

**Main Criteria:** Massachusetts Curriculum Frameworks

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Massachusetts Curriculum Frameworks**

**Science**

Grade: 4 - Adopted: 2016

FOCUS / COURSE	MA.4-ESS.	Grade 4: Earth and Space Sciences
STRAND	ESS2.	Earth's Systems

STANDARD / CONCEPT / SKILL	4-ESS2-1.	Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STANDARD / CONCEPT / SKILL	4-ESS2-2.	Analyze and interpret maps of Earth's mountain ranges, deep ocean trenches, volcanoes, and earthquake epicenters to describe patterns of these features and their locations relative to boundaries between continents and oceans.  <b><u>Social Studies Online</u></b> Galapagos Islands Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Nevada, California National Parks - Wyoming, Utah

FOCUS / COURSE	MA.4-ESS.	Grade 4: Earth and Space Sciences
STRAND	ESS3.	Earth and Human Activity

STANDARD / CONCEPT / SKILL	4-ESS3-1.	Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
STANDARD / CONCEPT / SKILL	4-ESS3-2.	Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities

FOCUS / COURSE	MA.4-LS.	Grade 4: Life Science
STRAND	LS1.	From Molecules to Organisms: Structures and Processes

STANDARD /  
CONCEPT /  
SKILL

4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their 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?](#)

FOCUS / COURSE	MA.4-PS.	Physical Science
STRAND	PS4.	Waves and Their Applications in Technologies for Information Transfer

STANDARD /  
CONCEPT /  
SKILL

4-PS4-3. Develop and compare multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern.

**Social Studies Online**

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

**Massachusetts Curriculum Frameworks**

**Social Studies**

Grade: 4 - Adopted: 2018

FOCUS / COURSE		Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12
STRAND	1	Demonstrate civic knowledge, skills, and dispositions.

STANDARD /  
CONCEPT /  
SKILL

Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.

**Social Studies Online**

African Safari  
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  
Exploring Cuba  
Grade 3 - Geography of Our Communities  
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 - Southeast Region of the U.S.  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - Southwest Region Today  
Grade 4 - West Region Early Beginnings  
Grade 4 - West Region Geography  
Grade 4 - West Region Today  
How Coral Reefs Are Formed  
London - City of Pomp & Majesty  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
Paris - City of Light - Grades K - 5  
Rome - The Eternal City  
The Sahara Desert  
Tokyo - City of Contrasts  
Who Lives On a Coral Reef?

STANDARD /  
CONCEPT /  
SKILL

Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

**Social Studies Online**

Grade 3 - A Country of Cultures  
Grade 3 - How Government Helps Our Communities

STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.
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#### **Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

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

Grade 3 - A Country of Cultures

Grade 3 - Businesses At Work

Grade 3 - Geography of Our Communities

Grade 3 - How Government Helps Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - I Am a Consumer

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

How Coral Reefs Are Formed

Jerusalem - Then and Now (Younger 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 K - 5

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades K - 5

Who Lives On a Coral Reef?

FOCUS / COURSE		Grade 4 Content Standards: North American Geography and Peoples
STRAND	Topic 1.	North America: geography and map skills – Supporting Question: What are the physical features and nations of North America?

STANDARD / CONCEPT / SKILL	1	<p>On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).</p> <p><b><u>Social Studies Online</u></b> Grade 4 - Northeast</p>
STANDARD / CONCEPT / SKILL	2	<p>On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.</p> <p><b><u>Social Studies Online</u></b> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast</p>
STANDARD / CONCEPT / SKILL	3	<p>Research, analyze, and convey information about Canada or Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.</p> <p><b><u>Social Studies Online</u></b> Canada: Coast to Coast Canada: Our Northern Neighbor</p>
FOCUS / COURSE		Grade 4 Content Standards: North American Geography and Peoples
STRAND	Topic 2.	<b>Ancient civilizations of North America – Supporting Question: How do archaeologists develop theories about ancient migrations?</b>
STANDARD / CONCEPT / SKILL	1	<p>Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.</p> <p><b><u>Social Studies Online</u></b> Grade 4 - West Region Early Beginnings</p>
STANDARD / CONCEPT / SKILL	2	<p>Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings).</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans Grade 4 - West Region Early Beginnings</p>
STANDARD / CONCEPT / SKILL	3	<p>Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.</p> <p><b><u>Social Studies Online</u></b> Grade 3 - The First Americans</p>

STANDARD / CONCEPT / SKILL	4	<p>Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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FOCUS / COURSE		Grade 4 Content Standards: North American Geography and Peoples
STRAND	Topic 3.	Early European exploration and conquest – Supporting Question: What were the reasons for European voyages across the Atlantic Ocean?

