct responses to compelling questions using reasoning, examples, and relevant details<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> |
| STRAND / COURSE                | IA.SS.2. | 2nd Grade: Choices and Consequences  |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Inquiry Anchor Standard  |
| DETAILED DESCRIPTOR            |          | Taking Informed Action   |

|                         |         |   |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | SS.2.5. | Take group or individual action to help address local, regional, and/or global problems.<br><br><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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|--------------------------------|----------|--|
| STRAND / COURSE                | IA.SS.2. | 2nd Grade: Choices and Consequences      |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Civics/ Government                       |
| DETAILED DESCRIPTOR            |          | Analyze civic and political institutions |

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|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | SS.2.8. | Explain the purpose of different government functions. (21st century skills)<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 2 - Our Government At Work</a> |
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| STRAND / COURSE                | IA.SS.2. | 2nd Grade: Choices and Consequences |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics                           |
| DETAILED DESCRIPTOR            |          | Evaluate the national economy       |

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| GRADE LEVEL EXPECTATION | SS.2.11. | Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.<br><br><a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a><br><a href="#">Grade 2 - Work and Money</a><br><a href="#">Grade 3 - I Am a Consumer</a> |
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|--------------------------------|----------|-------------------------------------|
| STRAND / COURSE                | IA.SS.2. | 2nd Grade: Choices and Consequences |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Financial Literacy                  |
| DETAILED DESCRIPTOR            |          | Develop financial and career goals  |

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|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | SS.2.14. | Explain how different careers take different levels of education. (21st century skills)  |
|                         |          | <a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a><br><a href="#">Grade 2 - Work and Money</a><br><a href="#">Grade 3 - I Am a Consumer</a> |

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|--------------------------------|----------|-------------------------------------|
| STRAND / COURSE                | IA.SS.2. | 2nd Grade: Choices and Consequences |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Financial Literacy                  |
| DETAILED DESCRIPTOR            |          | Create a saving and spending plan   |

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | SS.2.15. | Evaluate choices and consequences for spending and saving. (21st century skills)   |
|                         |          | <a href="#">Social Studies Online</a><br><a href="#">Grade 1 - All About Work</a><br><a href="#">Grade 2 - Work and Money</a><br><a href="#">Grade 3 - I Am a Consumer</a> |

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|--------------------------------|----------|---|
| STRAND / COURSE                | IA.SS.2. | 2nd Grade: Choices and Consequences     |
| ESSENTIAL CONCEPT AND/OR SKILL |          | History                                 |
| DETAILED DESCRIPTOR            |          | Analyze change, continuity, and context |

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|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | SS.2.20. | Determine the influence of particular individuals and groups who have shaped significant historical change.   |
|                         |          | <a href="#">Social Studies Online</a><br><a href="#">Grade 2 - Early Americans</a><br><a href="#">Grade 3 - How The Country Was Settled</a><br><a href="#">Grade 3 - The First Americans</a><br><a href="#">Washington, DC - Grades K - 5</a> |

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

**Iowa Student Standards**  
**Science**  
Grade: 3 - Adopted: 2015

| STRAND / COURSE                | IA.3-LS1. | From Molecules to Organisms: Structures and Processes |
|--------------------------------|-----------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |           | Students who demonstrate understanding can:           |

DETAILED  
DESCRIPTOR

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

| STRAND / COURSE                | IA.3-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
|--------------------------------|-----------|--|
| ESSENTIAL CONCEPT AND/OR SKILL |           | Students who demonstrate understanding can:    |

DETAILED  
DESCRIPTOR

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?

| STRAND / COURSE                | IA.3-LS4. | Biological Evolution: Unity and Diversity   |
|--------------------------------|-----------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |           | Students who demonstrate understanding can: |

DETAILED  
DESCRIPTOR

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.

**Social Studies Online**  
African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Galapagos Islands  
Grade 2 - Land and Water Around Us  
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?

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

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| DETAILED<br>DESCRIPTOR | 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.  |
|                        |          | <u><b>Social Studies Online</b></u><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Galapagos Islands<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>Grade 4 - West Region Today<br>Who Lives On a Coral Reef? |

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| STRAND /<br>COURSE                   | IA.3-<br>ESS2. | Earth's Systems                             |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |                | Students who demonstrate understanding can: |

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

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| DETAILED<br>DESCRIPTOR | 3-ESS2-<br>2. | Obtain and combine information to describe climates in different regions of the world.   |
|                        |               | <u><b>Social Studies Online</b></u><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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| STRAND /<br>COURSE                   | IA.3-<br>ESS3. | Earth and Human Activity                    |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |                | Students who demonstrate understanding can: |

DETAILED DESCRIPTOR 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

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

**Iowa Student Standards**  
**Social Studies**  
Grade: 3 - Adopted: 2017

|                                |          |  |
|--------------------------------|----------|--|
| STRAND / COURSE                | IA.SS.3. | 3rd Grade: Immigration and Migration                             |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Behavioral Sciences  |
| DETAILED DESCRIPTOR            |          | Recognize the interaction between individuals and various groups |

GRADE LEVEL EXPECTATION SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.

