

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: K - Adopted: 2016

| FOCUS / COURSE | MA.K-ESS. | Kindergarten: Earth and Space Sciences |
|----------------|-----------|--|
| STRAND | ESS2. | Earth's Systems |

STANDARD / CONCEPT / SKILL

K-ESS2-1.

Use and share quantitative observations of local weather conditions to describe patterns over time.

[Social Studies Online](#)

[Grade 1 - The Earth Around Us](#)

STANDARD / CONCEPT / SKILL

K-ESS2-2.

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment

[Social Studies Online](#)

[Grade 1 - The Earth Around Us](#)

| FOCUS / COURSE | MA.K-ESS. | Kindergarten: Earth and Space Sciences |
|----------------|-----------|--|
| STRAND | ESS3. | Earth and Human Activity |

STANDARD / CONCEPT / SKILL

K-ESS3-3.

Communicate solutions to reduce the amount of natural resources an individual uses.

[Social Studies Online](#)

[Grade 1 - The Earth Around Us](#)

Massachusetts Curriculum Frameworks

Social Studies

Grade: K - 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](#)

[Grade 1 - The Earth Around Us](#)

[Paris - City of Light - Grades K - 5](#)

STANDARD / CONCEPT / SKILL

Civic participatory skills encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.

[Social Studies Online](#)

[Grade 1 - Let's Learn About the Government](#)

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| STANDARD / CONCEPT / SKILL | | <p>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.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government</p> |
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| STRAND | 7 | <p>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.</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Jerusalem - Then and Now (Younger Grades) Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5</p> |
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| FOCUS / COURSE | | Kindergarten Content Standards: Many Roles in Living, Learning, and Working Together |
| STRAND | Topic 1. | Civics: classroom citizenship – Supporting Question: What does it mean to be responsible? |
| STANDARD / CONCEPT / SKILL | 4 | Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States: |

| | | |
|-----------|----|---|
| INDICATOR | a. | <p>why the flag of United States of America is red, white, and blue and has stars and stripes</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government</p> |
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| INDICATOR | b. | <p>why the Bald Eagle is the national emblem of United States</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government</p> |
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| FOCUS / COURSE | | Kindergarten Content Standards: Many Roles in Living, Learning, and Working Together |
| STRAND | Topic 3. | History: shared traditions – Supporting Question: How do we commemorate our shared history as a nation and community? |

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| STANDARD / CONCEPT / SKILL | 1 | <p>Describe how some days, called civic holidays, are special because they celebrate important events or people in history (See the Resource Supplement, Section III, for a list of state, national, and international civic holidays and their histories).</p> <p><u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago</p> |
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| STANDARD / CONCEPT / SKILL | 2 | <p>Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.</p> <p><u>Social Studies Online</u> Grade 1 - Families and Neighbors</p> |
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| FOCUS / COURSE | | Kindergarten Content Standards: Many Roles in Living, Learning, and Working Together |
| STRAND | Topic 4. | Economics: work and commerce (shared with pre-kindergarten) – Supporting Question: What kinds of work do women, men, and children do? |
| STANDARD / CONCEPT / SKILL | | Working |

INDICATOR 1 With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.

[Social Studies Online](#)

Grade 1 - All About Work

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|----------------------------|----------|---|
| FOCUS / COURSE | | Kindergarten Content Standards: Many Roles in Living, Learning, and Working Together |
| STRAND | Topic 4. | Economics: work and commerce (shared with pre-kindergarten) – Supporting Question: What kinds of work do women, men, and children do? |
| STANDARD / CONCEPT / SKILL | | Buying, Selling and Trading Goods and Services |

INDICATOR 2 With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.

[Social Studies Online](#)

Grade 1 - All About Work

INDICATOR 3 With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.

[Social Studies Online](#)

Grade 1 - All About Work

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Kindergarten Speaking and Listening Standards [SL] |
| STANDARD / CONCEPT / SKILL | | Comprehension and Collaboration |

INDICATOR 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[Social Studies Online](#)

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

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| INDICATOR | 3 | <p>Ask and answer questions to seek help, get information, or clarify something that is not understood.</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Jerusalem - Then and Now (Younger Grades) Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5</p> |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Kindergarten Speaking and Listening Standards [SL] |
| STANDARD / CONCEPT / SKILL | | Presentation of Knowledge and Ideas |

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| INDICATOR | 4 | <p>Describe familiar people, places, things and events, and, with prompting and support, provide additional detail.</p> <p><u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us</p> |
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Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 1 - Adopted: 2016

| FOCUS / COURSE | MA.1-ESS. | Grade 1: Earth and Space Sciences |
|----------------|-----------|-----------------------------------|
| STRAND | ESS1. | Earth's Place in the Universe |

STANDARD / CONCEPT / SKILL 1-ESS1-2. Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.

Social Studies Online

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Massachusetts Curriculum Frameworks

Social Studies

Grade: 1 - 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

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Paris - City of Light - Grades K - 5

STANDARD / CONCEPT / SKILL Civic participatory skills encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.

Social Studies Online

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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| STRAND | 7 | <p>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.</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money Jerusalem - Then and Now (Younger Grades) Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5</p> |
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| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
| STRAND | Topic 1. | Civics: communities, elections, and leadership – Supporting Question: What does it mean to belong to or lead a group? |

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| STANDARD / CONCEPT / SKILL | 4 | <p>Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government</p> |
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| STANDARD / CONCEPT / SKILL | 5 | <p>Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work</p> |
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| STANDARD / CONCEPT / SKILL | 6 | <p>Explain that an election is a kind of voting in which people select leaders.</p> <p><u>Social Studies Online</u> Grade 2 - Our Government At Work</p> |
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| STANDARD / CONCEPT / SKILL | 7 | <p>Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.</p> <p><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work</p> |
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| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
| STRAND | Topic 1. | Civics: communities, elections, and leadership – Supporting Question: What does it mean to belong to or lead a group? |
| STANDARD / CONCEPT / SKILL | 8 | Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include: |