STANDARD / CONCEPT / SKILL	3	<p>Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Núñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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FOCUS / COURSE		Grade 4 Content Standards: North American Geography and Peoples
STRAND	Topic 4.	The expansion of the United States over time and its regions today – Supporting Question: How has the environment shaped the development of each region?

STANDARD / CONCEPT / SKILL	1	<p>Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>
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STANDARD / CONCEPT / SKILL	2	<p>Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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STANDARD / CONCEPT / SKILL	3	<p>Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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STANDARD / CONCEPT / SKILL	4	<p>Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of African slaves).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - A Country of Cultures</b>  <b>Grade 3 - How The Country Was Settled</b></p>
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STANDARD / CONCEPT / SKILL	5	<p>Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 4 - Southeast Region of the U.S.</b></p>
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FOCUS / COURSE		<b>Grade 4 Content Standards: North American Geography and Peoples</b>
STRAND		<b>The Northeast</b>

STANDARD / CONCEPT / SKILL	1	<p>On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - Geography of Our Communities</b>  <b>Grade 4 - Northeast</b></p>
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STANDARD / CONCEPT / SKILL	4	<p>Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - Geography of Our Communities</b>  <b>Grade 4 - Northeast</b></p>
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STANDARD / CONCEPT / SKILL	5	<p>Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 4 - Northeast</b></p>
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FOCUS / COURSE		<b>Grade 4 Content Standards: North American Geography and Peoples</b>
STRAND		<b>The Southeast</b>

STANDARD / CONCEPT / SKILL	1	<p>On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - Geography of Our Communities</b>  <b>Grade 4 - Southeast Region of the U.S.</b></p>
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STANDARD / CONCEPT / SKILL	2	Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.  <b><u>Social Studies Online</u></b> Grade 3 - The First Americans
STANDARD / CONCEPT / SKILL	4	Describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments).  <b><u>Social Studies Online</u></b> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STANDARD / CONCEPT / SKILL	5	Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.

FOCUS / COURSE		Grade 4 Content Standards: North American Geography and Peoples
STRAND		The Midwest

STANDARD / CONCEPT / SKILL	1	On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today
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STANDARD / CONCEPT / SKILL	2	Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.  <b><u>Social Studies Online</u></b> Grade 4 - Midwest Region Early Beginnings
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FOCUS / COURSE		Grade 4 Content Standards: North American Geography and Peoples
STRAND		The Southwest

STANDARD / CONCEPT / SKILL	1	On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today
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STANDARD / CONCEPT / SKILL	2	<p>Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a></p>
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STANDARD / CONCEPT / SKILL	3	<p>Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a></p>
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FOCUS / COURSE		<b>Grade 4 Content Standards: North American Geography and Peoples</b>
STRAND		<b>The West</b>

STANDARD / CONCEPT / SKILL	1	<p>On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
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STANDARD / CONCEPT / SKILL	2	<p>Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a></p>
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STANDARD / CONCEPT / SKILL	3	<p>Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
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STANDARD / CONCEPT / SKILL	5	Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.
<b>Social Studies Online</b> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>		

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 4 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Key Ideas and Details

INDICATOR	3	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
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**Social Studies Online**  
[Ancient China - Qin & Han Dynasties](#)  
[Ancient China - Shang & Zhou Dynasties](#)  
[Ancient Egypt - Land of the Pharaohs](#)  
[Ancient Egypt - Land of the Pyramids](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Ancient Rome](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)  
[Grade 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](#)

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 4 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Craft and Structure

INDICATOR	4	Determine the meaning of general and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
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**Social Studies Online**  
[Ancient China - Qin & Han Dynasties](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)  
[Grade 4 - Northeast](#)  
[The Sahara Desert](#)

INDICATOR	5	Describe the overall structure of how a text presents information (e.g., chronology, comparison, cause/effect, problem/solution) on in a text or part of a text.
		<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>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>

FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 4 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas

INDICATOR	7	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</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>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Businesses At Work</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - I Am a Consumer</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>How Coral Reefs Are Formed</p> <p>Jerusalem - Then and Now (Younger Grades)</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades K - 5</p> <p>Rome - The Eternal City</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades K - 5</p> <p>Who Lives On a Coral Reef?</p>
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FOCUS / COURSE		History and Social Science and the Standards for Literacy
STRAND		Grade 4 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration

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