[Social Studies Online](#)  
Grade 2 - Our Government At Work  
Grade 3 - A Country of Cultures  
Grade 3 - How The Country Was Settled  
Grade 3 - The First Americans  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Early Beginnings

|                                |          |   |
|--------------------------------|----------|---|
| STRAND / COURSE                | IA.SS.3. | 3rd Grade: Immigration and Migration  |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Behavioral Sciences   |
| DETAILED DESCRIPTOR            |          | Examine factors that led to continuity and change in human and group behavior |

GRADE LEVEL EXPECTATION SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.

[Social Studies Online](#)  
Grade 2 - Early Americans  
Grade 2 - Our Government At Work  
Grade 3 - A Country of Cultures  
Grade 3 - How The Country Was Settled  
Grade 3 - The First Americans  
Grade 4 - Southeast Region of the U.S.  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Early Beginnings

|                                |          |                                      |
|--------------------------------|----------|--------------------------------------|
| STRAND / COURSE                | IA.SS.3. | 3rd Grade: Immigration and Migration |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Civics/ Government                   |
| DETAILED DESCRIPTOR            |          | Interpret processes, rules, and laws |

|                                |          |   |
|--------------------------------|----------|---|
| GRADE LEVEL EXPECTATION        | SS.3.11. | Provide examples of historical and contemporary ways that societies have changed. (21st century skills)<br><br><b><u>Social Studies Online</u></b><br>Grade 2 - Early Americans<br>Grade 2 - Our Government At Work<br>Grade 3 - A Country of Cultures<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings |
| STRAND / COURSE                | IA.SS.3. | 3rd Grade: Immigration and Migration  |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics   |
| DETAILED DESCRIPTOR            |          | Engage in economic decision making  |

GRADE LEVEL EXPECTATION SS.3.12. Use historical examples to describe how scarcity requires a person to make choices.

**Social Studies Online**  
Grade 2 - Work and Money  
Grade 3 - Businesses At Work

|                                |          |                                      |
|--------------------------------|----------|--------------------------------------|
| STRAND / COURSE                | IA.SS.3. | 3rd Grade: Immigration and Migration |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics                            |
| DETAILED DESCRIPTOR            |          | Critique exchange and markets        |

GRADE LEVEL EXPECTATION SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.

**Social Studies Online**  
Grade 3 - Businesses At Work

|                                |          |                                      |
|--------------------------------|----------|--------------------------------------|
| STRAND / COURSE                | IA.SS.3. | 3rd Grade: Immigration and Migration |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics                            |
| DETAILED DESCRIPTOR            |          | Assess the global economy            |

GRADE LEVEL EXPECTATION SS.3.15. Analyze why and how individuals, businesses, and nations around the world specialize and trade.

**Social Studies Online**  
Exploring Cuba  
Grade 2 - Work and Money  
Grade 3 - Businesses At Work

|                 |          |                                      |
|-----------------|----------|--------------------------------------|
| STRAND / COURSE | IA.SS.3. | 3rd Grade: Immigration and Migration |
|-----------------|----------|--------------------------------------|

|   |  |   |
|---|--|---|
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |  | <b>Financial Literacy</b>                 |
| <b>DETAILED<br/>DESCRIPTOR</b>                |  | <b>Develop financial and career goals</b> |

GRADE LEVEL EXPECTATION SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.

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

|   |                 |   |
|---|-----------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.3.</b> | <b>3rd Grade: Immigration and Migration</b>       |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>Financial Literacy</b>                         |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Evaluate savings and long term investments</b> |

GRADE LEVEL EXPECTATION SS.3.18. Determine the importance of saving/investing in relation to future needs. (21st century skills)

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

|   |                 |   |
|---|-----------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.3.</b> | <b>3rd Grade: Immigration and Migration</b>   |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>Geography</b>                              |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Evaluate human environment interaction</b> |

GRADE LEVEL EXPECTATION SS.3.20. Describe how cultural characteristics influence people's choices to live in different regions of the U.S.

**Social Studies Online**  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Midwest Region Today  
 Grade 4 - Northeast  
 Grade 4 - Southwest Region Today  
 Grade 4 - West Region Today  
 Washington, DC - Grades K - 5

|   |                 |   |
|---|-----------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.3.</b> | <b>3rd Grade: Immigration and Migration</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>History</b>                              |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Compare perspectives</b>                 |

GRADE LEVEL EXPECTATION SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.

**Social Studies Online**  
 Grade 4 - Northeast  
 Grade 4 - West Region Geography

|                                      |          |                                      |
|--------------------------------------|----------|--------------------------------------|
| STRAND /<br>COURSE                   | IA.SS.3. | 3rd Grade: Immigration and Migration |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | History                              |
| DETAILED<br>DESCRIPTOR               |          | Justify causation and argumentation  |

GRADE LEVEL EXPECTATION      SS.3.25.      Explain probable causes and effects of events and developments.