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| INDICATOR | | electing leaders who serve fixed terms; <u>Social Studies Online</u> Grade 2 - Our Government At Work |
| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
| STRAND | Topic 1. | Civics: communities, elections, and leadership – Supporting Question: What does it mean to belong to or lead a group? |
| STANDARD / CONCEPT / SKILL | 10 | Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work |
| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
| STRAND | Topic 2. | Geography: places to explore – Supporting Question: How can maps help people locate places and learn about them? |
| STANDARD / CONCEPT / SKILL | 1 | Explain that a map represents spaces and helps one identify locations and features. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us |
| STANDARD / CONCEPT / SKILL | 2 | Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., Boston, Massachusetts, Washington D.C., Mexico City, Mexico) and investigate factors that explain why these locations became important cities. <u>Social Studies Online</u> Washington, DC - Grades K - 5 |
| STANDARD / CONCEPT / SKILL | 3 | Explain that a city that is called a capital is the center of government for a state or nation. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us |
| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
| STRAND | Topic 3. | History: unity and diversity in the United States – Supporting Question: What does the motto, “Out of Many, One” mean and why is it a good motto of the United States? |
| STANDARD / CONCEPT / SKILL | 2 | Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs: |
| INDICATOR | a. | national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty) <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Washington, DC - Grades K - 5 |

| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
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| STRAND | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Resources |

INDICATOR 2 Distinguish a renewable resource from a non-renewable resource.

Social Studies Online

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
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| STRAND | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Earning Income |

INDICATOR 4 Explain what it means to be employed and define the terms income, wages, and salary.

Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
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| STRAND | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Buying Goods and Services |

INDICATOR 5 Give examples of products (goods) that people buy and use.

Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR 6 Give examples of services people do for each other.

Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR 7 Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).

Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

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| INDICATOR | 8 | Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment). |
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Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

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| FOCUS / COURSE | | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity |
| STRAND | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Saving |

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| INDICATOR | 9 | Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency). |
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Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

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|----------------------------|--|---|
| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 1 Speaking and Listening Standards [SL] Comprehension and Collaboration |
| STANDARD / CONCEPT / SKILL | | Comprehension and Collaboration |

| | | |
|-----------|---|---|
| INDICATOR | 2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
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Social Studies Online

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Land and Water Around Us

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

| | | |
|-----------|---|--|
| INDICATOR | 3 | <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Social Studies Online Grade 1 - All About Work Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money Jerusalem - Then and Now (Younger Grades) Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5</p> |
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|----------------------------|--|---|
| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 1 Speaking and Listening Standards [SL] Comprehension and Collaboration |
| STANDARD / CONCEPT / SKILL | | Presentation of Knowledge and Ideas |

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| INDICATOR | 4 | <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p> <p>Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together</p> |
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Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 2 - Adopted: 2016

| FOCUS / COURSE | MA.2-ESS. | Grade 2: Earth and Space Sciences |
|----------------|-----------|-----------------------------------|
| STRAND | ESS2. | Earth's Systems |

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| STANDARD / CONCEPT / SKILL | 2-ESS2-1. | Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land. |
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Social Studies Online

Grade 3 - Geography of Our Communities

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| STANDARD / CONCEPT / SKILL | 2-ESS2-2. | Map the shapes and types of landforms and bodies of water in an area. |
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Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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| STANDARD / CONCEPT / SKILL | 2-ESS2-3. | Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid. |
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Social Studies Online

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

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| STANDARD / CONCEPT / SKILL | 2-ESS2-4(MA). | Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform. |
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Social Studies Online

Grade 3 - Geography of Our Communities

| FOCUS / COURSE | MA.2-LS. | Grade 2: Life Science |
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| STRAND | LS2. | Ecosystems: Interactions, Energy, and Dynamics |

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| STANDARD / CONCEPT / SKILL | 2-LS2-3(MA). | Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. |
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Social Studies Online

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

| FOCUS / COURSE | MA.2-LS. | Grade 2: Life Science |
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| STRAND | LS4. | Biological Evolution: Unity and Diversity |
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STANDARD /
CONCEPT /
SKILL

2-LS4-1. Use texts, media, or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas.

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?

Massachusetts Curriculum Frameworks

Social Studies

Grade: 2 - 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

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

How Coral Reefs Are Formed

Paris - City of Light - Grades K - 5

The Sahara Desert

Who Lives On a Coral Reef?

STANDARD /
CONCEPT /
SKILL

Civic participatory skills encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.

Social Studies Online

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Land and Water Around Us

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

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

How Coral Reefs Are Formed

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

The Sahara Desert

Washington, DC - Grades K - 5

Who Lives On a Coral Reef?

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| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 1. | Reading and making maps – Supporting Question: What do maps show? |

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| STANDARD / CONCEPT / SKILL | 1 | Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining). . |
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Social Studies Online

Grade 2 - Land and Water Around Us

The Sahara Desert

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| STANDARD / CONCEPT / SKILL | 2 | Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently. |
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Social Studies Online

Grade 2 - Land and Water Around Us

The Sahara Desert

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| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 2. | Geography and its effects on people – Supporting Question: How do people adapt to or change their environment? |

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| STANDARD / CONCEPT / SKILL | 1 | <p>On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p><u>Social Studies Online</u> Grade 2 - Land and Water Around Us The Sahara Desert</p> |
| STANDARD / CONCEPT / SKILL | 2 | <p>On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.</p> <p><u>Social Studies Online</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities</p> |
| STANDARD / CONCEPT / SKILL | 3 | <p>Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us The Sahara Desert</p> |
| STANDARD / CONCEPT / SKILL | 4 | <p>Explain and describe human interaction with the physical world (the environment).</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities</p> |
| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 3. | History: migrations and cultures – Supporting Question: What are the different reasons people choose to settle in a community? |
| STANDARD / CONCEPT / SKILL | 2 | <p>Give examples of why the United States is called “a nation of immigrants”.</p> <p><u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled</p> |
| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 4. | Civics in the context of geography: countries and governments – Supporting Question: Why are continents divided into countries? |

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| STANDARD / CONCEPT / SKILL | 1 | <p>Recognize the difference between physical geography and political geography.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Sahara Desert</p> |
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| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 5. | Economics: resources and choices (shared with grade 1) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Resources |

INDICATOR 2 Distinguish a renewable resource from a non-renewable resource.

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

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| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 5. | Economics: resources and choices (shared with grade 1) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Earning Income |

INDICATOR 4 Explain what it means to be employed and define the terms income, wages, and salary.

Social Studies Online
[Grade 1 - All About Work](#)
[Grade 2 - Work and Money](#)
[Grade 3 - I Am a Consumer](#)

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| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 5. | Economics: resources and choices (shared with grade 1) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Buying Goods and Services |

INDICATOR 5 Give examples of products (goods) that people buy and use.