**Social Studies Online**

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City



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

**Iowa Student Standards**  
**Science**  
Grade: 4 - Adopted: 2015

|                                       |                  |  |
|---------------------------------------|------------------|--|
| <b>STRAND / COURSE</b>                | <b>IA.4-PS4.</b> | <b>Waves and their Applications in Technologies for Information Transfer</b> |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                  | <b>Students who demonstrate understanding can:</b>                           |

DETAILED  
DESCRIPTOR

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

**Social Studies Online**  
Grade 3 - Geography of Our Communities

|                                       |                  |  |
|---------------------------------------|------------------|--|
| <b>STRAND / COURSE</b>                | <b>IA.4-LS1.</b> | <b>From Molecules to Organisms: Structures and Processes</b> |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                  | <b>Students who demonstrate understanding can:</b>           |

DETAILED  
DESCRIPTOR

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?

DETAILED  
DESCRIPTOR

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

**Social Studies Online**  
Grade 4 - West Region Geography  
Who Lives On a Coral Reef?

|                                       |                   |  |
|---------------------------------------|-------------------|--|
| <b>STRAND / COURSE</b>                | <b>IA.4-ESS2.</b> | <b>Earth's Systems</b>                             |
| <b>ESSENTIAL CONCEPT AND/OR SKILL</b> |                   | <b>Students who demonstrate understanding can:</b> |

|                        |               |  |
|------------------------|---------------|--|
| DETAILED<br>DESCRIPTOR | 4-ESS2-<br>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.<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - Midwest Region Today<br>Grade 4 - Southwest Region Early Beginnings<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
|------------------------|---------------|--|

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| STRAND /<br>COURSE                   | IA.4-<br>ESS3. | Earth and Human Activity                    |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |                | Students who demonstrate understanding can: |

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| DETAILED<br>DESCRIPTOR | 4-ESS3-<br>1. | Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today<br>The Sahara Desert |
|------------------------|---------------|--|

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|------------------------|---------------|--|
| DETAILED<br>DESCRIPTOR | 4-ESS3-<br>2. | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.<br><br><b><u>Social Studies Online</u></b><br>Grade 3 - Geography of Our Communities |
|------------------------|---------------|--|

**Iowa Student Standards**  
**Social Studies**  
Grade: 4 - Adopted: 2017

|                                      |          |                                   |
|--------------------------------------|----------|-----------------------------------|
| STRAND /<br>COURSE                   | IA.SS.4. | 4th Grade: Change and Continuity  |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | Inquiry Anchor Standard           |
| DETAILED<br>DESCRIPTOR               |          | Constructing Compelling Questions |

|                            |         |   |
|----------------------------|---------|---|
| GRADE LEVEL<br>EXPECTATION | SS.4.1. | Explain how a compelling question represents key ideas 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>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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| STRAND /<br>COURSE                   | IA.SS.4. | 4th Grade: Change and Continuity         |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | Inquiry Anchor Standard                  |
| DETAILED<br>DESCRIPTOR               |          | Communicating and Critiquing Conclusions |

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| GRADE LEVEL<br>EXPECTATION | SS.4.4. | Construct responses to compelling questions using reasoning, examples, and relevant details. |
|----------------------------|---------|--|

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

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| STRAND /<br>COURSE                   | IA.SS.4. | 4th Grade: Change and Continuity              |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | Civics/ Government                            |
| DETAILED<br>DESCRIPTOR               |          | Apply civic virtues and democratic principles |

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION   | SS.4.8. | Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills) |
| <a href="#">Social Studies Online</a><br><a href="#">Grade 3 - How Government Helps Our Communities</a> |         |  |

|                                |          |                                      |
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| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity     |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Civics/ Government                   |
| DETAILED DESCRIPTOR            |          | Interpret processes, rules, and laws |

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|---|----------|---|
| GRADE LEVEL EXPECTATION   | SS.4.10. | Describe how societies have changed in the past and continue to change. (21st century skills) |
| <a href="#">Social Studies Online</a><br><a href="#">Ancient China - Qin &amp; Han Dynasties</a><br><a href="#">Canada: Our Northern Neighbor</a><br><a href="#">Grade 3 - The First Americans</a><br><a href="#">Grade 4 - Northeast</a> |          |   |

|                                |          |                                    |
|--------------------------------|----------|------------------------------------|
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics                          |
| DETAILED DESCRIPTOR            |          | Engage in economic decision making |

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION   | SS.4.11. | Describe how scarcity requires a person to make a choice and identify costs associated with that choice. |
| <a href="#">Social Studies Online</a><br><a href="#">Grade 3 - Businesses At Work</a> |          |  |

|                                |          |                                  |
|--------------------------------|----------|----------------------------------|
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Economics                        |
| DETAILED DESCRIPTOR            |          | Evaluate the national economy    |

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION   | SS.4.14. | Explain the reasons why the costs of goods and services rise and fall. |
| <a href="#">Social Studies Online</a><br><a href="#">Grade 3 - Businesses At Work</a> |          |  |