Social Studies Online
[Grade 1 - All About Work](#)
[Grade 2 - Work and Money](#)
[Grade 3 - I Am a Consumer](#)

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| INDICATOR | 6 | <p>Give examples of services people do for each other.</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
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| INDICATOR | 7 | <p>Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
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| INDICATOR | 8 | <p>Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
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| FOCUS / COURSE | | Grade 2 Content Standards: Global Geography: Places and Peoples, Cultures and Resources |
| STRAND | Topic 5. | Economics: resources and choices (shared with grade 1) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL | | Saving |

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| INDICATOR | 9 | <p>Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 2 Reading Standards for Informational Text [RI] |
| STANDARD / CONCEPT / SKILL | | Key Ideas and Details |

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| INDICATOR | 3 | <p>Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.</p> <p><u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p> |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 2 Reading Standards for Informational Text [RI] |

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| STANDARD / CONCEPT / SKILL | | Craft and Structure |
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INDICATOR 4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Social Studies Online

The Sahara Desert

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 2 Speaking and Listening Standards [SL] |
| STANDARD / CONCEPT / SKILL | | Comprehension and Collaboration |

INDICATOR 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Land and Water Around Us

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

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

How Coral Reefs Are Formed

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

The Sahara Desert

Washington, DC - Grades K - 5

Who Lives On a Coral Reef?

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| INDICATOR | 3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
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Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Land and Water Around Us

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

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

How Coral Reefs Are Formed

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

The Sahara Desert

Washington, DC - Grades K - 5

Who Lives On a Coral Reef?

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 3 - Adopted: 2016

| FOCUS / COURSE | MA.3-ESS. | Grade 3: Earth and Space Sciences |
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| STRAND | ESS2. | Earth's Systems |

STANDARD / CONCEPT / SKILL 3-ESS2-1. Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.

Social Studies Online

African Safari

Grade 2 - Land and Water Around Us

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Geography

STANDARD / CONCEPT / SKILL 3-ESS2-2. Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.

Social Studies Online

Amazon Rainforest - Grades 2-5

Grade 2 - Land and Water Around Us

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

The Sahara Desert

| FOCUS / COURSE | MA.3-ESS. | Grade 3: Earth and Space Sciences |
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| STRAND | ESS3. | Earth and Human Activity |

STANDARD / CONCEPT / SKILL 3-ESS3-1. Evaluate the merit of a design solution that reduces the damage caused by weather.

Social Studies Online

Grade 3 - Geography of Our Communities

| FOCUS / COURSE | MA.3-LS. | Grade 3: Life Science |
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| STRAND | LS1. | From Molecules to Organisms: Structures and Processes |

STANDARD / CONCEPT / SKILL 3-LS1-1. Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen.

Social Studies Online

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

| FOCUS / COURSE | MA.3-LS. | Grade 3: Life Science |
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| STRAND | LS4. | Biological Evolution: Unity and Diversity |
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| STANDARD / CONCEPT / SKILL | 3-LS4-2. | <p>Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.</p> <p><u>Social Studies Online</u> 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?</p> |
| STANDARD / CONCEPT / SKILL | 3-LS4-3. | <p>Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive.</p> <p><u>Social Studies Online</u> 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?</p> |
| STANDARD / CONCEPT / SKILL | 3-LS4-4. | <p>Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us How Coral Reefs Are Formed Who Lives On a Coral Reef?</p> |

Massachusetts Curriculum Frameworks

Social Studies

Grade: 3 - Adopted: 2018

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

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| STANDARD / CONCEPT / SKILL | <p>Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.</p> <p><u>Social Studies Online</u> African Safari Exploring Cuba Grade 2 - Land and Water Around Us 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 Paris - City of Light - Grades K - 5 Rome - The Eternal City The Sahara Desert Who Lives On a Coral Reef?</p> |
| STANDARD / CONCEPT / SKILL | <p>Civic participatory skills encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.</p> <p><u>Social Studies Online</u> Grade 2 - Our Government At Work</p> |
| STANDARD / CONCEPT / SKILL | <p>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.</p> <p><u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities</p> |

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| 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](#)
[Exploring Cuba](#)
[Galapagos Islands](#)
[Grade 2 - Early Americans](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 2 - Living Together](#)
[Grade 2 - Our Government At Work](#)
[Grade 2 - Work and Money](#)
[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 \(Younger Grades\)](#)
[Paris - City of Light - Grades K - 5](#)
[Rome - The Eternal City](#)
[The Sahara Desert](#)
[Washington, DC - Grades K - 5](#)
[Who Lives On a Coral Reef?](#)

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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 1. | Massachusetts cities and towns today and in history – Supporting Question: How can people get involved in government? |
| STANDARD / CONCEPT / SKILL | 3 | Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities: |

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| INDICATOR | b. | city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety |
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Social Studies Online

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

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| INDICATOR | c. | <p>Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees)</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities</p> |
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| INDICATOR | e. | <p>people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money</p> |
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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 2. | The geography and Native Peoples of Massachusetts – Supporting Question: How did Native Peoples live in New England before Europeans arrived? |

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| STANDARD / CONCEPT / SKILL | 1 | <p>On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).</p> <p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Northeast</p> |
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| STANDARD / CONCEPT / SKILL | 2 | <p>On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).</p> <p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Northeast</p> |
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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 2. | The geography and Native Peoples of Massachusetts – Supporting Question: How did Native Peoples live in New England before Europeans arrived? |
| STANDARD / CONCEPT / SKILL | 3 | Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region: |

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| INDICATOR | a. | <p>the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans</p> |
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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 4. | The Pilgrims, the Plymouth Colony, and Native Communities – Supporting Question: What were the challenges for women and men in the early years in Plymouth? |

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| STANDARD / CONCEPT / SKILL | 1 | Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people: |
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INDICATOR a. the purpose of the Mayflower Compact and the principle of self-government

[Social Studies Online](#)

Grade 2 - Early Americans

Grade 4 - Northeast

INDICATOR c. contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts

[Social Studies Online](#)

Grade 2 - Early Americans

Grade 4 - Northeast

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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 5. | The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans – Supporting Question: How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts? |

STANDARD /
CONCEPT /
SKILL 4 Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.

[Social Studies Online](#)

Grade 4 - Southeast Region of the U.S.

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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 5. | The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans – Supporting Question: How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts? |
| STANDARD / CONCEPT / SKILL | 5 | Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money – in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials: |

INDICATOR a. the fishing and shipbuilding industries

[Social Studies Online](#)

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 6. | Massachusetts in the 18th century through the American Revolution – Supporting Questions: Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution? |
| STANDARD / CONCEPT / SKILL | 2 | Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period: |

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| INDICATOR | b. | the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples Social Studies Online Grade 3 - The First Americans |
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| INDICATOR | e. | the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem Social Studies Online Grade 2 - Early Americans |
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| FOCUS / COURSE | | Grade 3 Content Standards: Massachusetts, Home to Many Different People |
| STRAND | Topic 6. | Massachusetts in the 18th century through the American Revolution – Supporting Questions: Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution? |

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| STANDARD / CONCEPT / SKILL | 3 | Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed. Social Studies Online Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast |
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| STANDARD / CONCEPT / SKILL | 4 | Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic. Social Studies Online Grade 3 - How Government Helps Our Communities |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 3 Standards for Reading Informational Text [RI] |
| STANDARD / CONCEPT / SKILL | | Key Ideas and Details |

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| INDICATOR | 3 | Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
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| STRAND | | Grade 3 Standards for Reading Informational Text [RI] |
| STANDARD / CONCEPT / SKILL | | Craft and Structure |

INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases relevant to a grade 3 topic or subject area.

[Social Studies Online](#)

Grade 4 - Northeast

The Sahara Desert

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 3 Standards for Reading Informational Text [RI] |
| STANDARD / CONCEPT / SKILL | | Integration of Knowledge and Ideas |

INDICATOR 7 Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

[Social Studies Online](#)

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 3 Speaking and Listening Standards [SL] |
| STANDARD / CONCEPT / SKILL | | Comprehension and Collaboration |

INDICATOR 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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| EXPECTATION | 1.c. | <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Grade 2 - Early Americans</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 2 - Living Together</p> <p>Grade 2 - Our Government At Work</p> <p>Grade 2 - Work and Money</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>Paris - City of Light - Grades K - 5</p> <p>Rome - The Eternal City</p> <p>The Sahara Desert</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 3 Speaking and Listening Standards [SL] |
| STANDARD / CONCEPT / SKILL | | Comprehension and Collaboration |

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| INDICATOR | 2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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Social Studies Online

African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Exploring Cuba
 Galapagos Islands
 Grade 2 - Early Americans
 Grade 2 - Land and Water Around Us
 Grade 2 - Living Together
 Grade 2 - Our Government At Work
 Grade 2 - Work and Money
 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)
 Paris - City of Light - Grades K - 5
 Rome - The Eternal City
 The Sahara Desert
 Washington, DC - Grades K - 5
 Who Lives On a Coral Reef?

Social Studies Online[African Safari](#)[Amazon Rainforest - Grades 2-5](#)[Amazon Rainforest - People and Threats - Grades 2-5](#)[Exploring Cuba](#)[Galapagos Islands](#)[Grade 2 - Early Americans](#)[Grade 2 - Land and Water Around Us](#)[Grade 2 - Living Together](#)[Grade 2 - Our Government At Work](#)[Grade 2 - Work and Money](#)[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 \(Younger Grades\)](#)[Paris - City of Light - Grades K - 5](#)[Rome - The Eternal City](#)[The Sahara Desert](#)[Washington, DC - Grades K - 5](#)[Who Lives On a Coral Reef?](#)

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 |
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| 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.

Social Studies Online

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

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.

Social Studies Online

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 |
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| 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.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

The Sahara Desert

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.

Social Studies Online

Grade 3 - Geography of Our Communities

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| 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?

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| 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

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

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| STANDARD / CONCEPT / SKILL | <p>Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & 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>Exploring Cuba</p> <p>Grade 3 - Geography of Our Communities</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 - 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 Today</p> <p>How Coral Reefs Are Formed</p> <p>London - City of Pomp & Majesty</p> <p>National Parks - Alaska & 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>Who Lives On a Coral Reef?</p> |
| STANDARD / CONCEPT / SKILL | <p>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.</p> <p><u>Social Studies Online</u></p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - How Government Helps Our Communities</p> |

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| 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?

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| 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? |

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| 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><u>Social Studies Online</u> 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><u>Social Studies Online</u> 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><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor</p> |
| FOCUS / COURSE | | Grade 4 Content Standards: North American Geography and Peoples |
| STRAND | Topic 2. | Ancient civilizations of North America – Supporting Question: How do archaeologists develop theories about ancient migrations? |
| 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><u>Social Studies Online</u> 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><u>Social Studies Online</u> 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><u>Social Studies Online</u> Grade 3 - The First Americans</p> |

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| 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><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - West Region Early Beginnings</p> |
| 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><u>Social Studies Online</u> Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - West Region Early Beginnings</p> |
| 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><u>Social Studies Online</u> Grade 4 - Northeast</p> |
| 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><u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p> |
| 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><u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</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><u>Social Studies Online</u> Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled</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><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p> |
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| FOCUS / COURSE | | Grade 4 Content Standards: North American Geography and Peoples |
| STRAND | | The Northeast |

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| 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><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Northeast</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><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Northeast</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><u>Social Studies Online</u> Grade 4 - Northeast</p> |
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| FOCUS / COURSE | | Grade 4 Content Standards: North American Geography and Peoples |
| STRAND | | The Southeast |

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| 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><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.</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. <u>Social Studies Online</u> 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). <u>Social Studies Online</u> 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. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. |

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

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| 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). <u>Social Studies Online</u> 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. <u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings |
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| FOCUS / COURSE | | Grade 4 Content Standards: North American Geography and Peoples |
| STRAND | | The Southwest |

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| 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). <u>Social Studies Online</u> 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><u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today</p> |
| 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><u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today</p> |
| FOCUS / COURSE | | Grade 4 Content Standards: North American Geography and Peoples |
| STRAND | | The West |
| 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><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p> |
| 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><u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings</p> |
| 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><u>Social Studies Online</u> Grade 4 - West Region Early Beginnings</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. |
| Social Studies Online Grade 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah | | |

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| 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 |

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| 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](#)

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| 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 |

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| 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](#)

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| 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><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & 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> |

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| 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 |

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| 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><u>Social Studies Online</u></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 & Han Dynasties</p> <p>Ancient China - Shang & 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 & Majesty</p> <p>National Parks - Alaska & 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 |

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?](#)

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 5 - Adopted: 2016

| FOCUS / COURSE | MA.5-ESS. | Grade 5: Earth and Space Sciences |
|----------------|-----------|-----------------------------------|
| STRAND | ESS2. | Earth's Systems |

STANDARD / CONCEPT / SKILL 5-ESS2-2. Describe and graph the relative amounts of salt water in the ocean; fresh water in lakes, rivers, and groundwater; and fresh water frozen in glaciers and polar ice caps to provide evidence about the availability of fresh water in Earth's biosphere.