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|--------------------------------|----------|-----------------------------------|
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity  |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Financial Literacy                |
| DETAILED DESCRIPTOR            |          | Create a saving and spending plan |

|                                |          |  |
|--------------------------------|----------|--|
| GRADE LEVEL EXPECTATION        | SS.4.15. | Identify factors that can influence people's different spending and saving choices. (21st century skills)<br><br><u><b>Social Studies Online</b></u><br>Grade 3 - I Am a Consumer  |
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Geography  |
| DETAILED DESCRIPTOR            |          | Create geographic representations  |
| GRADE LEVEL EXPECTATION        | SS.4.17. | Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.<br><br><u><b>Social Studies Online</b></u><br>Amazon Rainforest - Grades 2-5<br>Canada: Our Northern Neighbor<br>Grade 3 - A Country of Cultures<br>Grade 3 - Geography of Our Communities<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Today |
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Geography  |
| DETAILED DESCRIPTOR            |          | Evaluate human environment interaction   |
| GRADE LEVEL EXPECTATION        | SS.4.18. | Describe how environmental and cultural characteristics influence population distribution in specific places or regions.<br><br><u><b>Social Studies Online</b></u><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Ancient China - Qin & Han Dynasties<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography   |
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity   |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Geography  |
| DETAILED DESCRIPTOR            |          | Analyze human population movement and patterns   |

|                                |          |   |
|--------------------------------|----------|---|
| GRADE LEVEL EXPECTATION        | SS.4.19. | Explain influences on the development and decline of different modes of transportation in U.S. regions.<br><br><u><b>Social Studies Online</b></u><br>Grade 3 - How The Country Was Settled<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - West Region Early Beginnings |
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity  |
| ESSENTIAL CONCEPT AND/OR SKILL |          | History   |
| DETAILED DESCRIPTOR            |          | Compare perspectives  |

|                         |          |   |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | SS.4.21. | Analyze conflicting perspectives on historical and current events/issues.<br><br><u><b>Social Studies Online</b></u><br>Canada: Our Northern Neighbor<br>Grade 4 - Northeast<br>Grade 4 - West Region Geography |
|-------------------------|----------|---|

|                                |          |                                     |
|--------------------------------|----------|-------------------------------------|
| STRAND / COURSE                | IA.SS.4. | 4th Grade: Change and Continuity    |
| ESSENTIAL CONCEPT AND/OR SKILL |          | History                             |
| DETAILED DESCRIPTOR            |          | Justify causation and argumentation |

|                         |          |   |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | SS.4.23. | Explain probable causes and effects of events and developments.<br><br><u><b>Social Studies Online</b></u><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>Canada: Our Northern Neighbor<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 |
|-------------------------|----------|---|

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

**Iowa Student Standards**  
**Science**  
Grade: 5 - Adopted: 2015

| STRAND / COURSE                | IA.5-PS3. | Energy                                      |
|--------------------------------|-----------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |           | Students who demonstrate understanding can: |

DETAILED  
DESCRIPTOR

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?

| STRAND / COURSE                | IA.5-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
|--------------------------------|-----------|--|
| ESSENTIAL CONCEPT AND/OR SKILL |           | Students who demonstrate understanding can:    |

DETAILED  
DESCRIPTOR

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?

| STRAND / COURSE                | IA.5-ESS2. | Earth's Systems                             |
|--------------------------------|------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can: |

DETAILED  
DESCRIPTOR

5-ESS2-1.

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

|  |               |   |
|--|---------------|---|
| DETAILED<br>DESCRIPTOR   | 5-ESS2-<br>2. | Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. |
| <u><b>Social Studies Online</b></u><br>National Parks - Nevada, California |               |   |

|                                      |                |   |
|--------------------------------------|----------------|---|
| STRAND /<br>COURSE                   | IA.5-<br>ESS3. | Earth and Human Activity                    |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |                | Students who demonstrate understanding can: |

|                        |               |  |
|------------------------|---------------|--|
| DETAILED<br>DESCRIPTOR | 5-ESS3-<br>1. | Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and 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  
Grade 4 - West Region Today  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
Who Lives On a Coral Reef?

**Iowa Student Standards**  
**Social Studies**  
Grade: 5 - Adopted: 2017

|                                      |          |  |
|--------------------------------------|----------|--|
| STRAND /<br>COURSE                   | IA.SS.5. | 5th Grade: Rights and Responsibilities |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |          | Inquiry Anchor Standard                |
| DETAILED<br>DESCRIPTOR               |          | Constructing Compelling Questions      |

|                            |         |   |
|----------------------------|---------|---|
| GRADE LEVEL<br>EXPECTATION | SS.5.1. | Identify the disciplinary concepts and ideas associated with a compelling question. |
|----------------------------|---------|---|

**Social Studies Online**  
Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Ancient Egypt - Land of the Pharaohs  
Ancient Egypt - Land of the Pyramids  
Ancient Greece  
Ancient Mayan Civilization  
Ancient Rome  
Canada: Coast to Coast  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Early Beginnings  
Grade 4 - West Region Today  
Rome - The Eternal City

|                    |          |  |
|--------------------|----------|--|
| STRAND /<br>COURSE | IA.SS.5. | 5th Grade: Rights and Responsibilities |
|--------------------|----------|--|



|   |  |   |
|---|--|---|
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |  | <b>Inquiry Anchor Standard</b>              |
| <b>DETAILED<br/>DESCRIPTOR</b>                |  | <b>Developing Claims and Using Evidence</b> |

GRADE LEVEL EXPECTATION SS.5.4. Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.