Social Studies Online

National Parks - Nevada, California

| FOCUS / COURSE | MA.5-ESS. | Grade 5: Earth and Space Sciences |
|----------------|-----------|-----------------------------------|
| STRAND | ESS3. | Earth and Human Activity |

STANDARD / CONCEPT / SKILL 5-ESS3-1. Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process.

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?

| FOCUS / COURSE | MA.5-LS. | Grade 5: Life Science |
|----------------|----------|--|
| STRAND | LS2. | Ecosystems: Interactions, Energy, and Dynamics |

STANDARD / CONCEPT / SKILL 5-LS2-1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

The Sahara Desert

Who Lives On a Coral Reef?

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|----------------|----------|---------------------------|
| FOCUS / COURSE | MA.5-PS. | Grade 5: Physical Science |
| STRAND | PS3. | Energy |

STANDARD / CONCEPT / SKILL 5-PS3-1. Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction.

Social Studies Online

Galapagos Islands

Who Lives On a Coral Reef?

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| FOCUS / COURSE | MA.5-ETS. | Grade 5: Technology/Engineering |
| STRAND | ETS3. | Technological Systems |

STANDARD / CONCEPT / SKILL 5.3-5-ETS3-1(MA). Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

Massachusetts Curriculum Frameworks

Social Studies

Grade: 5 - 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 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?](#)

| | | |
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| 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 - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

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?

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| FOCUS / COURSE | | Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement |
| STRAND | Topic 1. | Early colonization and growth of colonies – Supporting Question: To what extent was North America a land of opportunity, and for whom? |

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| STANDARD / CONCEPT / SKILL | 2 | Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts). |
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Social Studies Online

Grade 4 - Northeast

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| STANDARD / CONCEPT / SKILL | 3 | Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England's history of self- government, high rates of literacy, and strong economic, and military position in the world). Social Studies Online Grade 4 - Northeast |
| STANDARD / CONCEPT / SKILL | 4 | On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans). Social Studies Online Grade 4 - Southeast Region of the U.S. |
| STANDARD / CONCEPT / SKILL | 5 | Describe the origins of slavery, its legal status in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.) Social Studies Online Grade 4 - Southeast Region of the U.S. |
| FOCUS / COURSE | | Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement |
| STRAND | Topic 1. | Early colonization and growth of colonies – Supporting Question: To what extent was North America a land of opportunity, and for whom? |
| STANDARD / CONCEPT / SKILL | 7 | Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century, and explain how some enslaved people sought their freedom. |
| INDICATOR | a. | Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions. Social Studies Online Grade 4 - Southeast Region of the U.S. |
| INDICATOR | b. | Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work. Social Studies Online Grade 4 - Southeast Region of the U.S. |
| FOCUS / COURSE | | Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement |
| STRAND | Topic 2. | Reasons for revolution, the Revolutionary War, and the formation of government – Supporting Questions: Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution? |
| STANDARD / CONCEPT / SKILL | 4 | Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law. Social Studies Online Grade 4 - Northeast |

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| FOCUS / COURSE | | Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement |
| STRAND | Topic 3. | Principles of United States Government – Supporting Question: How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery? |

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| STANDARD / CONCEPT / SKILL | 2 | <p>Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances.</p> <p>Social Studies Online Washington, DC - Grades K - 5</p> |
| STANDARD / CONCEPT / SKILL | 3 | <p>Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).</p> <p>Social Studies Online Barcelona Washington, DC - Grades K - 5</p> |

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| FOCUS / COURSE | | Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement |
| STRAND | Topic 4. | The growth of the Republic – Supporting Question: How did events of the early Republic test the newly-founded United States? |

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| STANDARD / CONCEPT / SKILL | 1 | <p>Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797-1801, and Thomas Jefferson, 1801-1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in 1804), and evaluate their leadership of the new nation.</p> <p>Social Studies Online Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p> |
| STANDARD / CONCEPT / SKILL | 2 | <p>Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.</p> <p>Social Studies Online Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p> |

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| FOCUS / COURSE | | Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement |
| STRAND | Topic 4. | The growth of the Republic – Supporting Question: How did events of the early Republic test the newly-founded United States? |
| STANDARD / CONCEPT / SKILL | 5 | Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government: |

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| INDICATOR | b. | <p>President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River</p> <p>Social Studies Online Grade 4 - Southwest Region Early Beginnings</p> |
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| INDICATOR | d. | <p>the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast</p> <p>Social Studies Online Grade 4 - Southwest Region Early Beginnings</p> |
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| FOCUS / COURSE | | Grade 5 Content Standards: United States History to the Civil War and the Modern Civil Rights Movement |
| STRAND | Topic 5. | Slavery, the legacy of the Civil War, and the struggle for civil rights for all – Supporting Question: What ideas and events of the 19th century led to the expansion of civil rights in the 20th and 21st centuries? |

STANDARD / CONCEPT / SKILL 2 Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

Social Studies Online

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 5 Standards for Reading Informational Text [RI] |
| STANDARD / CONCEPT / SKILL | | Key Ideas and Details |

INDICATOR 3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

| | | |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 5 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 5 topic or subject area.

Social Studies Online

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

| | | |
|-----------|---|---|
| INDICATOR | 5 | <p>Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.</p> <p><u>Social Studies Online</u> 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</p> |
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| INDICATOR | 6 | <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.</p> <p><u>Social Studies Online</u> Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography</p> |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grade 5 Speaking and Listening Standards [SL] |
| STANDARD / CONCEPT / SKILL | | Comprehension and Collaboration |

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

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?

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 6 - Adopted: 2016

| FOCUS / COURSE | MA.6-ESS. | Grade 6: Earth and Space Sciences |
|----------------|-----------|-----------------------------------|
| STRAND | ESS2. | Earth's Systems |

STANDARD / CONCEPT / SKILL 6.MS-ESS2-3. Analyze and interpret maps showing the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence that Earth's plates have moved great distances, collided, and spread apart.

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Wyoming, Utah

Massachusetts Curriculum Frameworks

Social Studies

Grade: 6 - 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

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 6 - 12

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Who Lives On a Coral Reef?

| | | |
|--------|---|--|
| 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 - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

Who Lives On a Coral Reef?

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| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 1. | Studying complex societies, past and present – Supporting Question: What do the social sciences contribute to our understanding of the world? |

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| STANDARD / CONCEPT / SKILL | 1 | Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present. |
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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

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| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 2. | Human origins, the Neolithic and Paleolithic Eras – Supporting Question: How did life on Earth begin and why did humans form complex societies? |

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| STANDARD / CONCEPT / SKILL | 6 | Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics: |
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INDICATOR a. an economy that produces food surpluses

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient Greece

INDICATOR c. stratified social classes

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Mayan Civilization

INDICATOR d. specialized occupations

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient Greece

INDICATOR e. developed systems of government, religion, and learning

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

INDICATOR f. achievements in technology, art, and monumental architecture

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

INDICATOR g. systems of record keeping, either written or oral

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

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| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 2. | Human origins, the Neolithic and Paleolithic Eras – Supporting Question: How did life on Earth begin and why did humans form complex societies? |

STANDARD / CONCEPT / SKILL 7 Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

Social Studies Online

Ancient China - Qin & Han Dynasties

| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
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| STRAND | Topic 3. | Western Asia, the Middle East and North Africa |
| STANDARD / CONCEPT / SKILL | c. | Ancient Egypt, c. 3000-1200 BCE – Supporting Question: How did Ancient Egypt’s rigid class structure affect its social and cultural development? |

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| INDICATOR | 1 | <p>Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p> |
| INDICATOR | 2 | <p>Describe the significance of the Nile River to ancient Egyptians.</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p> |
| INDICATOR | 4 | <p>Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p> |
| INDICATOR | 5 | <p>Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs</p> |
| INDICATOR | 6 | <p>Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs</p> |
| INDICATOR | 7 | <p>Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p> |

| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
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| STRAND | Topic 3. | Western Asia, the Middle East and North Africa |
| STANDARD / CONCEPT / SKILL | d. | Ancient Phoenicia, c. 1000-300 BCE – Supporting Question: Why were traders and merchants important in ancient societies? |

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| INDICATOR | 1 | On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea. Social Studies Online Ancient Greece |
| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 3. | Western Asia, the Middle East and North Africa |
| STANDARD / CONCEPT / SKILL | e. | Ancient Israel, Palestine, c. 2000 BCE-70 CE – Supporting Question: What were the consequences of the unification of tribes for ancient Israel? |

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| INDICATOR | 1 | On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt. Social Studies Online Ancient Greece |
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| INDICATOR | 2 | Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in Hebrew history. Social Studies Online Jerusalem - Then and Now (Older Grades) |
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| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 3. | Western Asia, the Middle East and North Africa |
| STANDARD / CONCEPT / SKILL | e. | Ancient Israel, Palestine, c. 2000 BCE-70 CE – Supporting Question: What were the consequences of the unification of tribes for ancient Israel? |
| INDICATOR | 3 | Describe the history of ancient Israel and early Christianity: |

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| EXPECTATION | a. | monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations); Social Studies Online Jerusalem - Then and Now (Older Grades) |
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| EXPECTATION | b. | the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE); Social Studies Online Jerusalem - Then and Now (Older Grades) |
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| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 3. | Western Asia, the Middle East and North Africa |
| STANDARD / CONCEPT / SKILL | g. | Interactions among ancient societies in Western Asia, North Africa, and the Middle East – Supporting Question: How did ideas spread across ancient societies in this region? |

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| INDICATOR | 1 | Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China). |
| <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties | | |

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| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 5. | Central America, the Caribbean Islands, and South America |
| STANDARD / CONCEPT / SKILL | a. | Physical and political geography and indigenous populations of Central America and the Caribbean Islands |

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| INDICATOR | 1 | On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal). |
| <u>Social Studies Online</u> Exploring Cuba | | |

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| INDICATOR | 2 | Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region. |
| <u>Social Studies Online</u> Exploring Cuba | | |

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| INDICATOR | 3 | Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands. |
| <u>Social Studies Online</u> Exploring Cuba | | |

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| INDICATOR | 4 | Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]). |
| <u>Social Studies Online</u> Exploring Cuba | | |

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| FOCUS / COURSE | | Grade 6 Content Standards: World Geography and Ancient Civilizations I |
| STRAND | Topic 5. | Central America, the Caribbean Islands, and South America |
| STANDARD / CONCEPT / SKILL | b. | Physical and political geography of South America |

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| INDICATOR | 1 | <p>On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p> <p><u>Social Studies Online</u> Galapagos Islands</p> |
| INDICATOR | 2 | <p>On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p> <p><u>Social Studies Online</u> Galapagos Islands</p> |
| INDICATOR | 3 | <p>Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p> <p><u>Social Studies Online</u> Galapagos Islands</p> |

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |
| STANDARD / CONCEPT / SKILL | | Craft and Structure |

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| INDICATOR | 4 | <p>Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert</p> |
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| INDICATOR | 5 | <p>Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p> |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |

| STANDARD / CONCEPT / SKILL | | Integration of Knowledge and Ideas |
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INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

Who Lives On a Coral Reef?

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 7 - Adopted: 2016

| FOCUS / COURSE | MA.7-ESS. | Grade 7: Earth and Space Sciences |
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| STRAND | ESS2. | Earth's Systems |

STANDARD / CONCEPT / SKILL 7.MS-ESS2-2. Construct an explanation based on evidence for how Earth's surface has changed over scales that range from local to global in size.

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

| FOCUS / COURSE | MA.7-ESS. | Grade 7: Earth and Space Sciences |
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| STRAND | ESS3. | Earth and Human Activity |

STANDARD / CONCEPT / SKILL 7.MS-ESS3-4. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

| FOCUS / COURSE | MA.7-LS. | Grade 7: Life Science |
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| STRAND | LS2. | Ecosystems: Interactions, Energy, and Dynamics |

STANDARD / CONCEPT / SKILL 7.MS-LS2-1. Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources on the growth of organisms and the size of populations in an ecosystem.