**Social Studies Online**

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - West Region Geography

|   |                 |  |
|---|-----------------|--|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.5.</b> | <b>5th Grade: Rights and Responsibilities</b>        |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>Civics/ Government</b>                            |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Apply civic virtues and democratic principles</b> |

GRADE LEVEL EXPECTATION SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)

**Social Studies Online**

Grade 4 - Northeast

|   |                 |   |
|---|-----------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.5.</b> | <b>5th Grade: Rights and Responsibilities</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>Economics</b>                              |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Assess the global economy</b>              |

GRADE LEVEL EXPECTATION SS.5.15. Explain how trade impacts relationships between countries.

**Social Studies Online**

Exploring Cuba

|   |                 |   |
|---|-----------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.5.</b> | <b>5th Grade: Rights and Responsibilities</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                 | <b>Geography</b>                              |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                 | <b>Create geographic representations</b>      |

GRADE LEVEL EXPECTATION SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.

**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

Ancient China - Qin & Han Dynasties

|                                |          |  |
|--------------------------------|----------|--|
| STRAND / COURSE                | IA.SS.5. | 5th Grade: Rights and Responsibilities         |
| ESSENTIAL CONCEPT AND/OR SKILL |          | Geography                                      |
| DETAILED DESCRIPTOR            |          | Analyze human population movement and patterns |

GRADE LEVEL EXPECTATION SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.

**Social Studies Online**

Grade 4 - West Region Early Beginnings

|                                |          |   |
|--------------------------------|----------|---|
| STRAND / COURSE                | IA.SS.5. | 5th Grade: Rights and Responsibilities  |
| ESSENTIAL CONCEPT AND/OR SKILL |          | History                                 |
| DETAILED DESCRIPTOR            |          | Analyze change, continuity, and context |

GRADE LEVEL EXPECTATION SS.5.21. Describe the connections between historical developments that occurred within the same time period.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

|                                |          |  |
|--------------------------------|----------|--|
| STRAND / COURSE                | IA.SS.5. | 5th Grade: Rights and Responsibilities |
| ESSENTIAL CONCEPT AND/OR SKILL |          | History                                |
| DETAILED DESCRIPTOR            |          | Compare perspectives                   |

GRADE LEVEL EXPECTATION SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.

**Social Studies Online**

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - West Region Geography

|                 |          |  |
|-----------------|----------|--|
| STRAND / COURSE | IA.SS.5. | 5th Grade: Rights and Responsibilities |
|-----------------|----------|--|

| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |  | History                             |
|--------------------------------------|--|-------------------------------------|
| DETAILED<br>DESCRIPTOR               |  | Justify causation and argumentation |

GRADE LEVEL SS.5.24. Explain probable causes and effects of historical developments.  
EXPECTATION

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

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

**Iowa Student Standards**  
**Science**  
Grade: 6 - Adopted: 2015

| STRAND / COURSE                | IA.MS-ESS2. | Earth's Systems                             |
|--------------------------------|-------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |             | Students who demonstrate understanding can: |

|                     |            |   |
|---------------------|------------|---|
| DETAILED DESCRIPTOR | 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><u><b>Social Studies Online</b></u><br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands |
|---------------------|------------|---|

|                     |            |   |
|---------------------|------------|---|
| DETAILED DESCRIPTOR | 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><u><b>Social Studies Online</b></u><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
|---------------------|------------|---|

|                     |            |  |
|---------------------|------------|--|
| DETAILED DESCRIPTOR | 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><u><b>Social Studies Online</b></u><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
|---------------------|------------|--|

| STRAND / COURSE                | IA.MS-ESS3. | Earth and Human Activity                    |
|--------------------------------|-------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |             | Students who demonstrate understanding can: |

|                     |            |  |
|---------------------|------------|--|
| DETAILED DESCRIPTOR | 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><u><b>Social Studies Online</b></u><br>Amazon Rainforest - People and Threats - Grades 2-5<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<br>The Sahara Desert |
|---------------------|------------|--|

| STRAND / COURSE                | IA.MS-LS1. | From Molecules to Organisms: Structures and Processes |
|--------------------------------|------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can:           |

|                        |               |   |
|------------------------|---------------|---|
| DETAILED<br>DESCRIPTOR | MS-LS1-<br>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?**