Social Studies Online

Galapagos Islands

STANDARD / CONCEPT / SKILL 7.MS-LS2-2. Describe how relationships among and between organisms in an ecosystem can be competitive, predatory, parasitic, and mutually beneficial and that these interactions are found across multiple ecosystems.

Social Studies Online

African Safari

Amazon Rainforest - Grades 6-8

Galapagos Islands

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| STANDARD / CONCEPT / SKILL | 7.MS- LS2-3. | Develop a model to describe that matter and energy are transferred among living and nonliving parts of an ecosystem and that both matter and energy are conserved through these processes. <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 |
| STANDARD / CONCEPT / SKILL | 7.MS- LS2-4. | Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations. <u>Social Studies Online</u> African Safari 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 |
| STANDARD / CONCEPT / SKILL | 7.MS- LS2-5. | Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design. <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah |
| STANDARD / CONCEPT / SKILL | 7.MS- LS2- 6(MA). | Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use. <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii |

Massachusetts Curriculum Frameworks

Social Studies

Grade: 7 - Adopted: 2018

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

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| STANDARD / CONCEPT / SKILL | | <p>Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & 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>Exploring Cuba</p> <p>London - City of Pomp & Majesty</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Rome - The Eternal City</p> <p>Tokyo - City of Contrasts</p> |
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| STRAND | 7 | <p>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.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & 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>Jerusalem - Then and Now (Older Grades)</p> <p>London - City of Pomp & Majesty</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Rome - The Eternal City</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades 6 - 12</p> |
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| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 1. | Central and South Asia |

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| STANDARD / CONCEPT / SKILL | a. | Physical and political geography of Central and South Asia |
| INDICATOR | 1 | <p>On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p> <p>Social Studies Online Tokyo - City of Contrasts</p> |
| INDICATOR | 2 | <p>On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p> <p>Social Studies Online Tokyo - City of Contrasts</p> |
| INDICATOR | 3 | <p>Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p> <p>Social Studies Online Tokyo - City of Contrasts</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 1. | Central and South Asia |
| STANDARD / CONCEPT / SKILL | b. | Early Indian and Central Asian civilizations, religions, and cultures – Supporting Question: What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world? |
| INDICATOR | 1 | <p>Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 1. | Central and South Asia |
| STANDARD / CONCEPT / SKILL | b. | Early Indian and Central Asian civilizations, religions, and cultures – Supporting Question: What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world? |
| INDICATOR | 2 | Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world: |
| EXPECTATION | g. | <p>the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative; connections through trade routes to Africa, Europe, and China</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |

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| STRAND | Topic 2. | East Asia |
| STANDARD / CONCEPT / SKILL | b. | Early East Asian societies, religions, and cultures - Ancient China, c. 1600 BCE-500 CE – Supporting Question: To what degree have Chinese societies over time been shaped by geography? |
| INDICATOR | 2 | Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world: |
| EXPECTATION | a. | <p>the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600-256 BCE);</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties</p> |
| EXPECTATION | b. | <p>the teachings of Confucius (551-479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature;</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties</p> |
| EXPECTATION | c. | <p>the First Emperor's unification of China in the short Qin Dynasty (221-206 BCE) by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with life-size terracotta warriors;</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties</p> |
| EXPECTATION | d. | <p>the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system;</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties</p> |
| EXPECTATION | e. | <p>important technologies of China such as bronze casting, silk and gunpowder manufacture;</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties</p> |
| EXPECTATION | f. | <p>China's role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1st century CE.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 2. | East Asia |
| STANDARD / CONCEPT / SKILL | c. | Early East Asian societies, religions, and cultures - Ancient Japan and Korea, c. 300 BCE-1300 CE – Supporting Question: How has Korea served as both a cultural bridge and a battleground between China and Japan? |

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| INDICATOR | 1 | Trace the spread of Buddhism from India in the 4th century BCE to China, Korea, and Japan, and its development in Japan from the 6th through the 13th century CE; explain significant cultural contributions of ancient Japan (e.g., Buddhist philosophy, art, calligraphy, and temple and landscape architecture). |
| | | Social Studies Online Ancient China - Qin & Han Dynasties |

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| INDICATOR | 2 | Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea. |
| | | Social Studies Online Ancient China - Qin & Han Dynasties Tokyo - City of Contrasts |

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| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | a. | Physical and political geography of Europe |

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| INDICATOR | 1 | On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region. |
| | | Social Studies Online Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |

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| INDICATOR | 3 | Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries. |
| | | Social Studies Online Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |

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| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | b. | Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today? |

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| INDICATOR | 1 | On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence from c. 1200 to 300 BCE. |
| | | Social Studies Online Ancient Greece |

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| INDICATOR | 2 | <p>Explain how the geographical location of ancient Athens and other city-states such as Corinth and Sparta contributed to their role in maritime trade, colonies in the Mediterranean, and the expansion of their cultural influence.</p> <p>Social Studies Online Ancient Greece</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | b. | Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today? |
| INDICATOR | 3 | Explain the democratic political concepts developed in ancient Greece: |
| EXPECTATION | a. | <p>the “polis” or city-state</p> <p>Social Studies Online Ancient Greece</p> |
| EXPECTATION | b. | <p>civic participation and voting rights</p> <p>Social Studies Online Ancient Greece</p> |
| EXPECTATION | c. | <p>legislative bodies</p> <p>Social Studies Online Ancient Greece</p> |
| EXPECTATION | d. | <p>constitution writing</p> <p>Social Studies Online Ancient Greece</p> |
| EXPECTATION | e. | <p>rule of law</p> <p>Social Studies Online Ancient Greece</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | b. | Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today? |
| INDICATOR | 4 | <p>Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states.</p> <p>Social Studies Online Ancient Greece</p> |

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| INDICATOR | 6 | <p>Give examples of Greek gods and goddesses, heroes, and events; explain the persistence of terms from Greek and Roman mythology in modern English and other European languages (e.g., Pandora's box, a Herculean task, the wrath of Achilles, Amazon, Olympics, marathon, narcissism).</p> <p><u>Social Studies Online</u> Ancient Greece</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | b. | Ancient and Classical Greece, c. 1200-300 BCE – Supporting Question: How does the democracy of Athens compare to the democracies of today? |
| INDICATOR | 7 | Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following: |
| EXPECTATION | a. | <p>a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates)</p> <p><u>Social Studies Online</u> Ancient Greece</p> |
| EXPECTATION | c. | <p>architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo)</p> <p><u>Social Studies Online</u> Ancient Greece</p> |
| EXPECTATION | d. | <p>writing (e.g., development of the first complete alphabet with symbols for consonants and vowels)</p> <p><u>Social Studies Online</u> Ancient Greece</p> |
| EXPECTATION | e. | <p>art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths and heroes in vase painting)</p> <p><u>Social Studies Online</u> Ancient Greece</p> |
| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | c. | Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE-500 CE – Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled? |
| INDICATOR | 1 | <p>Locate Rome on a map, trace the expansion of the Roman Empire to 500 CE and explain how Rome's location contributed to its political power in the Mediterranean and beyond.</p> <p><u>Social Studies Online</u> Ancient Rome Rome - The Eternal City</p> |
| INDICATOR | 2 | <p>Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty.</p> <p><u>Social Studies Online</u> Ancient Rome</p> |

| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
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| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | c. | Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE-500 CE – Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled? |
| INDICATOR | 3 | Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire: |

EXPECTATION a. Military organization, tactics, and conquests; and decentralized administration

[Social Studies Online](#)

Ancient Rome

EXPECTATION b. the purpose and functions of taxes

[Social Studies Online](#)

Ancient Rome

EXPECTATION c. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes and the benefits of a Pax Romana

[Social Studies Online](#)

Ancient Rome

Rome - The Eternal City

| FOCUS / COURSE | | Grade 7 Content Standards: World Geography and Ancient Civilizations II |
|----------------------------|----------|--|
| STRAND | Topic 4. | Europe |
| STANDARD / CONCEPT / SKILL | c. | Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE-500 CE – Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled? |

INDICATOR 4 Describe the characteristics of the system of classes and slavery under the Romans.

[Social Studies Online](#)

Ancient Rome

Rome - The Eternal City

INDICATOR 6 Describe the contribution of the Romans to architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).

[Social Studies Online](#)

Ancient Rome

Rome - The Eternal City

INDICATOR 8 Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.

[Social Studies Online](#)

Ancient Rome

| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
|----------------|--|--|
| STRAND | | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |

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| STANDARD / CONCEPT / SKILL | | Craft and Structure |
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INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Social Studies Online

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

INDICATOR 5 Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

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

Rome - The Eternal City

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |
| STANDARD / CONCEPT / SKILL | | Integration of Knowledge and Ideas |

INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies Online

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 12

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 12

Main Criteria: Massachusetts Curriculum Frameworks

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Massachusetts Curriculum Frameworks

Science

Grade: 8 - Adopted: 2016

| FOCUS / COURSE | MA.8-ESS. | Grade 8: Earth and Space Sciences |
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| STRAND | ESS2. | Earth's System |

STANDARD / CONCEPT / SKILL 8.MS-ESS2-5. Interpret basic weather data to identify patterns in air mass interactions and the relationship of those patterns to local weather.

[Social Studies Online](#)

[Canada: Coast to Coast](#)

STANDARD / CONCEPT / SKILL 8.MS-ESS2-6. Describe how interactions involving the ocean affect weather and climate on a regional scale, including the influence of the ocean temperature as mediated by energy input from the Sun and energy loss due to evaporation or redistribution via ocean currents.

[Social Studies Online](#)

[Galapagos Islands](#)

| FOCUS / COURSE | MA.8-ESS. | Grade 8: Earth and Space Sciences |
|----------------|-----------|-----------------------------------|
| STRAND | ESS3. | Earth and Human Activity |

STANDARD / CONCEPT / SKILL 8.MS-ESS3-1. Analyze and interpret data to explain that the Earth's mineral and fossil fuel resources are unevenly distributed as a result of geologic processes.

[Social Studies Online](#)

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

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

[National Parks - Alaska & Hawaii](#)

STANDARD / CONCEPT / SKILL 8.MS-ESS3-5. Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century.

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)

| FOCUS / COURSE | MA.8-LS. | Grade 8: Life Science |
|----------------|----------|---|
| STRAND | LS1. | From Molecules to Organisms: Structures and Processes |

STANDARD / CONCEPT / SKILL 8.MS-LS1-5. Construct an argument based on evidence for how environmental and genetic factors influence the growth of organisms.

[Social Studies Online](#)

[Galapagos Islands](#)

| FOCUS / COURSE | MA.8-ETS. | Grade 8: Technology/Engineering |
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| STRAND | ETS2. | Materials, Tools, and Manufacturing |
|----------------------------------|--------------------------|---|
| STANDARD / CONCEPT / SKILL | 8.MS- ETS2- 4(MA). | <p>Use informational text to illustrate that materials maintain their composition under various kinds of physical processing; however, some material properties may change if a process changes the particulate structure of a material.</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor</p> |

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| STANDARD / CONCEPT / SKILL | 8.MS- ETS2- 5(MA). | <p>Present information that illustrates how a product can be created using basic processes in manufacturing systems, including forming, separating, conditioning, assembling, finishing, quality control, and safety. Compare the advantages and disadvantages of human vs. computer control of these processes.</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor</p> |
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Massachusetts Curriculum Frameworks
Social Studies
Grade: 8 - Adopted: 2018

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

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| STANDARD / CONCEPT / SKILL | <p>Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.</p> <p><u>Social Studies Online</u> 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 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</p> |
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| STRAND | 7 | <p>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.</p> <p><u>Social Studies Online</u> 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</p> |
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| FOCUS / COURSE | | Grade 8 Content Standards: United States and Massachusetts Government and Civic Life |
| STRAND | Topic 1. | The philosophical foundations of the United States political system – Supporting Question: What were the roots of the ideas that influenced the development of the United States political system? |

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| STANDARD / CONCEPT / SKILL | 1 | <p>Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law).</p> <p><u>Social Studies Online</u> Ancient Greece</p> |
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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |
| STANDARD / CONCEPT / SKILL | | Craft and Structure |

| | | |
|-----------|---|--|
| INDICATOR | 4 | <p>Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor</p> |
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| INDICATOR | 5 | Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings. |
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Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

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| FOCUS / COURSE | | History and Social Science and the Standards for Literacy |
| STRAND | | Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H] |
| STANDARD / CONCEPT / SKILL | | Integration of Knowledge and Ideas |

| | | |
|-----------|---|--|
| INDICATOR | 7 | Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
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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

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