**Iowa Student Standards**  
**Social Studies**  
Grade: 6 - Adopted: 2017

|   |                          |  |
|---|--------------------------|--|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.6-<br/>WRC.</b> | <b>6th Grade: World Regions and Cultures</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                          | <b>Inquiry Anchor Standard</b>               |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                          | <b>Constructing Compelling Questions</b>     |

|                            |         |  |
|----------------------------|---------|--|
| GRADE LEVEL<br>EXPECTATION | SS.6.1. | Explain how disciplinary concepts and ideas are associated with a compelling question. |
|----------------------------|---------|--|

**Social Studies Online**  
Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Ancient Egypt - Land of the Pharaohs  
Ancient Egypt - Land of the Pyramids  
Ancient Greece  
Ancient Mayan Civilization  
Ancient Rome  
Canada: Coast to Coast  
Rome - The Eternal City

|   |                          |  |
|---|--------------------------|--|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.6-<br/>WRC.</b> | <b>6th Grade: World Regions and Cultures</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                          | <b>Inquiry Anchor Standard</b>               |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                          | <b>Developing Claims and Using Evidence</b>  |

|                            |         |  |
|----------------------------|---------|--|
| GRADE LEVEL<br>EXPECTATION | SS.6.5. | With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations. |
|----------------------------|---------|--|

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

|   |                          |  |
|---|--------------------------|--|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.6-<br/>WRC.</b> | <b>6th Grade: World Regions and Cultures</b>   |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                          | <b>Behavioral Sciences</b>   |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                          | <b>Examine factors that led to continuity and change in human and group behavior</b> |

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | SS.6.13. | Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.<br><br><b><u>Social Studies Online</u></b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Canada: Our Northern Neighbor<br>Exploring Cuba |
|-------------------------|----------|--|

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|--------------------------------|--------------|---------------------------------------|
| STRAND / COURSE                | IA.SS.6-WRC. | 6th Grade: World Regions and Cultures |
| ESSENTIAL CONCEPT AND/OR SKILL |              | Geography                             |
| DETAILED DESCRIPTOR            |              | Create geographic representations     |

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | SS.6.16. | Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.<br><br><b><u>Social Studies Online</u></b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Barcelona<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>London - City of Pomp & Majesty<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Paris - City of Light - Grades 6 - 12<br>The Sahara Desert<br>Tokyo - City of Contrasts |
|-------------------------|----------|--|

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| STRAND / COURSE                | IA.SS.6-WRC. | 6th Grade: World Regions and Cultures  |
| ESSENTIAL CONCEPT AND/OR SKILL |              | Geography                              |
| DETAILED DESCRIPTOR            |              | Evaluate human environment interaction |

|  |          |   |
|--|----------|---|
| GRADE LEVEL EXPECTATION  | SS.6.17. | Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there. |
| <b><u>Social Studies Online</u></b><br><a href="#">African Safari</a><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - Grades 6-8</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br><a href="#">Ancient China - Qin &amp; Han Dynasties</a><br><a href="#">Barcelona</a><br><a href="#">Canada: Coast to Coast</a><br><a href="#">Canada: Our Northern Neighbor</a><br><a href="#">Exploring Cuba</a><br><a href="#">London - City of Pomp &amp; Majesty</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><br><a href="#">Paris - City of Light - Grades 6 - 12</a><br><a href="#">The Sahara Desert</a><br><a href="#">Tokyo - City of Contrasts</a> |          |   |

|                                |              |                                       |
|--------------------------------|--------------|---------------------------------------|
| STRAND / COURSE                | IA.SS.6-WRC. | 6th Grade: World Regions and Cultures |
| ESSENTIAL CONCEPT AND/OR SKILL |              | Geography                             |
| DETAILED DESCRIPTOR            |              | Analyze global interconnections       |

|  |          |   |
|--|----------|---|
| GRADE LEVEL EXPECTATION  | SS.6.19. | Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions. |
| <b><u>Social Studies Online</u></b><br><a href="#">Amazon Rainforest - Grades 2-5</a><br><a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a><br><a href="#">Ancient China - Qin &amp; Han Dynasties</a><br><a href="#">Canada: Coast to Coast</a><br><a href="#">Canada: Our Northern Neighbor</a> |          |   |

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| STRAND / COURSE                | IA.SS.6-WRC. | 6th Grade: World Regions and Cultures   |
| ESSENTIAL CONCEPT AND/OR SKILL |              | History                                 |
| DETAILED DESCRIPTOR            |              | Analyze change, continuity, and context |

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|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | SS.6.20. | Analyze connections among historical events and developments in various geographic and cultural contexts.<br><br><u><b>Social Studies Online</b></u><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<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: Our Northern Neighbor |
|-------------------------|----------|--|

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|--------------------------------|--------------|---------------------------------------|
| STRAND / COURSE                | IA.SS.6-WRC. | 6th Grade: World Regions and Cultures |
| ESSENTIAL CONCEPT AND/OR SKILL |              | History                               |
| DETAILED DESCRIPTOR            |              | Compare perspectives                  |

|                         |          |   |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | SS.6.21. | Explain how and why perspectives of people have changed throughout different historical eras.<br><br><u><b>Social Studies Online</b></u><br>Canada: Our Northern Neighbor |
|-------------------------|----------|---|

|                                |              |                                       |
|--------------------------------|--------------|---------------------------------------|
| STRAND / COURSE                | IA.SS.6-WRC. | 6th Grade: World Regions and Cultures |
| ESSENTIAL CONCEPT AND/OR SKILL |              | History                               |
| DETAILED DESCRIPTOR            |              | Justify causation and argumentation   |

|                         |          |   |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | SS.6.22. | Explain multiple causes and effects of events and developments in the past.<br><br><u><b>Social Studies Online</b></u><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>Canada: Our Northern Neighbor<br>Rome - The Eternal City |
|-------------------------|----------|---|

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| STRAND / COURSE                |  | Reading Standards for Literacy in History/Social Studies 6-12 |
| ESSENTIAL CONCEPT AND/OR SKILL |  | Craft and Structure   |



|                                      |  |
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| DETAILED<br>DESCRIPTOR               | <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)</p> <p><b><u>Social Studies Online</u></b><br/> Ancient China - Qin &amp; Han Dynasties<br/> Canada: Coast to Coast<br/> Canada: Our Northern Neighbor<br/> The Sahara Desert</p>   |
| STRAND /<br>COURSE                   | Reading Standards for Literacy in History/Social Studies 6-12  |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL | Integration of Knowledge and Ideas   |
| DETAILED<br>DESCRIPTOR               | <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (RH.6-8.7)</p> <p><b><u>Social Studies Online</u></b><br/> African Safari<br/> Amazon Rainforest - Grades 2-5<br/> Amazon Rainforest - Grades 6-8<br/> Amazon Rainforest - People and Threats - Grades 2-5<br/> Amazon Rainforest - People and Threats - Grades 6-8<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/> Barcelona<br/> Canada: Coast to Coast<br/> Canada: Our Northern Neighbor<br/> Exploring Cuba<br/> Galapagos Islands<br/> How Coral Reefs Are Formed<br/> Jerusalem - Then and Now (Older Grades)<br/> London - City of Pomp &amp; Majesty<br/> National Parks - Alaska &amp; Hawaii<br/> National Parks - Nevada, California<br/> National Parks - Washington, Oregon, Idaho, Montana, Colorado<br/> National Parks - Wyoming, Utah<br/> Paris - City of Light - Grades 6 - 12<br/> Rome - The Eternal City<br/> The Sahara Desert<br/> Tokyo - City of Contrasts<br/> Washington, DC - Grades 6 - 12<br/> Who Lives On a Coral Reef?</p> |

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

**Iowa Student Standards**  
**Science**  
Grade: 7 - Adopted: 2015

| STRAND / COURSE                | IA.MS-LS1. | From Molecules to Organisms: Structures and Processes |
|--------------------------------|------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can:           |

DETAILED DESCRIPTOR 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

| STRAND / COURSE                | IA.MS-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
|--------------------------------|------------|--|
| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can:    |

DETAILED DESCRIPTOR MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

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

DETAILED DESCRIPTOR MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

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

DETAILED DESCRIPTOR MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

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

**Iowa Student Standards**  
**Social Studies**  
Grade: 7 - Adopted: 2017

| STRAND / COURSE | IA.SS.7-CGS. | 7th Grade: Contemporary Global Studies |
|-----------------|--------------|--|
|-----------------|--------------|--|

|   |  |                                  |
|---|--|----------------------------------|
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |  | <b>Economics</b>                 |
| <b>DETAILED<br/>DESCRIPTOR</b>                |  | <b>Assess the global economy</b> |

GRADE LEVEL EXPECTATION SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.

[Social Studies Online](#)  
Exploring Cuba

|   |                          |   |
|---|--------------------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.7-<br/>CGS.</b> | <b>7th Grade: Contemporary Global Studies</b>         |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                          | <b>Geography</b>                                      |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                          | <b>Analyze human population movement and patterns</b> |

GRADE LEVEL EXPECTATION SS.7.21. Evaluate the push and pull factors involved in human population movement and patterns.

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

|   |                          |   |
|---|--------------------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.7-<br/>CGS.</b> | <b>7th Grade: Contemporary Global Studies</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                          | <b>Geography</b>                              |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                          | <b>Analyze global interconnections</b>        |

GRADE LEVEL EXPECTATION SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

[Social Studies Online](#)  
Exploring Cuba

GRADE LEVEL EXPECTATION SS.7.23. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

[Social Studies Online](#)  
Amazon Rainforest - People and Threats - Grades 6-8  
Ancient China - Qin & Han Dynasties  
Canada: Coast to Coast  
Canada: Our Northern Neighbor

|   |                          |   |
|---|--------------------------|---|
| <b>STRAND /<br/>COURSE</b>                    | <b>IA.SS.7-<br/>CGS.</b> | <b>7th Grade: Contemporary Global Studies</b> |
| <b>ESSENTIAL<br/>CONCEPT<br/>AND/OR SKILL</b> |                          | <b>History</b>                                |
| <b>DETAILED<br/>DESCRIPTOR</b>                |                          | <b>Justify causation and argumentation</b>    |

|                            |          |  |
|----------------------------|----------|--|
| GRADE LEVEL<br>EXPECTATION | SS.7.26. | <p>Explain multiple causes and effects of various contemporary global events and developments.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p> |
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| STRAND /<br>COURSE                   |  | Reading Standards for Literacy in History/Social Studies 6-12 |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |  | Craft and Structure   |

DETAILED  
DESCRIPTOR

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

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

|                                      |  |   |
|--------------------------------------|--|---|
| STRAND /<br>COURSE                   |  | Reading Standards for Literacy in History/Social Studies 6-12 |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |  | Integration of Knowledge and Ideas                            |

DETAILED  
DESCRIPTOR

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

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

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

**Iowa Student Standards**  
**Science**  
Grade: 8 - Adopted: 2015

| STRAND / COURSE                | IA.MS-PS1. | Matter and Its Interactions                 |
|--------------------------------|------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can: |

DETAILED DESCRIPTOR 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

| STRAND / COURSE                | IA.MS-LS2. | Ecosystems: Interactions, Energy, and Dynamics |
|--------------------------------|------------|--|
| ESSENTIAL CONCEPT AND/OR SKILL |            | Students who demonstrate understanding can:    |

DETAILED DESCRIPTOR MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

**Social Studies Online**  
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

| STRAND / COURSE                | IA.MS-ESS2. | Earth's Systems                             |
|--------------------------------|-------------|---|
| ESSENTIAL CONCEPT AND/OR SKILL |             | Students who demonstrate understanding can: |

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

**Social Studies Online**  
Canada: Coast to Coast

DETAILED DESCRIPTOR MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

**Social Studies Online**  
Galapagos Islands

| STRAND / COURSE | IA.MS-ESS3. | Earth and Human Activity |
|-----------------|-------------|--------------------------|
|-----------------|-------------|--------------------------|

| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |                | Students who demonstrate understanding can:   |
|--------------------------------------|----------------|---|
| DETAILED<br>DESCRIPTOR               | MS-<br>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="#">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> |
| DETAILED<br>DESCRIPTOR               | MS-<br>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>  |
| DETAILED<br>DESCRIPTOR               | MS-<br>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>   |

Iowa Student Standards  
Social Studies  
Grade: 8 - Adopted: 2017

| STRAND /<br>COURSE                   | IA.SS.8-<br>USH. | 8th Grade: United States History and Civic Ideals |
|--------------------------------------|------------------|---|
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |                  | Civics/ Government                                |
| DETAILED<br>DESCRIPTOR               |                  | Analyze civic and political institutions          |

|                            |          |  |
|----------------------------|----------|--|
| GRADE LEVEL<br>EXPECTATION | SS.8.14. | <p>Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens. (21st century skills)</p> <p><b><u>Social Studies Online</u></b><br/> <a href="#">Washington, DC - Grades 6 - 12</a></p> |
|----------------------------|----------|--|

| STRAND /<br>COURSE                   | IA.SS.8-<br>USH. | 8th Grade: United States History and Civic Ideals |
|--------------------------------------|------------------|---|
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |                  | Geography   |
| DETAILED<br>DESCRIPTOR               |                  | Evaluate human environment interaction            |

|                            |          |  |
|----------------------------|----------|--|
| GRADE LEVEL<br>EXPECTATION | SS.8.18. | Explain how the physical and human characteristics of places and regions influence culture.<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>Barcelona<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>London - City of Pomp & Majesty<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Paris - City of Light - Grades 6 - 12<br>Tokyo - City of Contrasts |
|----------------------------|----------|--|

|                                      |  |   |
|--------------------------------------|--|---|
| STRAND /<br>COURSE                   |  | Reading Standards for Literacy in History/Social Studies 6-12 |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |  | Craft and Structure   |

DETAILED  
DESCRIPTOR

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

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

|                                      |  |   |
|--------------------------------------|--|---|
| STRAND /<br>COURSE                   |  | Reading Standards for Literacy in History/Social Studies 6-12 |
| ESSENTIAL<br>CONCEPT<br>AND/OR SKILL |  | Integration of Knowledge and Ideas                            |

DETAILED  
DESCRIPTOR

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

**Social Studies Online**  
Amazon Rainforest - Grades 6-8  
Amazon Rainforest - People and Threats - Grades 6-8  
Ancient Egypt - Land of the Pharaohs  
Ancient Egypt - Land of the Pyramids  
Ancient Greece  
Ancient Mayan Civilization  
Ancient Rome  
Barcelona  
Canada: Coast to Coast  
Canada: Our Northern Neighbor  
Exploring Cuba  
Galapagos Islands  
Jerusalem - Then and Now (Older Grades)  
London - City of Pomp & Majesty  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
Paris - City of Light - Grades 6 - 12  
Rome - The Eternal City  
Tokyo - City of Contrasts  
Washington, DC - Grades 6 - 12